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Togolese EFL learner's attitudes toward learning English language

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Dedications

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Abstract

Students have an important role in the continuing changes in teaching theory and methods, and their attitudes are critical in enhancing teaching and learning results. It is claimed that a learner's attitude toward language acquisition directly influences their success or failure in learning a language. The current study aims to investigate learners' attitudes regarding studying English. The purpose of this study is to discover the attitudes of Togolese EFL learners about learning English. The current study is being undertaken with students from two public universities in Togo (University of Lome and University of Kara) as well as some high school students. Thus, (50) students were chosen from various levels [bachelor's students, master's students, high school students] to participate in this research. To collect data for this project, questionnaires were distributed to students online. Data collection took a month. The major findings suggest that students have positive attitudes toward English learning. The findings really show that Togolese students are really motivated to learn English language and they give a great importance to English language. Also, through the findings, we see that most of the learners even believe that English language can help them improve their personality, this is to tell us that they don't just take English as a simple language but they think is a way for their well-being. All the results from the questionnaire clearly show us how Togolese students seem to give a prestige to English language. This research stated that the participants have positive attitude toward English but however as we mentioned in the Introduction, some students ignore English language from middle school in Togo which later on give them a severe problem for example to pass exam as English language is mandatory from middle school to High school level. We may say as conclusion the fact that this research shows us positive attitudes from participants means at university level, learners become conscious about English language.

Keywords: English as foreign language, attitude, learning, language, learner

INTRODUCTION

In the last few decades, the English language has gained international recognition and taken on the unique role of being recognized as the modern Lingua Franca in practically every country. As a result, it has become a component of the curriculum of a large number of academic institutions around the world, and "everyone believe that the use of English worldwide is growing year by year" (Dalby 2002: 10). Learners' attitudes are recognized as one of the most important factors influencing language learning and determining language learner success. Many factors can influence learners' attitudes, including the quality of instruction (which includes the teacher, curriculum, and lesson plans), learners' perceptions of the target language, and learners' perceptions of the socio-cultural environment and English language expectations (R. C. J. E. y. Gardner, 2006). Attitude is regarded as an important factor influencing language performance in this study, and it has received considerable attention from both first and second language researchers. There are numerous reasons why students' attitudes toward language learning are critical. Weinburgh (1998), for example, believes that attitudes toward learning influence behaviour's such as selecting and reading books and speaking in a foreign language. In general, it is believed that learners' attitudes determine whether they will be able to absorb language details. In other words, success in a target language is dependent not only on intellectual ability but also on the learner's attitudes toward language learning. This means that language learning should be viewed as a social and psychological phenomenon rather than a purely academic one. According to (Tella, Indoshi, & Othuon, 2010), the most effective and psychological factor that contributes to students' poor English performance is a negative attitude toward English. The English language has widely spread and used as an international language all over the world. In Togo, English is classified as foreign language and is being taught as a compulsory subject at schools. English is a required course from middle school through high school in Togo. English is taught to high school students in Togo as a foreign language. English grades are necessary for secondary school students in Togo to get a passing grade point average and pass national exams. Despite being a francophone nation, Togo utilizes the English language frequently. Except for basic schools, is taught in practically all public and private institutions. The University of Lomé, for instance, offers several ESP (English for Special Purposes) programs. At the university level, English language instruction is given the most priority within the educational system. The University of Lomé has a very strong English Department to meet this need. French was always the most significant vehicular language during the mandate period, even before English became the official language of the majority of Togo. The English spoken

in Togo has a rich international heritage that spans several nations. European conquerors served as the primary educational authorities between the late 1880s and the early 1900s. There were established Protestant and Catholic missionary schools that typically taught in English and occasionally in German. After that, Togo lacked a university system. Nonetheless, the American International School of Lomé opened in 1967 and provided English instruction to several hundred students through Grade 12. The first university in Togo, University of Lomé, opened three years later with all instruction conducted in French. English was added to the list of higher division courses available. English is still taught in mission schools in the present era. Foreign investors advise students to study English as well. Although French is the nation's official written language, English has not been widely used. (Mirabel, Sewagegn, Diale, & Training, 2022) The Peace Corps is active in Togo, frequently sending educators to support local schools. The Peace Corps is an independent organization and program of the US government that trains and deploys volunteers to provide worldwide development aid. Teachers of English and other foreign languages arrive in large numbers. The systematic French instruction in elementary schools would have to be overcome before English could gain popularity. By far, French primary schools are superior, but Togo's lack of comprehensive education is worse. Many Togolese in rural regions still speak their native tongue despite foreign aid and support, but they are also spending several thousand dollars on higher education programs like learning English (Albright, Bundy, & Health, 2018). For native citizens, learning English is mostly motivated by the potential financial benefits of tourism. Furthermore, given that most students are from Togo's upper class, graduates of higher education have demonstrated strong trends for traveling overseas. English has been viewed as a tool for international trade and an equalizing language that is taught to both the affluent upper class and the poorer class through free classes. Togo still offers a lot of English-speaking services despite it not being the primary language. In the major cities, there are both English-language signage and French-to-English translations that are readily available. In June 2022, Togo formally joined the Commonwealth. Before it was admitted at the Commonwealth Heads of Government Meeting, Foreign Minister Robert Dussey stated that it was anticipated that Togolese citizens would have access to new educational and cultural resources as well as opportunities to learn English because of their country's membership in the Commonwealth. He also stated that the country was working to strengthen ties with the anglophone world. People believe that English is a valuable language that should be learned. They believe that knowing how to speak English is crucial to living a better life. One of the most perplexing issues in the field of foreign language pedagogy has been the

various attitudes of foreign learners toward learning the target language. There are some factors to consider when learning, one of which is attitude. Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are all factors that contribute to second language learning success (Khasinah & Humanities, 2014). One of the most important factors determining language learning success is attitude. According to the Oxford dictionary, attitude is the way you act toward someone or something that demonstrates how you think and feel. Students' attitudes toward language learning can influence their language acquisition. According to (Spada & Lightbown, 2008), if students have positive attitudes toward language speakers, they will want more contact with them. It means that if students are interested in the target language, they will be more motivated to learn it. This positive attitude toward the target language will motivate students to enthusiastically learn the target language. Ellis (1985, p.292 cited in Khasinah, 2014) defined attitude as a set of beliefs about factors such as language culture, their own culture, classroom learning, teachers, and learning tasks that they have. The statement explains that the attitude is not only about language culture, but also about classroom learning, language teachers, and the types of language learning tasks assigned to students. The attitude toward language learning can be positive or negative. Positive language teaching and learning can instill a positive attitude in students, whereas negative classroom language learning can have the opposite effect. As a result, language teaching and learning should be positive because it creates a positive atmosphere in the classroom and improves students' attitudes toward language learning. The more positive students' attitudes are, the more concerned they are about learning the language, whereas the more negative students' attitudes are, the more apathetic they are about learning the language. Garden and Lambert (1972), cited in (Al-Sobhi, Md Rashid, & Abdullah, 2018) Because of their significance, studies on language learners' attitudes have emerged as a new area to investigate. Language learners' attitudes are some of the indicators that influence language policy and language learning (Snow, 2007; Young, 2006). Positive attitudes among learners may result in increased motivation, which, in turn, may result in successful attainment of proficiency due to increased input and interaction (Young, 2006, p. 480). As a result, studies on language learners' attitudes are critical for both language education researchers and language policymakers. Considering the concern, the study investigates Togolese University student's' attitudes toward the English language and English, as well as their motivations for learning English. Aside from intellectual aspects, the nature of language learning includes psychological and social aspects, and it is primarily determined by the learners' motivation and attitude toward learning the target language. (Padwick, 2010) Students' ability

to master a second language is influenced not only by their mental abilities or language skills, but also by their attitudes and perceptions of the target language (Abidin et al., 2012). They also argued that the attitude concept could improve language learning by influencing the nature of students' behaviours and beliefs toward the other language, its culture, and community, and thus identifying their proclivity to learn that language. Language teachers, researchers, and students, it is said, should recognize that students' high motivation and positive attitude facilitate second language learning. Thus, if a learner does not have an interest or inclination to learn the target language to communicate with others, this learner will have a negative attitude and will be unmotivated and enthusiastic about language learning. As a result, learners' attitudes could be included in language learning because they may influence their performance in learning the target language. Because students' attitudes influence language learning, their feelings, beliefs, likes, dislikes, and needs should be considered. This study investigates the concept of attitude as one of the major affective factors for success in foreign language learning. It specifically investigates EFL (English as a Foreign Language) students' attitudes toward learning English at the Universities of Lomé and Kara.

1-1 Statement of the Problem

Through globalization, English has achieved the status of a worldwide lingua franca as one of the most influential languages. (Kachru, 1986)proposed the Concentric Circle Model, which includes the inner, outer, and expanding circles, as a foundation for discussing the spread of English. Similarly, Crystal (1997) discussed how, since the twentieth century, English has become a global language. By reviewing the historical and global development of English, Crystal suggests that non-native speakers will become more influential because they outnumber native speakers. As a result, according to (Widdowson, 1994), English now belongs not only to its Native Speakers (NSs), but also to Non-Native Speakers (NNSs). Because attitude is important in the process of foreign language teaching and learning, the current study examined attitudes of Togolese university students toward learning English. English has been made a mandatory foreign language in the Togolese educational system to provide students with the necessary communicative skills. Even though English is taught from junior secondary school to university, students have some attitudes toward the language. In fact, at that level of education, students start as beginners, but most of them do not show a strong interest in that new language. Some even regard it as a strange foreign language that should never be taught in schools. As a result, most students skip classes

while claiming that they don't need English because French is the official language. Some students do not attend English language classes because they believe English is a difficult subject that they will never master. In Togo, some students do not even try to find out who their English instructor is, because of their negative attitude toward English. As a result, when those students reach high school, their background is very low, which affects them during examinations, especially those majoring in literature and who need high marks in English to pass their exam. The most painful aspect of this issue is that, to attend the English Department at the Universities of Lomé and Kara, a student must have at least a ten-point average, but they still fail to meet that requirement because they have neglected English language since junior secondary school. However, we all know that English is a global language that should be taken seriously because of its potential. Togolese students must normally maintain focus and take English language as seriously as possible because English language is set as a requirement to pass examinations in their high school and university entrance exams at all levels of their education. The purpose of this study is to give information about Togolese student's attitudes toward learning English Language.

1-2 Purpose of the study

The objective of this study is to give information about Togolese student's attitudes toward learning English Language. Questionnaires were utilized to collect data in this study to investigate the attitudes of participating students. Questionnaires were provided online to students at two Togo public universities and some high school students. These two universities were chosen because the researcher has contacts there who can assist him with data collection. This study included students from various majors and levels [bachelor's, master's] at these two universities to gain a general overview of English learners in Togo.

1.3 Research Question

What is the attitude of Togolese EFL learners toward learning English language?

Hypotheses

Motivation and attitudes are believed to be significant factors in successful language learning among Togolese EFL learners.

1.4 Significance of the Study

It is important to know the attitudes of Togolese students toward learning English Language, because, without a proper understanding we cannot help students overcome the challenges they face. Facilitating a more efficient English education is essential for Togolese students to be competitive in the global labour market. This in turn would positively impact the economic development of Togo, hence the living standards of its people. First, while the Togolese government strongly encourages its citizens to learn English, students' opinions have not been investigated. This study contributes to a better understanding of English learning in Togo by providing insights into the attitudes of Togolese learners toward the English language.

Definition of Key Terms

EFL = English as Foreign Language, attitude= a settled way of thinking or feeling about something, Learning = the acquisition of knowledge or skills through study, experience, or being taught, Language = the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture.

"a study of the way children learn language." Learner : someone who try to know something or study something.

CHAPTER 1: LITERATURE REVIEW

1-1 Definition of attitude according to some scholars

What exactly is an attitude? Because of its ambiguity, attitude is one of those ideas that is difficult to define precisely. Although people in everyday interactions may express a favorable or negative attitude toward something, the concept of attitude is quite nuanced, (Bergroth, 2007). Regardless of how difficult it appears to be defined, the notion of attitude is often employed among people to express their feelings about various items or persons. As a result, one of the most basic definitions of attitude is "people's opinion or way of thinking that reflects one's state of mind or behavior." Furthermore, academics dispute the subjectivity of this idea because it almost mirrors people's particular experiences. According to (Eiser & Eiser, 1986), "most researchers agree that attitudes are subjective experiences, involve evaluations of various types of attitude objects, and are related to behavior" (as described in Bergroth, 2007, p. 29). Much of what people believe is influenced by their personal experiences.

From the 1930s until the present, various researchers have developed their own definition of attitude. According to (Ianos, 2014), "attitude is an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 96). According to Sarnoff (1970, as referenced in Ianos, 2014), "attitude is a disposition to react favorably or unfavorably to a class of objects" (p. 96). According to Baker (1992, as stated in Ianos, 2014), it is "a hypothetical construct used to explain the direction and persistence of human behavior, which means attitudes have to be inferred from their manifestations" (p. 97). Many studies (for example, (R. C. J. A. r. o. a. l. Gardner, 1988); (Kitayama & Uchida, 2005); (Yu & Watkins, 2011) have defined 'attitude' from a socio-cultural standpoint. According to research, attitudes influence L2 accomplishment, although this relationship is mediated by motivation (Gardner, 2010 cited in Alrabai and Moskovsky, 2015, p.79). Early scholars, such as Allport (1954, p.54), characterized attitudes as a "mental and neural state of readiness organized through experience" that determine how an individual responds to related issues as well as events. Attitudes are defined by (Zimbardo & Leippe, 1991) as acquired dispositions to respond in terms of desired behavior. Although some studies believe that attitudes are biologically derived (Eagly & Chaiken, 1993), others believe that they are learnt and thus malleable (Simmons and Maushak, 2001).

Attitudes, according to (Orey, 2010), are systems or constructions composed of 'affective reactions, cognitions, behavioral intents, and behaviors' that vary in terms of positivity or negative of direction, degree, and intensity. These early examples may show a more cognitive thread to attitude definition. (Chambers, 1999) is an exception to this, recognizing the contribution of socio-cultural influences on attitudes to language learning by defining attitudes as a set of values which a pupil brings to the FLL experience' that are shaped by anticipated psychological benefits and benefits of learning the target language. A variety of factors, including the language learning experience, the community to which the language being learned belongs, and the attitudes toward the target language displayed by the language learner's parents and peers, can all influence the values held by the learners.

Attitudes toward learning influence learners' levels of goal setting, problem solving abilities, ideas about learning, inner and external motives in the learning process, and all academic accomplishments they perform. The way people express positive or negative attitudes may have an impact on the outcome of language learning. According to the previously stated studies, a learner's views about the target language influence language acquisition and subsequent language competency. Language attitude has several definitions, most of which fall into either the mentalist or behaviorist camps. (Agheyisi & Fishman, 1970). (R. C. Gardner & Lambert, 1972) offered a framework for comprehending the many motivations in second language acquisition. There are two forms of linguistic attitudes, according to this theory: instrumental and integrative. Instrumental attitudes are concerned with the language's achievement and recognition components. In practice, this means that subjects understand the language in terms of status values, such as a particular level of language competency leading to specific professional options. Integrative attitudes, on the other hand, pertain to the language's perceived worth for affiliation to a speech community. As a result, language learners with largely integrative incentives will pursue competency for social rewards.

An attitude is a state of mind, whereas motivation is the reason you behave in a particular way. Your attitude has the power to increase or reduce your motivation. How is one's attitude formed? Is it possible to modify it? And how can we change it if it isn't in our favor? Individual preferences, opinions, values, and attitudes vary enormously. This is true for a variety of reasons. Breer and Locke (A. N. J. T. M. L. J. Smith, 1971) tried a pretty exhaustive list: A comprehensive explanation for the wide range of individual attitudes would presumably include references to family socialization, peer group influence, specific events in the individual's past, sources of anxiety, basic strivings, defense

mechanisms, education, income, occupation, mass media, class affiliation, residence, religion, and a slew of personal variables such as intelligence, age, gender, interests, and aptitudes. Let's take a closer look at a specific definition of attitude. Let us consider Smith's (1971) viewpoint: An attitude is a reasonably long-lasting arrangement of thoughts about an object or a situation that predisposes one to respond in a particular way. Because an attitude is learnt and can be unlearned, it is relatively long-lasting. It can be taught since it has been learned. No student is born knowing whether they like or dislike a language. If the student enters the class with fairly neutral, or even positive, attitudes toward the language and has a personality structure that allows him to be open and willing to perceive and respond, his attitudes toward language and language learning will be strongly influenced by the situation itself. Attitudes emerge from a frame of reference. Because attitudes are situational, they can be generalized. Language, teacher, class, book, and homework are all part of the learning frame of reference and the educational experience. A pupil who fails to Teachers and homework, like learning and school, might stroll into a foreign language classroom and rapidly generalize his dislikes. As a result, positive attitudes and feelings are required to increase students' efficiency in language learning programs. Many researchers had investigated people's attitudes regarding language learning. It is thought that attitude has an impact on the impact of teaching and learning.

1-2 Definition of reading attitude

There are several definitions of reading attitude in the literature. It is defined by (M. C. J. L. R. Smith & Instruction, 1990) as "a state of mind accompanied by feelings and emotions that make reading more or less probable." (Parker, 2004) quoted (Alexander & Filler, 1976), who defined reading attitude as "a system of feelings" that could lead learners to approach or avoid a reading situation. It can also influence how much voluntary reading students do (Partin, Hendricks, & Arts, 2002). The majority of research on reading attitude regards "attitude" as a lexical concept. This complication can be attributed to a variety of factors. For instance, the formation and evolution of attitude can be influenced by a variety of events, and it can evolve or "dissolve" over time.

Several studies have found that a variety of elements can influence the development of a good reading attitude. According to Partin and Hendricks (2002), secondary school students who see reading as an appealing activity and like it have identified positive role models such as parents, siblings, and friends as being responsible for their love of reading. Other reasons mentioned by Kubis (1996), as described in Partin and Hendricks (2002), include going through a significant event that caused a strong good

emotion about reading. Reading to children on a regular basis and having access to public libraries are two examples.

Another important component that can influence attitude formation is the instructional methods used in class. According to McRae and Guthrie (2015), while reading extensively and frequently is helpful, it is insufficient. In-class contextual motivational assistance may play a larger role in fostering a more favorable attitude about reading. Teachers must consider students' feelings toward reading themes and reading activities while planning and conducting reading instruction in class. Failure to do so will have an impact not only on a student's perception of reading but may also taint future reading experiences (Fountas & Pinnell, 2012).

Another reason for the complexity of attitude is that it has various variants. Researchers studying reading attitudes agree on three components: 1. Personal and evaluative beliefs are included in the cognitive component. It can also refer to thoughts and characteristics associated with reading. 2. The affective component, which includes a person's feelings and emotions about reading material and/or the reading experience. 3. The behavioral component, which includes behaviors as well as behavioral intentions. This can also incorporate previous reading experiences. According to attitude research, these three components, while distinct, are not totally independent of one another (Maio & Haddock, 2009). They may interact, and the degree of presence and strength of each may differ from one individual to the next. Several studies have found that students generally consider themselves to be "good" readers. A study that looked at primary students' reading attitudes and self-concept in different nations found that, on average, children in primary classrooms think of themselves as strong or moderately good readers (Mullis, Martin, Kennedy, & Foy, 2007). Similarly, as part of the current study, a preliminary investigation of students' perceptions of reading in one specific FP situation in Oman was conducted (Al Seyabi, Al Amri, & University, 2016). The findings of this study revealed that nearly two-thirds of the students thought they were proficient at reading and that they frequently used it to improve their English language skills. Overall, kids had a favorable attitude regarding reading. However, some reading attitude models warn that positive reading attitudes might not always result in active reading behavior. According to Mathewson (2004), a learner's attitude may be favorable, but he or she lacks the purpose to read or continue reading. The second construct, one's intention to read/continue reading, is influenced by a variety of circumstances, including motivation and the availability of reading material and resources. There have been very few studies that have

looked closely at reading attitudes and how they evolve over time. The majority of these were carried out in L1 situations. Smith (1990), for example, studied individuals over nearly 40 years in a longitudinal study of reading attitude development from childhood to maturity. One of her findings was that attitudes formed in early adulthood, that is, around the time pupils finished high school, can explain for one-third of the variance in adults' reading attitudes when compared to childhood. Other research have found that, while youngsters have reasonably positive attitudes toward both recreational and school-based reading, these sentiments tend to deteriorate as students' progress through the grades (Kush & Watkins, 2010). (McKenna, Conradi, Lawrence, Jang, & Meyer, 2012) finds in his analysis of attitudinal research that most studies report that reading attitudes deteriorate over time. One probable reason given by him is that as children grow older, they have more leisure options available to them, which tend to compete with reading.

1-3 Attitude according to mentalist and behaviourist

Language attitude has several definitions, most of which fall into either the mentalist or behaviorist camps. (Agheyisi & Fishman, 1970). According to the behaviorist viewpoint, attitudes are dependent variables that must be observed by observing people' reactions to language during concrete interactions. The mentalist viewpoint, on the other hand, considers attitudes to be internal mental states that are not readily observable and should thus be recovered through interviews, questionnaires, or any other approach that allows the researcher to extract data from the respondents.

1-4 Previous research on attitude

Previous research on attitude in language learning has been conducted. According to Al-Sobhi et al (2018) in their paper "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing," learner attitude is a significant motivator and an essential nonlinguistic aspect that promotes second-language acquisition. His research findings revealed that pupils have the most positive attitudes on the social usage of English. The purpose of this study was to investigate learners' views toward the usage of English in various domains; the variables that may have influenced the effect of English learning for students; and the perspectives of English learning among non-major English learners in Malaysia. The findings of the qualitative study demonstrate that the attitude toward English language acquisition and usage in numerous fields is extremely good. The statistics also revealed that the majority of students experienced negative feelings or were afraid of classroom directions during their learning experience. Students from various fields differed in their attitudes toward English

language acquisition in terms of domains of usage and focus of learning skills, demonstrating that a single curriculum or teaching style is insufficient. Strategies that may result in more or less language acquisition. According to Ellis (Ellis, 1997), "we have observed that social elements related to learning setting have an effect on how successful individual L2 learners are." (p. 73) Taking into account the aforementioned considerations, linguistic techniques that may result in more or less language acquisition. "We have noticed that social elements associated to learning setting have an effect on how successful individual L2 learners are," writes Ellis (1997). (p. 73) Given the problems, language academics and practitioners have shifted their focus from the narrow goal of increasing learners' linguistic competence to the broad concern of exploring and determining how learners' affective factors are related to their L2 acquisition. (Kormos & Csizér, 2008) evaluated age variations in motivation for L2 learning with three unique groups of people: secondary school pupils, university students, and adult language learners in one of the most current studies. According to this study, attitudes and ideal L2 self are the most important elements impacting L2 learners' motivation. This situation once again indicates that motivation and attitudes are frequently investigated together. Indeed, L2 language attitudes research has been undertaken extensively within the framework of motivation, of which attitudes are one component. According to Ellis (1997), motivation includes attitudes and emotional states that determine the amount of effort learners make to learn an L2. (p. 75) (Spada & Lightbown, 1999) also explained the motivation concept in terms of two factors: the communicative demands of learners and their views toward the second language community (p. 56). In other words, if learners sense the communicative value of the language and have good opinions toward the language's speakers, they may be more driven to learn it. Because of the complexity of attitude and the breadth of its impact on diverse sectors of language learning, studies on learner attitudes in SLA research have studied a variety of situations. (Mitchell & Myles, 2001)observed, "the learner's views about the target language, its speakers, and the learning situation may all play a role in explaining success or failure" (p. 24). According to (Benson & Voller, 2014) , students' attitudes are interwoven with their study of a foreign language (FL). Indeed, attitudes influence learners' behavior when it comes to selecting, reading, and strengthening their language skills. According to (Bobkina & de Caleyá Dalmau, 2012), it is often assumed that when students have favorable views regarding a subject, they are more likely to succeed in learning it. Positive and negative attitudes both have an effect on the successful learning of a FL. According to (McAuley, Leskovec, & Jurafsky, 2012), attitude is represented as behavioral beliefs and is determined by learners' ideas about the

results of doing a given behavior. When students believe that learning English will yield valuable results, they are seen as having a positive attitude towards learning English. On the other hand, when learners believe that studying English will result in poor outcomes, they are categorized as having negative attitudes toward learning English. (Rahimi & Yadollahi, 2011) defined attitude as having three components: behavioral, affective, and cognitive. The first component is concerned with learners' behavior and reactions in a specific environment, namely learning English. The ability of learners to identify themselves as members of the community of native speakers is critical to the success of language learning. In other words, learners must embrace different behavioral elements of the group of native speakers. The second component is concerned with the impact of learners' feelings and emotions on the target language. The mutual connection of teachers and students results in these emotional dimensions of attitude. Attitude influences whether students enjoy or detest the material being taught. The third component is concerned with learners' beliefs about the received linguistic information and their level of comprehension of that knowledge. Attitude is cognitive in the sense that it relates newly acquired knowledge to previously existing knowledge to develop, test, and apply newly created knowledge in various situations. (Santana, García-Santillán, Ferrer-Nieto, López-Martínez, & research, 2017) examined 96 postgraduate students' views on learning English as a second language. The participants were students at Mexico's Cristobal Colon University. Data were obtained using a psychometric Likert scale to assess participants' attitudes toward learning English in six categories. These elements are self-confidence, drive, commitment, the importance of the English language, a sense of belonging to the English language community, and the desire to learn English. The Cronbach's alpha coefficient was used to verify the reliability of the attitude scale during validation. Furthermore, the multivariate factor analysis technique was employed to evaluate the data by extracting the key components. The hypotheses were put to the test using Bartlett's test of sphericity and the KMO test (Kaiser-Meyer Olkin). Santana et al. (2017) discovered that the Cronbach's alpha of the thirty-three-item scale was .75, indicating the scale's internal consistency. Santana et al. (2017) discovered that motivation was the most significant contributor to participants' attitudes toward learning English, however participants' self-confidence did not significantly contribute to their English learning development. (Hazaea, Bin-Hady, & Toujani, 2021) investigated the relationship between Yemeni EFL students' opinions about FL flipped pronunciation courses and their FL performance. The participants were 40 Yemeni students majoring in English at Hadhramout University's Department of English, College of Education. The study used a combination of quantitative and

qualitative analyses. Three instruments were used to collect data: the FL pronunciation exam, a questionnaire, and a structured interview. The one-sample Test was used to assess the data. Bin-Hady and Hazaea (2021) discovered that using flipped pronunciation classes increased participants' performance in FL pronunciation. Bin-Hady and Hazaea (2021) discovered a strong beneficial relationship between participants' achievement and views with flipped pronunciation courses. The sharing of selected films and audio was well received by the participants because it allowed them to practice FL pronunciation at home numerous times. The participants also learned recorded pronunciation generated by English native speakers and were able to engage confidently in the FL lessons as their pronunciation skills improved. Bin-Hady and Hazaea (2021) advocated for the use of flipped learning to improve FL pronunciation among EFL students. (Getie, 2020) evaluated the factors that influence the attitudes of 103 Ethiopian EFL students in grade 10 about learning English. Three instruments were used to collect data: a five-scale Likert questionnaire, a semi-structured interview, and a group discussion. The questionnaire was given to all 103 students; however, the interview was limited to English language teachers. Meanwhile, only nine students with varying degrees of English language competency took part in the group discussion. The data collection medium in the three instruments was the subjects' native language (Amharic). Getie (2020) used a combined strategy of quantitative and qualitative analysis to obtain data. Whereas the questionnaire was evaluated statistically using frequency and percentage ratings, the interview and group discussion were assessed qualitatively because they contained open-ended questions. Getie (2020) discovered that the 103 high school participants had mostly positive perceptions concerning English study. Participants' views toward learning were positively influenced by social characteristics such as parental motivation, peer group, and native English speakers). The participants' views about learning English, on the other hand, were negatively influenced by educational setting elements. These characteristics include the learning environment, seat layout, Ethiopian English teachers, and classrooms. As a result, Getie (2020) suggested that the Ethiopian government work with school principals and teachers to improve the physical learning environment. Ahmed, Othman, Gardi, Sabir, Ismael, Hamza, Sorguli, Aziz, Ali, and Anwar (2021) investigated the attitudes of Iraqi Kurdish students toward English study. A questionnaire, separated into two pieces, was used to collect data. Data were gathered from 214 freshman and sophomore students enrolled in the Department of English at a private Kurdish university. The first segment concentrated on demographic data such as age, gender, and years of English education. Meanwhile, the second segment asked participants 26 questions regarding their

attitudes toward learning English. The data was analyzed using inferential statistics such as correlation and linear regression. According (Ahmed et al., 2021), Kurdish Iraqi students had negative attitudes toward studying English because they were not pushed or encouraged to do so. The pupils believed that they were compelled to study English. As a result, many felt hesitant to learn English and improve their language skills. Ahmed et al. (2021) highlighted the impact of gender and duration of English study as statistically significant variables to Kurdish Iraqi students' views about English learning. There found a clear linear association between the three dimensions of attitude: cognitive, behavioral, and emotional. (Md Yasin, Marsh, Ong, & Lai) conducted a study in Malaysia on the attitudes of 1048 grade four students about primary scientific instruction in English. It was discovered that greater English proficiency students received more parental support, had a better experience using English, and had much more positive views than lower English proficiency students. In Malaysia, this finding demonstrated that learners' views toward content-based instruction were related to their English proficiency and parental support. According to Lightbown and Spada (quoted in [17]), "if the speaker's sole motive for learning the second language is external pressure, internal motivation may be weak, and general attitudes toward learning may be unfavorable." [p. 8] Kormos and Csizer discovered that one's future image as a successful user of their L2 was tightly tied to one's attitude toward language learning. It was also discovered that students' perceptions toward the role of English in an internationalized world are particularly essential in L2 acquisition in an Asian setting. This is critical when considering Korea's condition regarding English study, particularly on the large scale that it is studied in Korea. The instructor of a language course also has a big influence on students' attitudes and motivation, both in terms of cultivating good attitudes toward the target language and in general communication. "Students enrolled in a French as a second language program who perceived their language teacher's communication to be positive and informative were more intrinsically motivated to learn an L2 than students who perceived their teacher's communication to be controlling," according to Noels et al. (cited in [18]). [p. 312]. "According to Gardner, integrativeness and attitudes contribute to motivation; motivation and aptitude lead to success,". In terms of instructors, research has demonstrated that positive communication from educators has a significant impact on students' attitudes and motivation. These findings back with Park and Lee's [23] conclusion that negative criticism of language competence was associated with anxiety during oral communication. In a study done by Kobayashi [24], the function of gender in Japan was investigated to see if it influenced attitudes toward studying English. Female Japanese university students were shown to have higher

positive attitudes toward studying English. Kobayashi cites a study conducted by Powell and Batters [24] on the popularity of foreign language learning in the United Kingdom, which found that boys had the greatest fall. According to the survey, female students have more positive attitudes regarding learning foreign languages. Another study conducted in the United States by Sung and Padilla (quoted in [24]) discovered that female students were more motivated to acquire Asian languages than male students. According to Matsui (cited in [24]), "Japanese female university students perceived their life in the United States as an experience of 'cultural exploration' and 'self-emancipation'" [p. 191], and Japanese women's marginalized status within Japanese society provided them with more opportunity and freedom to study a foreign language. Finally, Kobayashi [24] discovered that the differences in attitudes toward studying English between Japanese men and women could be attributed to women's marginalization within Japanese mainstream society, fewer social constraints in terms of leaving the society, and the use of a foreign language as an effective tool to achieve better lives. Because Korean society shares many similarities with Japanese society, particularly in terms of gender roles, albeit to a lesser extent, Kobayashi's research could be highly useful in understanding Korean attitudes toward English learning. According to recent research on the situation in Macao by (Yee Carissa Young, 2007), the relevance of English has grown since its return to China in 1999. The most strongly agreed upon responses from a poll provided to Chinese students studying English in Macao were: Macao citizens should learn English; the use of English is crucial to the success of Macao's growth; I hope I could speak fluent and correct English; and I would learn English even if it were not a required subject in university. According to the Macao study, university students place a high value on learning English, and it will be critical for Macao's future development. While extrinsic motivations for learning English were emphasized, they did not appear to be more essential than intrinsic motivations. Furthermore, whereas integrative motivations for learning English were prioritized, instrumental reasons were not. As demonstrated, sentiments toward English were relatively good in Macao, and integrative motivation outweighed instrumental motivation among university students. As a result, integrative motivation and good attitude could be thought to be positively connected. Ryu's [27] study of Korean university students found that not only are cognitive talents crucial when learning a second language, but so are affective aspects of studying. The study set out to demonstrate how motivation and attitude might impact language learning success. The study put forth five hypotheses regarding language study and what influences achievement: intrinsic motivation affects achievement; extrinsic motivation affects achievement; a positive attitude toward English speakers affects achievement; a

positive attitude toward English teachers affects achievement. Beneficial attitudes will have positive impacts, whereas negative attitudes will have negative ones, according to (Macnamara, 1972). (Rubin, Thompson, & Sun, 1982), who stated that a positive outlook typically keeps you motivated in learning languages, supported this. According to Ellis (quoted in [27]), students' performance will increase if they try to integrate themselves into the target culture. Ryu [27] discovered that while attitudes for native English speakers were unrelated to achievement, positive attitudes toward English and English teachers were. Additionally, it was discovered that both intrinsic and extrinsic motivation were strongly correlated with accomplishment. Extrinsic motivation did not have this same correlation. Lee [28] conducted research on Koreans' motivation for learning English as well as their views on the English language and Americans. To examine how motivation and attitude varied among different age groups, the researcher made comparisons. English Language Learners (ELLs) firmly acknowledged the value of English and the necessity to acquire it at all age groups (ELL). As ELLs become older, integrative motivation increases in response to having greater freedom to study, according to Lee [28], who showed that instrumental motivation was substantially stronger than integrative drive in all age groups. According to Lee's [28] research, high school, and middle school pupils' primary reason for studying English was to pass exams, with a particular emphasis on the university admission exam. The main driving force, however, for adults and college students was to try to advance their jobs. concentrating on the college admission exam. The main driving force, however, for adults and college students was to try to advance their jobs. These results confirm those of Duvernay [29], who discovered that other extrinsic factors, such as parents sending their children to camps and private academies, are what significantly contribute to students learning English. Duvernay also discovered that Korean students have the belief that English is necessary for a successful career, whether it be domestically or internationally, from a young age. Duvernay also discovered that while extrinsic and instrumental motivations were most important for learning English, integrative and intrinsic motivations are becoming more important in Korea as western culture becomes more prevalent. A high sense of dissatisfaction and a general attitude of hostility toward learning English and against Americans were discovered as Lee [28] examined the views of Korean ELLs. The researcher determined that the Korean English education system didn't align with the students' aims as one major factor in the level of discontent. In a sociocultural setting, it is unsuitable for Korean pupils and western. Although the government supported passive approaches that did not encourage participation, students opted to concentrate on studying communicative

strategies because of their participatory nature. Since communicative approaches are perceived as being excessively western and unsuitable for Korean pupils in a sociocultural setting, Flattery [30] noted the challenge of applying them in Korea. All students, according to Lee [28], expressed a strong sense of dissatisfaction with their middle and high school English classes and thought they were too challenging. Lee found that in order to meet school requirements, students had to rely on private academies, which are private schools they typically attend after school hours for additional study. Research by Kim [31], who discovered that among Korean high school students, more students had a negative attitude toward Americans than had a positive attitude, and that the negative attitude toward learning English was stronger than the positive, supported this general feeling of hostility toward Americans. Additionally, Kim [31] discovered a favorable relationship between attitudes toward Americans and English proficiency. The preparation for the university entrance exam was also discovered to be one of the two Korean-specific elements that significantly influence Korean high school students' motivation and attitudes toward learning English. Chang [32] studied the opinions of ELLs at Korean universities concerning the present English "boom" phenomenon and student fear. The study examined the present pressure to perform well on the TOEIC (Test of English for International Communication) and TOEFL (Test of English as a Foreign Language) exams as well as the stress that comes with taking them. (Chang, Wall, Tare, Golonka, & Vatz, 2014) discovered that the excessive emphasis placed on getting high scores in order to get employment was a significant contributor to the anxiety experienced when taking the TOEIC and TOEFL tests. Anxiety is one of the most potent affective elements, according to (Brown, 1988), and it is connected to fear, frustration, and uneasiness. According to (Scovel, 1978), anxiety can be either facilitating or debilitating. Facilitating anxiety encourages a learner to resist a new learning assignment and emotionally prepares them for approach behavior. In contrast, crippling anxiety encourages the learner to "flee" the new learning activity and emotionally encourages the person to engage in avoidance behavior. [p. 11] It was discovered that stressing exam outcomes was positively associated to anxiety, which was motivating ELLs to avoid studying the English language in an effort to escape the crippling anxiety that comes with it. A buildup of worry, according to Chang [32], also worsens communication skills and intensifies sentiments against English. As students who experience more anxiety in the classroom tend to be less motivated, Liu [34] showed that anxiety in learning a foreign language was a significant predictor of competency in that language. According to Chang [32], students' expectations for their English proficiency were higher than they actually were, which contributed to their anxiety about

studying the language. According to Liu [34], who reached the same conclusions, students felt more worry and lacked confidence when speaking English in class because their communication skills did not match the necessary level. Chang [32] observed that teaching methods were incorrect since output did not match input and indicated that anxiety may be reduced by adjusting teaching strategies to be more communicative based. Yim and Yu [35] proposed teaching methods that encouraged self-confidence would lessen anxiety. The conclusions of Chang's study are very similar to those of (Z. J. A. r. o. a. l. Dörnyei, 2001), whose research on motivational techniques found that teachers, resources, and the anxiety that comes with activities, according to Chang[32], is crucial in forming students' attitudes. A number of recent studies have looked at the role of attitude in foreign language learning in different countries with different cultures, English backgrounds, and grades. Shams (2008), for example, conducted a study to investigate students' attitudes, motivation, and anxiety toward English learning. The findings demonstrated that the students had positive attitudes and a strong desire to learn English. This also demonstrated that the majority of them had positive attitudes toward English language and learning, emphasizing the importance of English language proficiency in daily life. (Suleiman, 1993) investigated the motivations of 22 Arab university students for studying English as a second language, their attitudes toward Americans and the United States, and their future expectations for English study. At Arizona State University, all of the students have completed at least five years of ESL coursework. The findings revealed positive feelings as well as gender differences in motivation. Concerning the gender variable, (Fakeye, 2010) investigated the relationship between attitude and English achievement among 400 senior secondary students drawn at random from five secondary schools. The study discovered a significant relationship between attitude and achievement. Furthermore, it was discovered that students' attitudes are not gender related. As a result, there was no statistically significant difference between male and female students' attitudes.

Many countries have implemented educational policies to incorporate English as a foreign language into their national curricula. Chile is one of these countries, and English is required to be taught in schools from the fifth grade (primary) to the secondary school level for an average of three hours per week. The ministry of education implemented English in 2004 under the name English Opens Doors. The ministry of education also called for a review of the program of study and presented a proposal to introduce English in the early stages. The student's attitude toward learning English has been studied, particularly the students' attitude toward learning English as a subject at school, the methodology of teachers, and how it is taught in the classroom. The study involved the collection of

data and the analysis of questionnaire responses that measured the range of students' attitudes toward the target language. The participants were 154 students from two different secondary schools. They discovered that learners have a positive attitude toward English as a foreign language in general after analyzing the questionnaire responses of participants. Both schools agreed on the use of L1 Spanish and the use of translations as a positive strategy in the classroom; however, when it comes to English as a subject at school, more than half of the respondents have a positive attitude, while others believe that English is an unnecessary subject at school. Also, students demonstrated a favorable attitude toward English as a global language, which could be beneficial in the future.

There was also a study of students' attitudes toward English language from two different classes: science and social. The study took the form of a questionnaire and was administered to 72 students, 40 from science and 32 from social class. The focus was on students in two different major programs in senior high school, science, and social class students, which means that students from these two classes have different perceptions and dimensions even though they study the same English curriculum. The questionnaire was written in Indonesian to help students understand the questions. The questions focused on their attitudes toward the English language, their desire to learn English, and their motivation to master the language. In addition to difficulties and their perspective on the importance of English for their future. The findings of this study show that there is no statistically significant difference in the interest of science and social learners in learning English as a language. In terms of motivation to master English, learners from the science class were very motivated, whereas learners from the social class were quite motivated. Another finding revealed that most science students thought English grammar was simple, whereas the majority of social students thought English grammar was difficult. Finally, statistics show the difference between the two classes in terms of the importance of English language in the future. In the Indonesian EFL context that investigate the motivation of Indonesian children aged 11-12 years old in learning English in urban junior high school, the study shows that ‘’ changes in individuals’ motivation to learn the language may there for be partly explained by reference to ongoing process of identification especially during the formative years of adolescent. [Lamb, 2004]

In Turkey, there are two types of high schools: public and private. These schools are classified as standard or vocational, and they do not offer preparatory English courses. Parents of Anatolian high school students believe that graduating from a foreign high school will give their children high status

in their society and a good job. The third language is elective in all types of high schools. (Kiziltepe, 2000) discovered that high school students have a positive attitude toward British and American English, that the study also demonstrates a high level of instrument of motivation in learning English as a foreign language, that students believe that English will help them get a good job, and that knowing two languages will make them a good person, that the impact of Hollywood films and MTV Turks influence on the attitude of learner's towards English, and that the majority of middle class teenagers have a positive attitude towards English .Most studies emphasize the strong relationship between attitude and motivation, as stated by Gardner and Lambert (1972), cited in Seddi (2017), "his pupils motivation to learn is thought to be determined by his attitude toward the other group in particular and by his orientation toward the learning task itself." According to (Lifrieri, 2005), "attitudes are necessary but insufficient indirect conditions for linguistic attainment." Only when combined with appropriate motivation do attitudinal dispositions correspond to levels of student engagement in language acquisition and attainment."

(Chemami & Sciences, 2011) stated that learners responding in their first year of studying English in Middle school prefer a variety of thinking activities and encouragement of reading to improve their English communication. Language attitude can also refer to either positive or negative feelings that individuals identify with a certain language or language variety toward other languages, which has proven to be crucial in predicting people's emotions to languages and the resultant impacts on speaker's linguistic behavior.

Some of the outcomes of attitudes toward English include: According to (Benrabah, 2013), the majority of students either agree or strongly think that English should replace French as a second language in the Algerian educational system, and 4.8 wished their children to fail to grasp French. Students have both a negative and favorable attitude toward French.

Many researches in Algeria have investigated the issue of attitudes towards languages such as Bouamrane (1986) and Taleb -Ibrahimi (1995), however, as noted by Benali -Mohamed. (2007), few studies were undertaken on this subject in comparison with other areas sociolinguistics, in addition, the issue of lunging negative language attitude by deliberate interventions has received very little students in language attitudes indicate that English is ganging more positive. Other studies have been conducted by researchers on views about English in Algerian middle schools, which reveal a favorable attitude toward this foreign language. The work was in the form of a questionnaire, and there were

numerous questions, such as 88.88 answering that English is vital.35 wished to study English in order to comprehend films in English.30.40 were chosen to travel to English-speaking nations, whereas 52.50 were chosen to use the internet. All of the participants (first, second, third-, and fourth-year students) are academically oriented to learn and assimilate English, i.e., they provided diverse motivations for learning English. English as an important language is the top reason for all surveyed learners to acquire English.

In terms of non-native speakers' language attitudes, it has been discovered that respondents have generally good sentiments regarding English. However, doubts have been raised over the damage that the growth of English poses to indigenous languages. Attitudes toward the spread of English in Italy (Pulcini, 1997), attitudes and motivations toward English in Albania (Dushku, 1998), attitudes toward English and its functions in Finland (Hyrkstedt & Kalaja, 1998), attitudes of English teachers in Hong Kong (Tsui & Bunton, 2000), and attitudes toward English among Hungarian students (Z. Dörnyei & Csizér, 2002) are examples of such studies (cf. McKenzie 2010: 58-59).

In her research titled "A New English for South Africa?" Smit (1996) explored linguistic attitudes toward English as well as variants of English in South Africa, with a focus on language planning and policy. The study found that respondents had favorable sentiments toward English. They also prefer English as the primary language of education. In terms of preferred variety, informants prefer the non-standard variants spoken by the majority of South Africans (Smit 1996: 183-184).

It is worth noting that only a few research have focused on nonnative speakers' perceptions toward English variations (cf. McKenzie 2010: 59). Dalton-Puffer, Kaltenböck, and Smit (1997) conducted a study to assess the attitudes of Austrian university English students. The respondents were asked to rate two nonnative Austrian English accents and three native English accents (RP, close RP, and General American). The data suggested that the three native accents, particularly RP, were preferred, whereas the two non-native accents were given a low ranking (cf. McKenzie 2010: 60).

Several studies on English language attitudes in Austria have been undertaken. Hebenstreit (1997) researched Austrian students' opinions about British and American English. (Knollmayr, 2004) investigated the opinions of potential English instructors and teachers at the Viennese English department about English as an international language, focusing on pronunciation models.

Damböck (2005) focused her diploma thesis on attitude development and speaker preference in young infants. Plot (2008) investigated Austrian views regarding Australian English. (Schauer, 2009) explored the motivation(s) of Austrian and Spanish learners to use and communicate in English in their leisure time.

(Svara, 2009) investigated the English language attitudes and learning motivation of Austrian high school and vocational college students. (Wöckinger, 2010) addressed the social and cultural factors that influence Austrian teens' views about the English language in her thesis. (Zeiss, 2010) researched European perceptions about English as a lingua franca. Svara's (2009) investigation was notably useful for the current survey. She polled high school and technical college students between the ages of fifteen and seventeen to find out why they have good or negative attitudes toward English. Her study's key findings were that pupils in general have positive attitudes regarding studying English. Nonetheless, students in technical colleges have a higher instrumental orientation than those in high school. Furthermore, high school students had more favorable attitudes regarding reading English books and periodicals, as well as watching English TV shows and movies. Furthermore, her findings demonstrate that younger learners are more enthusiastic and driven to study English than older ones. Another significant finding of Svara's study is that the students all think that English is critical for intercultural dialogue. Outside of the classroom, they use English most frequently on vacation, in connection with various media, and in communication with friends and family members (cf. Svara 2009: 104-108). Educational institutions are a prominent setting for undertaking language attitude research. The teacher, the language course, and the colleagues all play key roles in shaping and influencing the learners' attitude toward the second/foreign language.

Teachers' and students' attitudes toward language concerns are extensively studied for pedagogical and curricular purposes. When it comes to motivation in second language acquisition, attitudes toward language and language learning are very crucial. In the context of language acquisition, the study of linguistic attitudes can be of tremendous importance. This line of study has discovered a link between positive language attitudes and student accomplishment.

Over the years, a vast number of studies on EFL learners' attitudes with varied dimensions, features, and factors have been undertaken. Some of these research looked at students' attitudes toward learning English in terms of emotional, cognitive, and behavioral characteristics, as well as whether there were any significant differences based on their gender. (Ibegbulam & Eze, 2015) and (Abu-Snoubar, 2017)

developed demographic profiles. Others investigated students' motivation and attitudes about studying English as a foreign language (Drbsen, 2015), as well as anxiety and attitudes regarding English language classes (Tasgin & Coskun, 2018).

In terms of the emotional, cognitive, and behavioral factors that generally influence students' willingness to study a foreign language, Jafre (2012) evaluated 180 Libyan students' views toward studying English in terms of these three factors. The findings revealed negative attitudes toward learning English in general, as well as the three characteristics in particular. They also discovered statistically significant differences in attitudes toward gender and field of study, but not year of study. Eshghinejad (Eshghinejad, 2016) investigated students' attitudes toward studying English in respect to the three aforementioned characteristics in the Iranian teaching-learning context. The findings revealed a good attitude toward English language acquisition in all three dimensions (Lasagabaster & Sierra, 2010)

Several research on EFL students' attitudes and motivation, as well as attitudes, motivation, and anxiety, have been conducted. Shams found that students had positive attitudes and great excitement for English since it is useful in their daily lives in a study on students' motivation, anxiety, and attitudes about studying English. (Borlongan, Lim, & Roxas, 2012) investigated the instrumental and integrative motivation of 68 Cambodian EFL students, as well as the potential relationship between motivational orientation and English competency. The findings demonstrated that instrumental motivation was the primary reason for students learning English. They also discovered that English promises its learners pragmatic, utilitarian benefits or incentives. Similar results were achieved by (Fadlalla & Literature, 2017) study, which examined the motivation and attitudes of 65 university students toward learning English. These findings suggested that Sudanese undergraduate students were motivated to learn English using instrumental means. They acknowledged to learning English because their parents believed it was vital for them to do so. Finally, the data demonstrated that the majority of students had favorable sentiments toward the social significance and educational standing of English.

Some research on EFL students' attitudes toward language learning were thorough in terms of the characteristics or areas they investigated. (Chalak & Kassaian, 2010), for example, conducted a study on the attitudes of 108 English major students about the target language, its community, and their motivation orientation. The study's dimensions were as follows: a) interest in English, b) parental

encouragement, c) motivational intensity, d) attitudes toward learning English, e) attitudes toward English-speaking persons, and F) instrumental and integrative orientations. According to the findings, Iranian non-native English speakers acquire the language for both instrumental and integrative reasons, and their sentiments about the target language community and its members are generally positive. The pupils also stated that their parents attempted to help them learn English and encouraged them to practice and continue studying English. As a result, they possessed an external locus of control, as well as drive to learn. (Tahaine, Daana, & humanities, 2013) looked at two of the most important psychological and social variables. Jordanian EFL female undergraduates' motivational orientations (instrumental and integrative) and attitudes about the target language and its community. Interest in foreign language, parental encouragement, motivational intensity, degree of instrumentality, integrative motivation, attitudes toward learning English, attitudes toward English-speaking individuals, and desire to learn English were the domains employed to reach the study's goal. The data revealed that the individuals preferred instrumental motives for learning English, such as utilitarian and academic ones. They also demonstrated that their sentiments regarding the target language community and its members were typically favorable.

Many variables, such as gender, educational background, achievement, and study year, were studied in this area to see how they affect students' attitudes toward learning English. (Diab, 2006) investigated Lebanese students' attitudes about learning English as a foreign language and compared them to attitudes toward learning French. The findings demonstrated statistically significant disparities in pupils' opinions about females and those from well-educated families. In a study on students' attitudes toward learning English, Jafre (2012) discovered substantial disparities in favor of females but not in year of study. According to (Al Samadani, Ibnian, & Science, 2015), students with high grade point averages had the most favorable views toward learning English, followed by students with medium grade point averages, and finally those with low grade point averages.

For example, Eshghinejad (2016) investigated learners' opinions regarding English as a foreign language using simply gender as an independent variable. The findings revealed statistically significant variations in attitudes between the two groups, with females outperforming males. In terms of gender, educational background, and grade point average, the researcher has picked two relevant studies.

Previous research has found that EFL students have both positive and negative attitudes toward learning English. In a study conducted on Libyan secondary school students by Abidin (2012), it was discovered that the participants had a negative attitude toward studying English, which was shown when they did not feel relaxed anytime they had to speak in English class. Similarly, (Al-Zahrani & translation, 2008) discovered that the majority of participants had a negative attitude toward English, owing to a negative reaction to the instructional and traditional tactics utilized by some English language teachers. According to research, EFL learners were puzzled and frightened while speaking English in front of their classmates (Shams, 2008), but showed a favorable attitude when Arabic was used as a facilitating tool in English classrooms (Al-Nofaie, 2010).

The findings, according (Abidin, Pour-Mohammadi, & Alzwari, 2012) contained a gender component. The findings revealed that female secondary school students had a somewhat more positive attitude toward English than male pupils. (Tsuda, 2003) researched the linguistic attitudes of first- and second-year students at Japan's Tokai Gakuen University. Other than gaining credits for graduation, the participants appeared to be less motivated to learn English. Interestingly, they had negative sentiments about the usefulness of English in their future careers, believing that English grammar is difficult to learn and that they had never loved studying it.

Several research have been undertaken to investigate the association between language attitude and learner background. It has been stated that the socioeconomic background of the learners influences rural EFL learners. In this regard, Brown (1994) says that attitudes "develop early in childhood and are the result of parental and peer attitudes" (p.180). Ghazali (2008), who studied Malaysian EFL learners' attitudes toward English learning, argued that students whose parents read more and had a wider range of books at home had more positive attitudes toward English literary studies. This suggests that parents who have a favorable attitude toward foreign languages often inspire their children to have the same attitude. Learners whose parents have bad attitudes toward learning foreign languages, on the other hand, may negatively influence their children's attitudes. Such research has revealed a link between a learner's background and their language attitude.

A study was conducted to assess senior high school students' attitudes toward English according to their characteristics and compare them according to the learners' gender and kind of school, which could provide significant insights to English teachers. The descriptive-comparative method was used, along with mean, standard deviation, frequency distribution, and the t-test. A total of 133 students

from Marcelo H. Del Pilar National High School and Montessori De Sagrada Familia participated in the STEM strand. The respondents were given a survey form to determine their sentiments toward English. The survey found that senior high school pupils have a positive opinion about English in all dimensions. Furthermore, there was no significant difference in each component of attitude when students were divided by gender and school type. Because the results only revealed a positive attitude, this implies that further improvement is required to attain a very positive attitude among pupils with the assistance of instructors, parents, schools, and curriculum creators.

Many research on attitudes toward English have previously been undertaken. These studies looked into the various elements that could influence respondents' perceptions. (Tasgin & Coskun, 2018) conducted a recent study that investigated student attitudes toward English and elements that may influence students' opinions, such as gender, year level, and school type. The findings demonstrated that freshman students at the university had greater attitudes toward English than students in higher year levels. According to (Sicam & Lucas, 2016), Filipino bilingual students have very good opinions regarding English. The learners' general attitudes about English demonstrated that they are aware of the personal influence of English in their life. They came to the conclusion that favorable attitudes have not altered throughout time. When it comes to students' attitudes about English and their English language performance, (Nyamubi & Research, 2016) discovered that students' performance in the language is favorably associated to their language attitudes.

(Aouina, 2013) did research. The primary focus of this research was the concept of language use shifts, the influence of globalization, and the various linguistic attitudes toward the languages spoken in Tunisia.

Aouina contrasted Tunisian instructors' attitudes toward languages in Tunisia to Tunisian students' attitudes toward languages in Tunisia. He also examined the remarks of Tunisia's ex-president Ben Ali, as well as the interviews conducted by the three senior inspectors in Arabic, French, and English. The findings revealed that teachers had a more favorable attitude toward French than English, whereas pupils appear to have a more positive attitude toward English than French. For example, all students agreed that English is superior to French (Aouina 2013:121). Despite the fact that the results reveal that Arabic is the most important language for the majority of Tunisians and that it signifies their identity despite the long period of 'frenchification,' it is still far from being the language of modernity.

Indeed, the function of Arabic in academic contexts with regard to the sciences is minor. It is still disregarded in scientific and technological study. The findings also revealed that there is no evidence that English is displacing any other language in Tunisia, but it appears to be invading the scene, as evidenced by the positive attitudes of younger generations toward English as an international language and a language of science and technology. The research also found that pupils are now more likely to use English than teachers. According to the findings, English was also the preferred language among students. Overall, sentiments differed between the younger and older generations, with the former having more positive attitudes toward English at all levels. The data also revealed that English is given more weight to arts students than science students. Finally, it has been demonstrated that Tunisian language policy appears to prefer English, as seen by the three inspectors' responses when questioned about the most useful language to study in Tunisia. All the responses were in favor of English. Jabeur (1999) conducted another closely related investigation to the current topic. Jabeur explored the attitudes of teenagers in this study from three separate perspectives: "affection, identity, and status" (1999:192). According to the findings of his study, Arabic was regarded as the primary language of identification, French was associated with high status, and English was rated as the most affectionate.

In contrast to Aouina and Jabeur, attitudes in this study are studied to show Tunisians' attitudes regarding English and its use while investigating the impact of three variables: field of study, year of study/profession, and gender. To the best of my knowledge, no attitudinal study has examined these three variables. As a result, this research will ideally add to the Tunisian research field.

Other studies on the linguistic situation in Tunisia, with a primary focus on English but also comparisons with other languages such as Arabic and French, are descriptive to the highest degree. (Boukadi, Troudi, & Africa, 2017) conducted a recent investigation that is consistent with this. This research looked at the English education policy in Tunisia after the revolution. It presented a comprehensive assessment of Tunisia's historical and current linguistic status, as well as an explanation of the education program. The study also examined the rankings of three languages: Arabic, French, and English. Despite its importance in providing a fuller picture of Tunisia's language profile after the revolution, a quantitative study would have supplied more solid data.

The findings of (Bakke, 2004) study on French attitudes toward English revealed that French respondents have overall favorable sentiments toward English. They do not see English as a threat to their cultural identity. Nonetheless, unfavorable feelings were expressed about English replacing

French as the international language. The data also demonstrated that respondents have a more positive attitude about British English than they do toward American English. The interviews revealed that younger respondents have more positive opinions than older respondents. The questionnaire results showed that the 25-to-45-year-old group had more positive attitudes than the younger group because, as Bakke (2004:98) explained, many of them participated in exchange programs outside of France and thus were more exposed to English than the other groups. In terms of gender, the findings revealed that women exhibit more positive attitudes than men (2004:99).

Many studies have been conducted in Sweden on the attitudes of Swedish university faculty, students, and staff toward the simultaneous use of English and Swedish in education, respect for linguistic rights, and protection of the Swedish language (Kuteeva & Airey, 2014), 2012; Airey & Linder, 2008; Bolton & Kuteeva,; Hultgren et al., 2014). According to Kuteeva (2014), based on online questionnaires of 668 academic staff and 4524 students at a major Swedish university, the proclaimed 'one-size-fits-all' language policy is not being implemented as planned, and "to this day it largely remains an operationalized political slogan" (p. 333). According to the poll, English is employed differently across disciplines, with 94% of PhD theses written in English in the sciences and 65% and 37% in the social sciences and humanities, respectively. Although the majority of scholarly papers required readings for students are published in English, many Swedish students' express dissatisfaction with parallel language use, citing "difficulties of switching between the two languages and the extra time required to learn content in both languages" as reasons for supporting monolingualism (Kuteeva, 2014, p. 340).

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In a study on whether university students saw a negative impact of English as a global language on Emirati culture and identity, 57% of students (all female) said emphatically 'yes,' while 14% said they had noticed some changes in the form of "an increased use of English and decreased use of Arabic, a desire to be like English native-speakers" (Hopkins, 2016, pp. 21-22). The sample for this

study was drawn from a cross-section of forty female students aged eighteen to twenty-four years old who were enrolled in the highest level of the Academic Bridge Program at Zayed University and were separated into three classes. Solloway (2017, 2018) achieved comparable results. In research done by (Bouhmama & Bouhmama, 2015) on a convenience sample of 180 undergraduate students, Kuwait University students indicated the same attitude toward the growth of English as a dominant language. In comparison to English (36.9%), 72.5% of pupils there had good sentiments toward Modern Standard Arabic (MSA). Respondents also favored MSA as a medium of instruction, particularly females, who had more positive sentiments of MSA as a MOI than males.

Kirkpatrick (2017) concluded, after reviewing EMI in East and Southeast Asia, that the negative attitude of higher education learners toward EMI is usually triggered by their low English proficiency, which has affected their achievement in subject matter, rather than by any identity or cultural considerations. In reality, according to the SESRI (2018) survey on Qatari cultural identity, which included responses from 1226 adult respondents and was aimed at Qataris living in residential housing units, Qataris did not believe English posed any risks to their culture and identity. Nonetheless, there is growing worry over university students' lack of ability in their native language, Arabic (Guttenplan, 2012). For example, at Northwestern University in Qatar, students' Arabic ability was not deemed "at a level that will allow them to work professionally" in media (Guttenplan, 2012). The same may be said for Georgetown University's School of Foreign Service in Qatar, where more than half of the students "never achieve professional proficiency in their native language." Guttenplan (2012) links these two colleges' low Arabic proficiency to "the rise of English as a lingua franca throughout the Arab world and the consequent decline of Arabic."

Language attitudes of French speakers toward English have been studied in Canada (Lambert, Hodgson, Gardner, Fillenbaum, & psychology, 1960), where the country's bilingualism and language planning policies necessitate such research, and it was discovered that negative attitudes toward English in Quebec negatively affected proficiency. While researchers have studied French speakers' attitudes toward English in France (Oakes & Identity, 2001), comparative studies comparing French-speaking countries have yet to be done.

Many studies have been conducted to investigate the nature of students' attitudes toward learning a foreign language in the UAE and other countries around the world. Musa (1985), for example, used a five-point scale questionnaire to investigate EFL students' attitudes toward studying English in the

United Arab Emirates. The findings show that students had good views and were really enthusiastic to learn English; they valued English language efficiency in daily life. (Al-Bassam, 1987) concludes in another contribution that English language achievement is significantly correlated with students' attitude, motivation, and satisfaction with the curriculum. Suliman (2006), in addition to Musa, investigated students' views about and motivation for learning English in a UAE public secondary school. The data show that UAE students had a higher level of instrumental motivation and that students had negative views regarding learning some aspects of the language. In contrast to earlier research' findings (Keblawi, 2005), issues with target language characteristics such as vocabulary, spelling, and structures were found to be the most demotivating to learners in the UAE. Surprisingly, the study also showed that there was disagreement and doubt about studying English as a means of appreciating British/American arts and literature. In terms of the teacher's role, 30% of respondents identified the teacher's personality as a de-motivator, and a similar picture emerged in student's interviews.

Then, (Al-Momani, 2009) conducted research on students' attitudes toward studying English as a foreign language and their reading comprehension achievements. According to the findings, children have a favorable attitude toward studying English, which has a strong association with reading skills.

(Sadighi & Zarafshan, 2006) conducted a study that assessed the responses of 126 freshmen and seniors majoring in teaching English and English translation in order to investigate the effect of EFL students' attitude on their use of language learning strategies (LLSs). The respondents demonstrated that their attitudes had a major impact on their use of LLSs. To explain, learners who indicated favorable sentiments regarding LLS users outperformed those who reported negative ones.

(Al-Tamimi & Shuib, 2009) did a study to explore the motivation of Petroleum Engineering students to learn English. This study's sample consisted of 81 students who completed a questionnaire designed by the researchers. The analysis of the responses revealed that the participants had good opinions toward studying English and the culture of the English-speaking world.

In a study done by Malallah (2010), Kuwaiti University students demonstrated good attitudes toward learning English and native English speakers. The study also demonstrated the existence of a favorable association between respondents' attitudes and their English language achievement and practical needs.

Shirbaji (2010) investigated undergraduate students' opinions toward learning English as a foreign language at the Faculty of Humanities. A significant sample of 400 students (48.3% female and 51.7% male) completed the researcher's questionnaire. The data demonstrated that the participants have a good attitude toward English learning.

(Alkaff, 2013) explored the attitudes of learning English as a foreign language among pre-intermediate and intermediate Saudi students at The English Language Institute of King Abdulaziz University. The study's sample consisted of 47 female students who answered a questionnaire designed by the researcher. The findings revealed that the sample students have a favorable attitude about studying English. Despite the restricted opportunities to practice English in an EFL community, the participants reported a high desire to improve their English proficiency.

(Al Noursi, 2013) investigated the attitudes of students in the United Arab Emirates about learning English as a foreign language. The participants in this study were 196 students from a technical high school. They stated that they were enthusiastic in learning English. An intriguing discovery was also made regarding the teacher's nativity, which had no effect on the students' attitude toward EFL.

In a significant study conducted by Al Samadani and Ibnian (2015), the effect of Saudi EFL students' attitudes toward learning English on their academic achievement was thoroughly investigated using a sample of 112 English major students ranging from freshmen to seniors with varying grade point averages (GPA). According to the survey findings, pupils in general have positive attitudes regarding learning English. Students with high GPAs expressed the most favorable attitudes toward learning English, followed by students with medium GPAs and students with low GPAs, in that order.

(Durer, Sayar, & Sciences, 2013) explored gender inequalities in attitudes among 400 non-English majors in Turkey. The data demonstrated that both men and women had good opinions regarding learning English as a foreign language.

(Soleimani, Hanafi, & Sciences, 2013) investigated the attitudes of Iranian medical students toward English language instruction. The replies of 40 male and female participants were evaluated after they completed a 30-item likert scale questionnaire. The data revealed that the students have a generally

good attitude toward English language instruction. The t-test revealed that male students had a more positive attitude than female students.

Eshghinejad (2016) investigated EFL students' attitudes about studying English. The researcher also investigated the occurrence of gender differences among the subjects. The data analysis revealed that participants have generally good sentiments toward English language instruction. Concerning the language attitude and gender of the respondents, it was discovered that females displayed a more positive attitude than males, demonstrating the existence of a substantial difference in the attitude toward learning English between male and female participants.

(Ming, Ling, & Jaafar, 2011) investigated the attitudes of Malaysian secondary school students learning English in order to promote the process of language teaching. According to the results of the survey questionnaire analysis, respondents have a generally good attitude toward learning English. Science students were more eager to improve their English than art students. It was also discovered that pupils who were assessed as highly proficient had a more positive attitude than students who were rated as medium or lower proficiency.

(Qasemi & Ibrahim, 2015) conducted research on the English language demands of engineering students at Jawzjan University in Afghanistan. The study participants (N=212) were chosen from second- and third-year undergraduate engineering classrooms to complete the questionnaires. The data show that the majority of these students have average English language ability and study English for academic and future professional goals. The findings also show that, while the program, facilities, and resources for English language learning do not meet the needs of engineering students at Jawzjan University, they believe EFL proficiency has a significant impact on their academic achievement in content subjects. Such attitudes and beliefs about learning EFL can be argued to be part of instrumental and instrumental motivation.

In a recent study, (Siddiq, Miri, & Sarwarzada, 2019) evaluated the attitudes and motivations of Afghan undergraduate students at Heart University in Afghanistan regarding English for specific purposes (ESP) and English for general purposes (EGP) courses. Data are gathered via a questionnaire distributed to a large number of students (N=942) (n=471 ESP and n=471 EGP) and interviews with seven Afghan university lecturers. The study investigates students' opinions and levels of enthusiasm toward ESP/EGP classes. The results of the five motivational category data ('learning environment,' 'teacher qualifications and seriousness,' 'teaching methodology,' 'instructional/learning materials,' and

'learner's goals') show that participants preferred a small homogeneous class size as a better learning environment for ESP/EGP, taught by well-qualified and serious teachers.

(Amani & Fadlalla, 2017) evaluated the motivation and attitudes of (N=65) students at Dongola University in Sudan toward learning English in another EFL study. The data was gathered by delivering questionnaires containing various types of motivational questions. The results show that Sudanese undergraduate students are both integratively and instrumentally driven to study English.

(Dehbozorgi, Amalsaleh, & Kafipour, 2014) conducted a study with 120 college students at Iran's Islamic Azad Marvdasht University to assess the impact of language learning attitude and risk-taking on EFL students' competency. The results of the questionnaire show that there is no significant association between the competency level of Iranian EFL students and their attitude toward language study. However, there is a favorable association between individuals' risk-taking attitudes and language learning, although this does not guarantee their proficiency level. Chalak and Kassaian (2010) conducted a study similar to this one in which they evaluated the views of Iranian EFL students toward learning English and its target community.

(Kimura, Nakata, & Okumura, 2001) investigated the motivational variables for learning English of (N=1,027) Japanese high school EFL students in a fairly detailed study. The study focuses on six categories of motivation: intrinsic, extrinsic, instrumental, situational, teacher-specific, activity-specific, and integrative. The findings demonstrate that intrinsic, instrumental, and integrative elements strongly motivated Japanese students to learn English. The study reveals that language learning anxiety and a lack of instructor participation in English language teaching are negative characteristics that demotivate Japanese pupils.

A research study was carried out using a cross-sectional survey design. In the academic year 2018-2019, students at three campuses in Nepal's Makawanpur District were given five-point Likert scale statement items about their attitude toward learning English. The confidence level (95%) and margin of error (1%) were maintained by using a simple random sampling procedure to pick 270 students as respondents from a population of 277 students for the study. SPSS was used to do statistical analysis on the acquired data. The survey found that students had a good attitude about studying English (Median=4) and "Agreed" with the statement items. The Mann-Whitney U test and the Kruskal-Wallis H test reveal that all students from the three campuses "Agree" with learning English independent of their gender (Sig.=.841), religion (Sig..470), or age group (Sig..753).

Another study investigates the opinions of students enrolled in their first year of bachelor's studies at a constituent campus of Tribhuvan University in Nepal. To achieve this goal, the phenomenological design was used in this study as part of a qualitative research approach. Six students majoring in English at Tribhuvan University in Nepal's faculty of education provided the necessary information. To gather information, three classes were observed and three informants were interviewed on purpose. The information was processed, evaluated, interpreted, and presented in three unique themes: reasons for studying English, instructional procedure and course materials, and classroom atmosphere and learning aids. The findings revealed that the majority of English students in the faculty of education have good views and enthusiasm to learn English. They are pleased with the instructional approaches and classroom practices used by the English teachers. They do, however, urge that improvements be made in syllabus design, material groupings, classroom environment, and personalized instruction in the classroom.

(Jaliyya, Idrus, & Learning, 2017) did a study named 'EFL Students' Attitudes and Perceptions Toward English Language Learning'. In total, 12 pupils from Assadah Islamic Boarding School in Bantan, West Java, were questioned and observed in order to gather information. The findings demonstrated that the more favorable attitudes people have about language learning, the more successful they are at learning a foreign language.

(Ara, 2009) also did a study to investigate the impact of attitudes on Kashmiri students' English language ability. He concluded that students' positive attitudes toward various language learning components (teacher, textbooks, classroom environment, support services), native speakers, and their culture resulted in more intense motivation to learn the English language with greater precision and proficiency.

A study is conducted on Algerian EFL learners to determine the nature of their views toward studying English and which foreign language they prefer, English or French. The research is being carried out with students from Abou Dhar El Ghifari Middle School in Tiaret as a case study. Thus, thirty-two (32) learners were chosen at random from various levels to engage in this experiment. Two research tools are employed to obtain data on the current issue: a questionnaire for learners and a semi-structured interview for teachers. The key findings suggest that learners have good attitudes toward studying English and that the majority of them prefer English to French. Furthermore,

teachers have favorable views toward English and agree that their students have positive attitudes toward learning English.

A study was carried out in a public junior high school in the Indonesian district of Sokaraja. This is a survey study in which the researcher took 30% of the population as samples. As volunteers, the researcher picked seventh-grade kids. Three instruments were utilized to address the research questions. These were the questionnaire, interview guide, and observational notes. According to the study's findings, pupils had a positive view toward those general qualities. However, the behavioral aspect takes the lead with 68.8%, followed by the affective aspect with 68.10%. These were higher than the cognitive aspect, which accounted for only 64.7%. Then, in some parts of each aspect, it was backed by the findings of observation and interview. Furthermore, the findings of the questionnaire and interviews revealed six aspects influencing students' attitudes: mass media, reference group, instructor, personal experience, parents, and, finally, learning climates and classroom tasks. The interview also validated some of the conclusions of factors influencing students' attitudes.

After a five-month period of supplemental activities in a university reading class, researchers in Ecuador investigate the impact of extensive reading on learners' attitudes in English as a foreign language (EFL) scenario. Twenty-six students took part in the study. The material used for free reading was graded readers and/or actual books. To reflect the students' perspectives and analyze the acquired data, descriptive statistics were used. The study's findings revealed that substantial reading has a positive influence on learners' attitudes.

A study is being conducted to investigate high school students' views on learning English as a foreign language and how these attitudes affect their accomplishment. The research sample consisted of 206 Bosnian high school students from all four classes. The questionnaire was intended to gather information about attitudes regarding studying English as a foreign language. Gender, age, GPA, and GPA in English all had a statistically significant effect on the combined dependent variables of students' attitudes toward learning English as a foreign language, according to the MANOVA results. Furthermore, the findings revealed that language attitudes are a strong predictor of students' overall success in learning English as a foreign language.

(Uribe Martinez, Gutiérrez Pérez, & Madrid Fernández, 2013) found that Mexican American students had a good attitude about learning EFL. Furthermore, (Buschenhofen, 1998) conducted a

study in Papua New Guinea with 537 high school students and 734 university students and discovered that both groups had good attitudes toward using English. (Ryan & self, 2009) did a study on attitudes toward English and English learning at three rural middle schools in Japan and found that they had a surprisingly positive or, at the very least, neutral attitude toward learning the language.

In his study of Jordanian college students at Irbid University, (Abu-Melhim, 2009) discovered that around half of the students had negative views toward learning English. (Despaigne & Education, 2010) discovered that students exhibited negative opinions due to Mexico's colonial heritage in his study on students learning English at two Mexican institutions. Furthermore, (Amir et al., 2022) found that secondary school students in Lahore, Pakistan, had a negative opinion toward English as a foreign language.

(Ghonchepour, Pakzad Moghaddam, Kalantari Khandani, & Farrokhi Barfe, 2020) discovered that younger female students were more successful in an achievement test related to the foreign language than older male participants in a study conducted in Iran among 85 high school students ranging in age from 14 to 18. Furthermore, Ghonchepour et al. (2020) demonstrated that, on average, female students outperformed male participants, and that teenage female participants outperformed males on the subscale attitudes about learning English. Their research also found that age has a significant influence in language acquisition in terms of linguistic abilities; the sooner a learner begins, the more effective they will be.

According to a study conducted by (Gömlöksiz & Sciences, 2010) at Firat University in Turkey, students' views varied according to grade level. Sophomores' sentiments were more favorable than freshmen, and they were more inclined to study English. Buschenhofen (1998), on the other hand, researched attitudes about English among 12-year-olds and final-year university students and found that sentiments toward English were usually positive in both groups.

(Smirkou & Science, 2018) discovered that female rural high school students in Morocco had a positive attitude toward learning English rather than any other foreign language in his study on female rural high school students' attitudes toward learning English.

During a research of Kuwaiti students' learning attitudes, (Al-Bustan & Al-Bustan, 2009) discovered that female students had adverse attitudes toward learning the English language in

the past. Other researchers, on the other hand, claim that there are no substantial changes in attitudes based on learners' gender (Shaaban & Ghaith, 2000). Shaaban and Ghaith (2000), for example, studied 180 undergraduate Lebanese English learners and discovered no gender disparities in their views toward EFL learning.

1-5 Importance of English Language in Togo

English is taught at schools in Togo from middle school to high school. Secondary school students in Togo learn English as a Foreign Language. To earn a passing grade in school and on national exams as a Togolese secondary school student, you need English grades. When you graduate from high school and wish to attend university, you must also have good grades in English, regardless of the topic of study. In truth, ESP (English for Specific Purpose) is taught in most Faculties and Department of the University of Lomé for several years. After graduation, a person who speaks English has a better chance of finding a better job in Togo than someone who does not, i.e., he or she will stand out in comparison to a monolingual job prospect. Speaking English is a valuable skill to have in your professional life. In Togo, if you want to work in international companies as well as governmental and non-governmental organizations such as Ecobank, US Embassy, Peace Corps, USAID (United States Agency for International Development), ECOWAS (Economic Community of West African Countries), AU (African Union), UN (United Nations) System, Plan International, and Amnesty International, you must learn English. Because of its importance and these opportunities listed above, students who did not take English seriously in middle and high school are now driven to look for English evening classes in order to have some essentials in order to work in an international company in Togo. English language in Togo, is too important in the way that if someone cannot speak it, finding job will be painful for the person even though the person is well educated. Companies in Togo care a lot about those who know English Language unlike those who don't know the language. Nowadays all Togolese believe that English language is vital in their lives and will help them a lot for their professional career. Despite the fact that Togo is a francophone country and that French is the official language of the country and is used in every single institution, English has a strong standing because it is also used in international corporations and national and international banks, which requires every citizen or individual living in Togo to pay attention to it. Of course, French has an influence on English in Togo, but Togolese authorities place a high value on it, reason why it is taught in schools and made essential for students to study. Togo is a popular tourism destination for visitors from all over the

world. Togolese students are aware that the majority of tourists visiting Togo only speak English, despite the fact that they may be from non-English speaking nations. And serving tourists during their stay is a well-paying job. This situation allowed motivated students and others who were not motivated enough to improve their English language skills. All Togolese students are aware that the Togolese government cannot, for example, hire someone to work in the Ministry of Foreign Affairs while he/she does not speak English. Every student understands the importance of the English language.

1-6 English language in middle school or college in Togo

After completing primary school, a student will attend college. Togolese college lasts four years, and during that time, English language is required for all students; there is no way to avoid it. From the first year, you will see that some students welcome the new language, English, and are already curious about what is involved in that foreign language, whereas others are bored and believe that learning a new language will be painful for them because the majority of them are already struggling with the official language, French. The biggest difficulty is that college students do not comprehend how crucial it is to learn how to speak the language early on, instead focusing on achieving good grades. Very few students are able to speak English language from middle school rather they focus on their grades. In middle school most of students have knowledge of grammar and vocabulary and they have really high grades but however are not able to express themselves. In middle school, English grammar as well as English vocabulary are taught intensively but students in that level as said previously focuses a lot on grades rather than speaking. English tests in middle schools in Togo are design as follows [a text followed by comprehension questions and some vocabulary gaps, grammar, and an essay writing].

1-7 English language in Togolese High schools

High schools in Togo lasts for three years. During the three years high school studies, English language is mandatory as well and students must perform well to be able to pass the entire exam especially those who are majoring in literature during their high school studies. But the fact is that whether you are literature student or a science student during your high school studies, English language is still mandatory for you. In High school majority of students are highly motivated to learn English language but however there are still some students who skip English classes arguing that it is difficult for them. In high school unlike some middle school students, those who are in high school level believe that they must do their best to start speaking English language as much as possible. Of

course, they are not that good enough but they start to understand how speaking the target language can play a vital role in their educational life as well as after their high school graduation. Here English grammar is taught as well as vocabulary but there is more focus on vocabulary than grammar as some teachers believe that from middle school students have already a tone of knowledge in English grammar, thus they do it [grammar]less. English classes in High are more focus on speaking as well because most of the time students are given topics that they need to prepare and present to the audience. From the first-year high school till the third year, the structure of English tests are as follows [first year students have a text with 14 gaps that must be found according to their comprehension of the text. The words are not given anywhere but the student must find them from his/her own understanding, grammar, essay writing and translation section from English to French/French to English]. In the second year and third the gaps are multiplied to 21 which the student must find according to his or her own understanding of the whole text. The structure for the second- and third-year students is the same. Many students suffered a lot in High school level with English language just because of the 21 gaps they have to find from their own understanding of the text. Here as said previously some students start speaking with some mistakes.

1-8 English language at University in Togo

At University of Lomé, there is English department where English has a high significance role. In English department, English is more structured than the previous year's studies, middle and high school studies. In English department, most of teachers have studied in the UK and USA universities, well experienced teachers who have professionalism in their job, who teach a high-level English to bachelor, Master's and PhD students. At University, English language is structured differently and a student must be strong enough because it involves reading a lot of novels. English at University level in Togo is advanced. A student who read less may have some difficulties to pass an English Component. Only first year in English department, grammar is learnt a bit but however is not the same level as High school students. English language in English department involves learning, American literature, English literature, African literature, Translation, linguistics, poetry and genre, Phonology, morphology and syntax, sociolinguistics, creative writing, research methods, criticism, American drama, American novel as well as pragmatics. Here students speak English language with some minor mistakes and some speak with intermediate level and some are more fluent in their speaking. Majority of students in English department believe that being in English department means no other language

must be use instead of English thus they improve their speaking. However, some ignore that requirement which causes some difficulties with their speaking after they graduate from English department. At university of lome the most populated department is the English department due to its number of students. It shows that, at university level students become more interested in learning English language and they are motivated enough. Another aspect of English language is the fact that students from other departments always come to English Department to choose English language as an additional subject to their field. Despite the fact that students have their own field they still feel a big need to deal with English language.

1-9 English language situation compared to other foreign languages in Togo

Many foreign languages, including Arabic, Russian, German, and Spanish, are taught in schools in Togo. During the national test in middle school, a student can take Arabic as a free subject in addition to his or her mandatory studies. German and Spanish are taught in high school to literary students, and they must choose one of them as their major. Russian and Arabic are also taught as supplementary foreign languages in high school, allowing students to select one of them as a free subject for the national high school exam. Despite the prevalence of several other languages, English has taken dominant. Students learn various foreign languages, but English is their preferred language. Every student in Togo makes an attempt to speak English, but this sentiment does not exist when it comes to these other foreign languages. As we can see, all of these foreign languages are supplementary and optional studies, as opposed to German and Spanish, which are also student specialties. The Togolese government declared English required in middle school, but German, Spanish, and Russian are only taught in high school. Even Arabic is not taught in middle school in government institutions, a student with a background in it can choose whether or not to do it during middle school national exam. Arabic is only taught in Islamic schools. The priority given by the Togolese government to English over other foreign languages demonstrates that English has a higher standing in Togo than other foreign languages. At University in Togo, these foreign languages are still present there. Despite the fact that German department is there, Spanish department, English is still preferred by students, we could confirm by the way students are more populated in English department than other departments. At University level, Arabic and Russian are still taught as free subjects for students who want to add them to their required credits. Chinese department recently has been opened

however English language still has its high standing because Togolese students, even though some of them still have some minor problems to speak it, they believe English is better for them.

1-10 English language and official language of Togo, French.

French is the language of education in Togo, from primary school to high school and university. In Togo, French is spoken in every institution, including businesses. English has been made an obligatory subject beginning in middle school and continuing through high school. The French language, as a colonial language, has had a great influence on the English language, but students nowadays tend to give English language legitimacy since they believe English language is gradually taking over the country. This can be confirmed by companies, for example, that demand a Togolese citizen to speak English in order to engage a Togolese citizen, particularly international companies. French language had influence on the English language before but nowadays English language.

CHAPTER 2: METHODOLOGY

The research techniques used in this study are discussed in depth in this chapter.

The subjects covered in Chapter 3 are research design, quantitative data (questionnaire).

2-1 Research Design

The goal of this study is to analyze students' attitudes regarding English language learning in Togo. Questionnaires were used to obtain quantitative data to examine their perspectives. Data for this study were gathered from an accessible sample of Togolese students at two universities in Lomé and Kara, Togo, as well as some high school students. A questionnaire was distributed to the participants.

2-2 Quantitative data (Questionnaire)

This section gives an overview of the questionnaire that was created for this research. The population and sample, instrumentation, data collecting, and data analysis are all covered in detail.

2-2-1 Population and sampling

It would be impossible to obtain a random sample representative of all students in Togo. As a result, this study used an accessible sampling strategy in which only students from the universities of Lomé and Kara, as well as certain high school students, were chosen for the study because the researcher had easy access to them. The researcher chose this site because he had relationships at these two universities that could assist with data collection. Science, arts, law, business, engineering, philosophy, sociology, agriculture, medicine, German, Spanish, and other fields are available at both universities. This study specifically dealt with 50 students from a variety of majors and levels at Universities and some High school students. The researcher initially intended for participants to be from the English department exclusively, but when he realized he was running out of time, he opened the questionnaire to everyone from those two universities as well as any high school student.

2-2-2 Instrument

The quantitative data was gathered via a questionnaire. The questionnaire contained 19 Likert-type questions. Participants were asked to rate each statement according to how much they agreed with it: agree, strongly agree, disagree, strongly disagree, and somehow agree.

Questions items 1–16 were designed to elicit students' attitudes and motivation regarding the English language, and items 17–19 were designed to elicit demographic information, qualifications, and their respective schools. The items, on the other hand, constitute the facet of the study issue. Because the researcher anticipates that participants will be able to read and understand English, all of the questionnaire items were prepared in English. English language instruction begins in middle school in Togo. (In Togo we mean by middle school, college). These items were derived from a questionnaire of Libyan Secondary School students' attitudes about English.

2-2-3 Data collection

The data collecting for this study took around a month. The quantitative data was gathered online. The questionnaire was provided to university students and certain high school students, who were required to complete it and send it to the researcher by e-mail. However, some respondents appear to be confused about how to fill out the questionnaire, thus the researcher assisted them by explaining more in completing the task. The questionnaire was delivered to the participants over the internet. Because the researcher is not physically present to gather data from the participants, this form of data collection was chosen. During data collection, some respondents responded quickly, while others took their time, and the researcher had to remind them several times. That issue worried the researcher because the researcher was running out of time.

2-2-4 Data Analysis

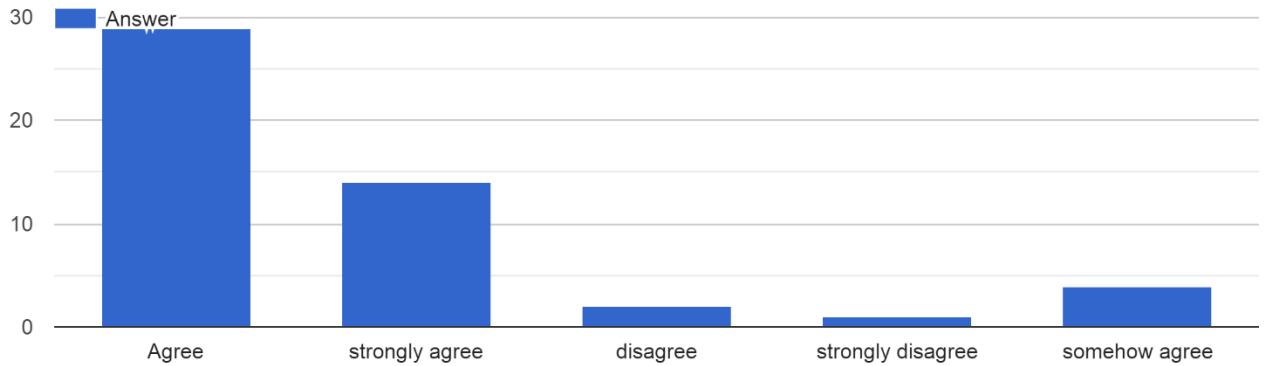
Following data collection, the researcher should analyze the material and shows it in graphs.

Question 1

Studying English is important because it will make me more educated.

The purpose of this question is to discover why learners believe it is critical to learn English. According to the graph, 29 learners [agree], 14 learners [strongly agree], and 4 learners [somehow agree] believe English is vital for them because it would help them become more educated. Only 2 [disagree] and 1 [strongly disagree] that they don't need English to be better educated. It shows the positive attitude the students have toward English Language.

Studying English is important because it will make me more educated

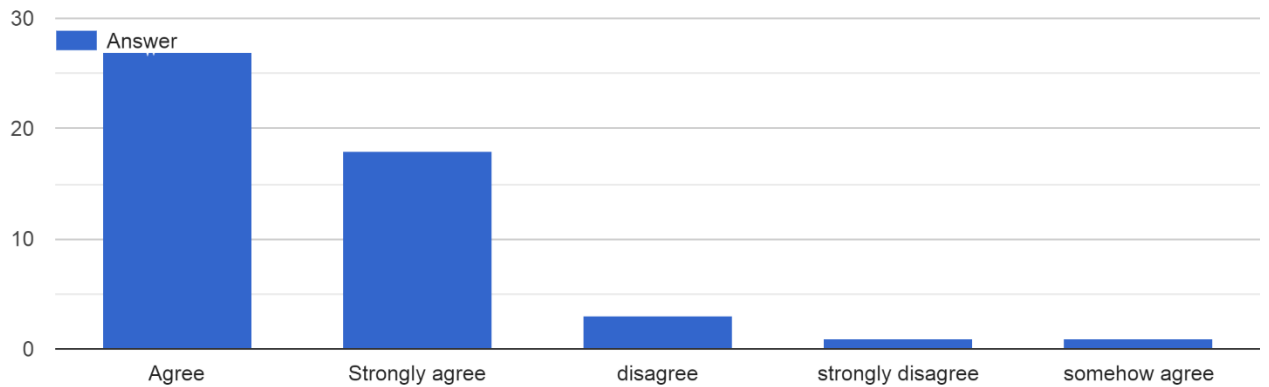


Question 2

Being good at English will help me study other subjects well.

The purpose of the following question is to determine whether learners believe that being strong at English will help them study other topics better. According to the graph, 27 students [agree], 18 [strongly agree], 3 [disagree], 1 [strongly agree], and 1 [somehow agree]. Most Learners in this country believe that becoming strong at English will help them study other topics successfully. The number of learners that disagree with this assertion is [4], indicating a favorable attitude toward English learning.

Being good at English will help me study other subjects well

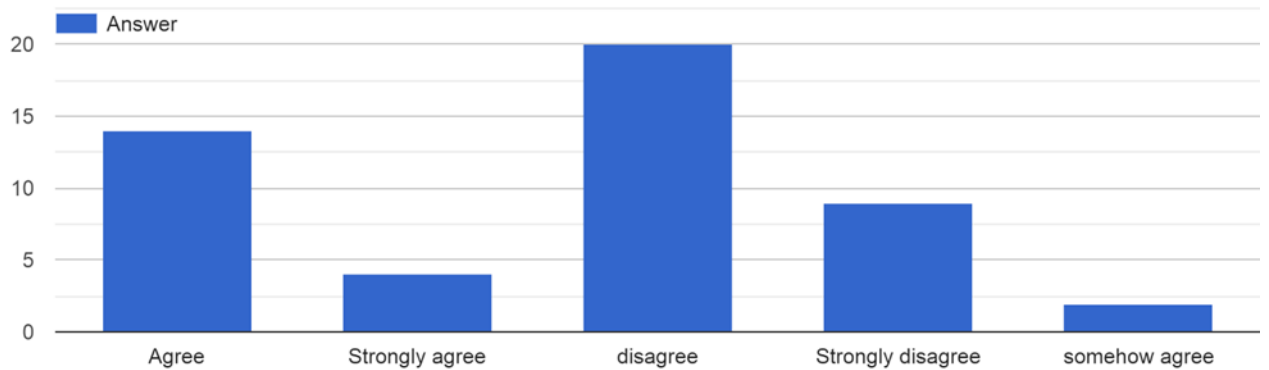


Question 3

Speaking English anywhere makes me feel worried.

The aim of this question is to know their impression whenever they must speak English in a given place. The graph showed that 20 learners [disagree], 9[strongly disagree], 14 learners[agree], 4 learners [strongly agree] and 3[somehow agree]. The number of learners who disagree to the statement are 29 in total and those who agree are 21, so learners have positive attitude toward English language.

Speaking English anywhere makes me feel worried

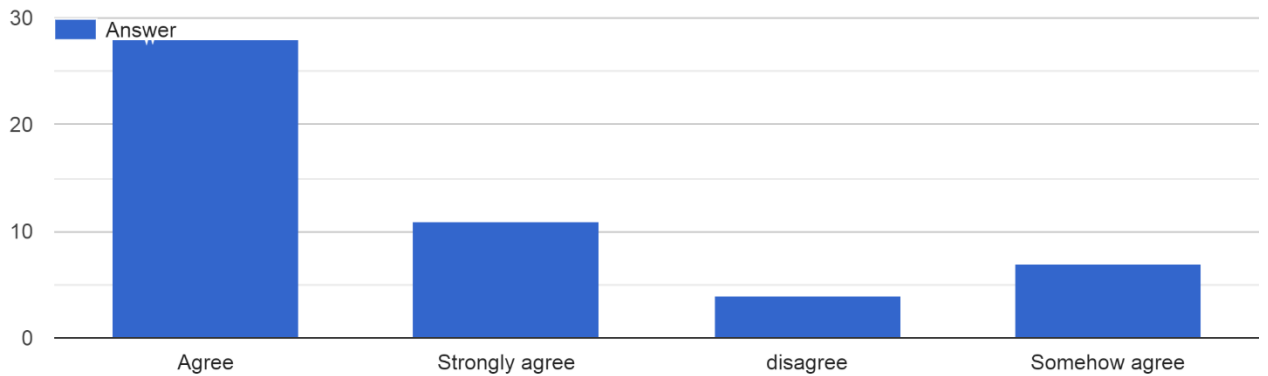


Question 4

Studying English helps me to have good relationships with friends.

The graph showed that 28 learners [agree], 11[strongly agree], 7[somehow agree] and 4[disagree]. We can see that learners that agree are 46 meanwhile those who disagree are only 4. So, majority of learners are motivated to learn English language because they believe that it will help them have good relationships with friends.

Studying English helps me to have good relationships with friends

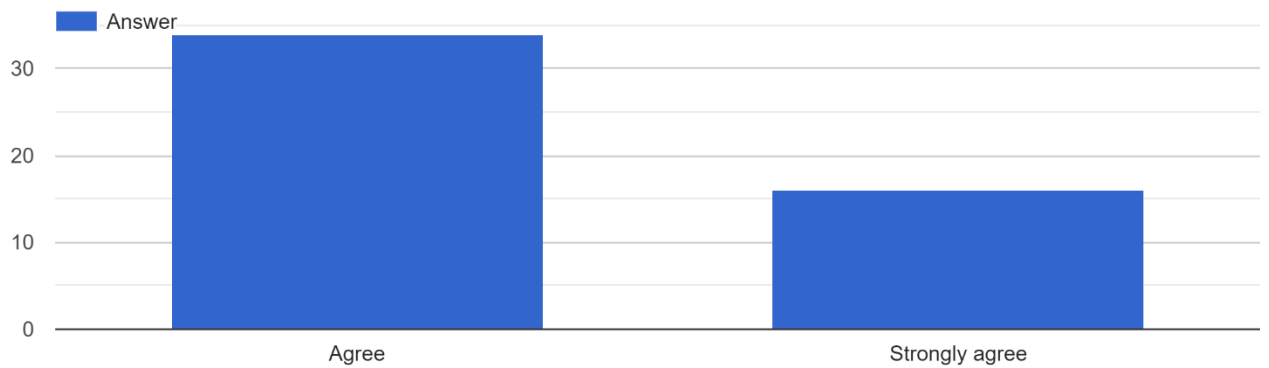


Question 5

I look forward to studying more English in the future.

The aim here is to know whether learners are just learning English for a given purpose then to stop it after the process or if it is a long-term project from their side. The graph showed that 34 learners [agree] and 16 [strongly agree]. It shows learners that learners consider English as a key even in their future not just for a short of time. It shows the positive attitude they have.

I look forward to studying more English in the future

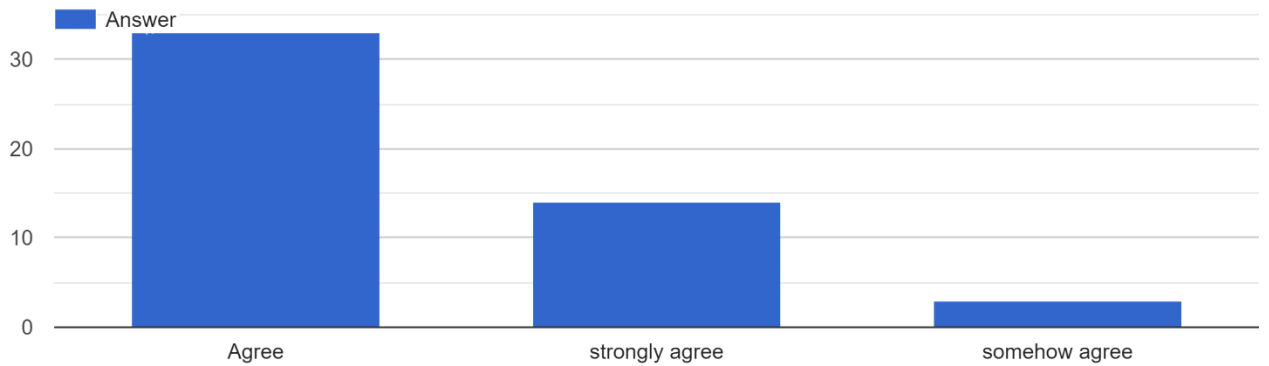


Question 6

I am able to make myself pay attention during studying English.

The graph showed that 33 learners [agree], 14 learners [strongly angry], and 3 learners [somehow agree]. We can see that; learners are motivated enough reason why they like to pay attention enough during English study.

I am able to make myself pay attention during studying English

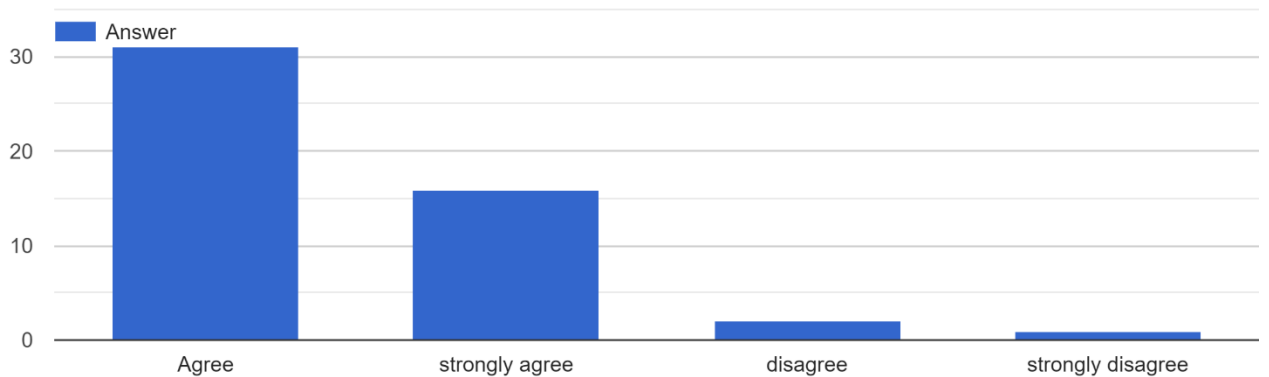


Question 7

When I hear a student in my class speaking well, I like to practice speaking with him/her.

The graph showed that 31 learners [agree], 16[strongly agree] , 2 [disagree] 1[strongly disagree]. This statement shows that learners are motivated by the environment around them and it let them get interested enough.

When I hear a student in my class speaking English well, I like to practice speaking with him/her

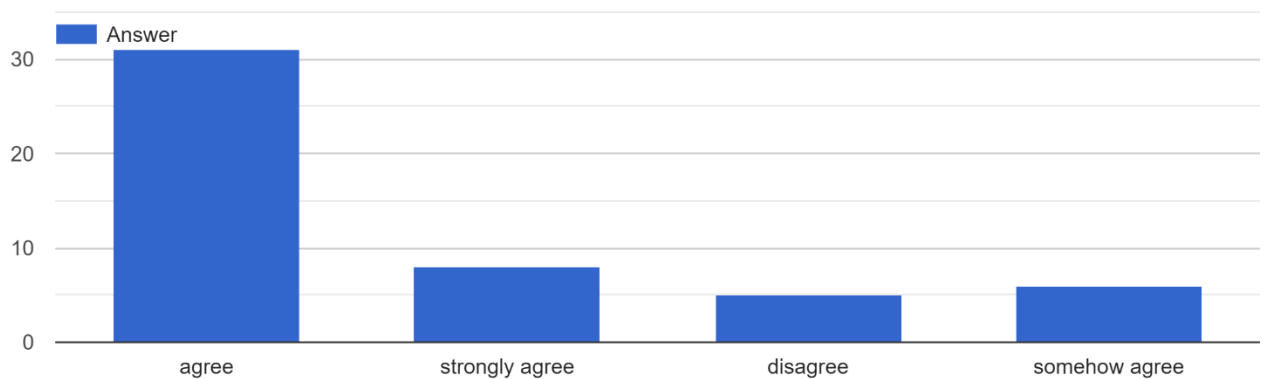


Question 8

Studying English makes me have good emotions.

The graph showed that 31 learners [agree], 8 learners [strongly agree], 5 learners [disagree], 6 learners [somehow agree]. The graph showed that 45 learners agree that studying English makes them have good emotions and only 5 are against that statement.

Studying English makes me have good emotions (feelings)

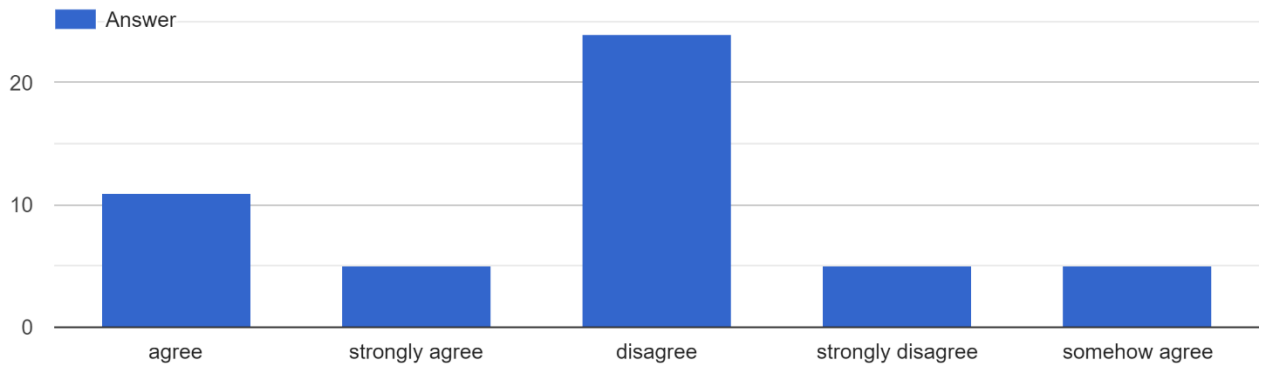


Question 9

I prefer studying in my mother tongue rather than any other foreign language.

The graph showed that 24 learners [disagree] 11 learners [agree], 5 learners [strongly agree], 5 learners [strongly disagree], and 5 learners [somehow agree]. Through the graph we can say that the majority of learners are not interested to study in their mother tongue than a foreign language.

I prefer studying in my mother tongue rather than any other foreign language

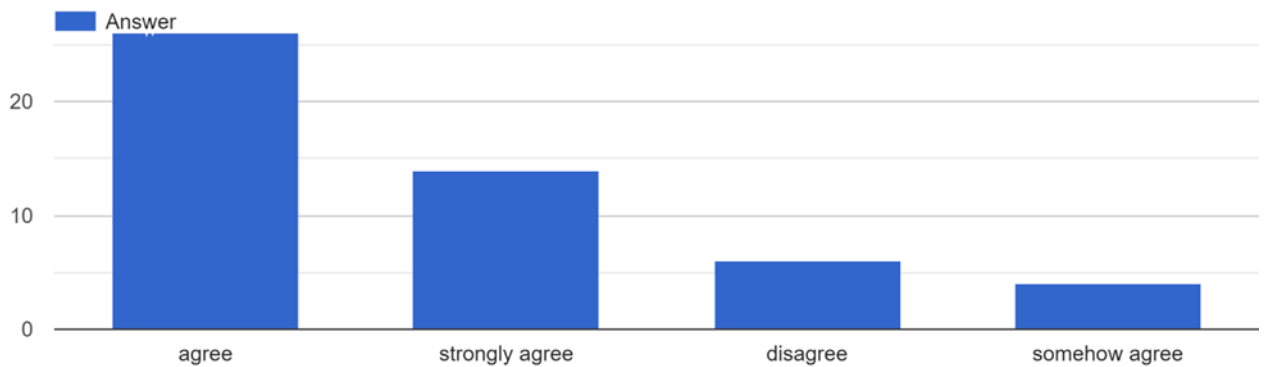


Question 10

Studying English makes me have more confidence in expressing myself.

The graph showed that 26 learners [agree], 14 learners [strongly agree], 6 learners [disagree], 4 learners [somehow agree]. The majority of learners believe that English study makes them to have confidence in expressing themselves.

Studying English makes me have more confidence in expressing myself

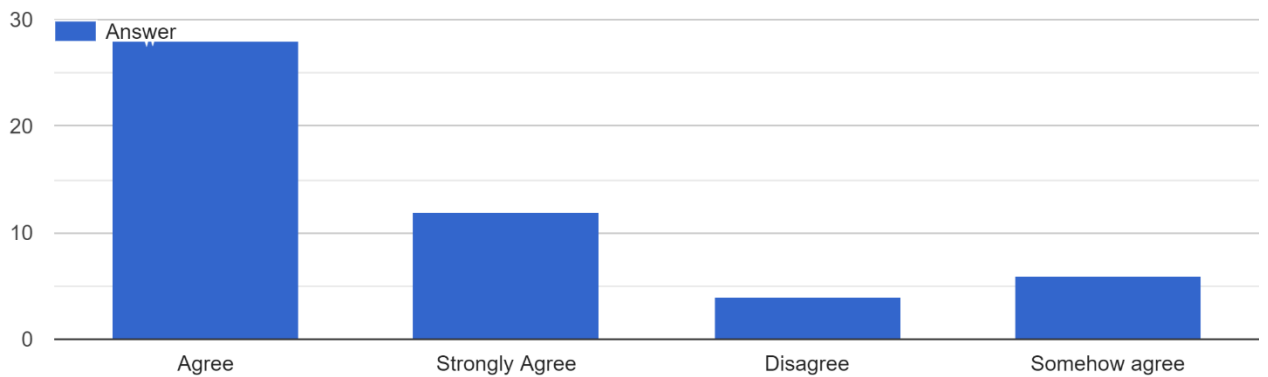


Question 11

Studying English helps me to improve my personality.

The graph showed that 28 learners [agree], 12 [strongly agree] , 6 learners [somehow agree] , 4 learners [disagree]. The majority of learners believe that English studies help them to improve their personality.

Studying English helps me to improve my personality

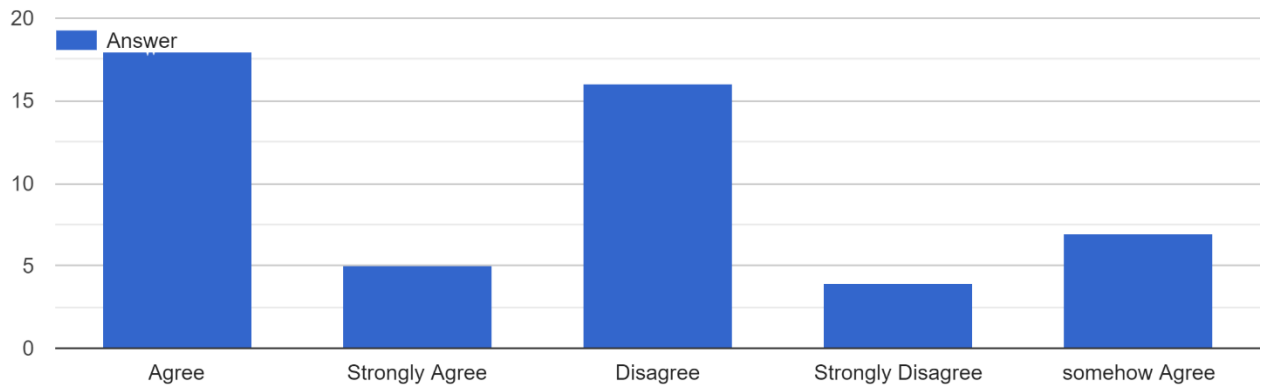


Question 12

I put off my English homework as much as possible.

The graph showed that 18 learners [agree], 5 learners [strongly agree], 7 learners [somehow agree], 16 learners [disagree] and 4 learners [strongly disagree]. Here as the graph showed the majority of learners delay or don't do their homework. Only 20 of the learners take care of their assignments. So here we can say that the majority have negative attitude to do their English homework.

I put off my English homework as much as possible

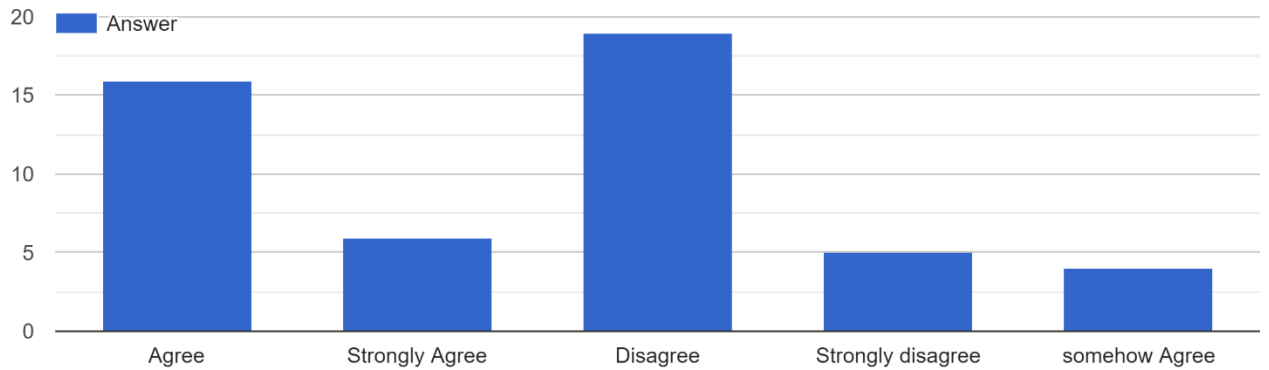


Question 13

I cannot summarize the important points in the English subject content by myself.

The graph showed that 16 learners [agree], 6 learners [strongly agree], 4 learners [somehow agree], 19 learners [disagree], 5 learners [disagree]. As we can see the majority of learners said that they have difficulties when it comes to do summary. Only [24] learners believe that they can summary without any problem.

I cannot summarize the important points in the English subject content by myself

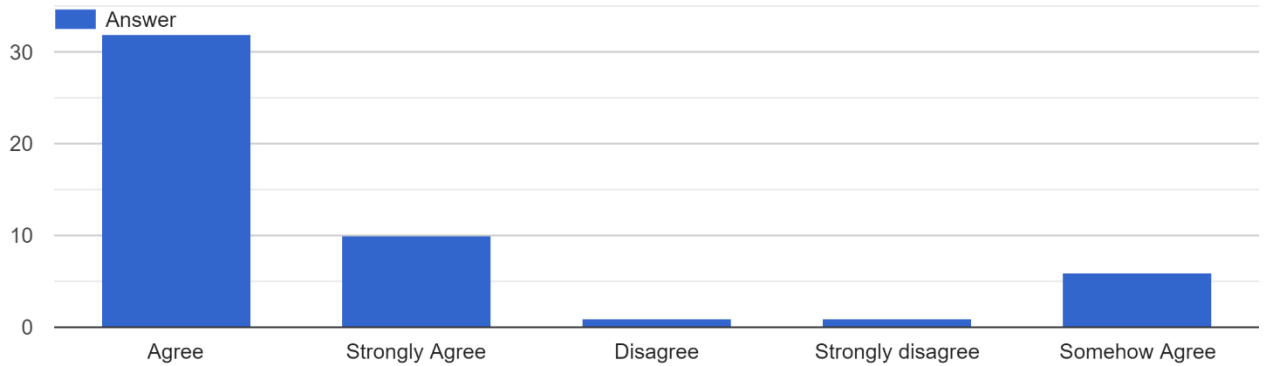


Question 14

I enjoy doing activities in English.

The graph showed that 32 learners [agree], 10 learners [strongly agree] , 6 [somehow agree] and 1 learner [disagree] , 1 learner[strongly disagree]. It shows that learners like activities related to English language, thus we can assume that they have positive attitude toward learning English language.

I enjoy doing activities in English

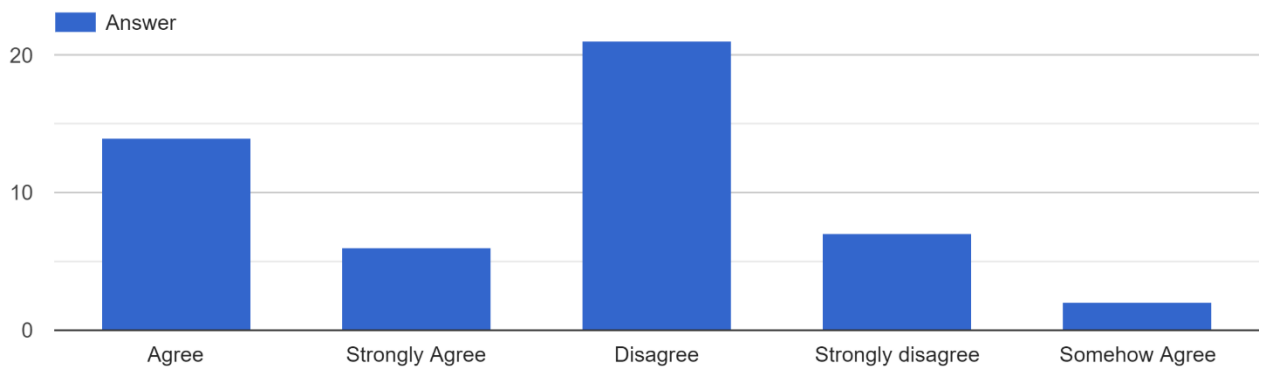


Question 15

I feel embarrassed to speak English in front of other students.

The graph showed 16 students [agree], 2 students [strongly agree], 2 students [somehow agree], 18 learners [disagree], 12 [strongly disagree]. Students who disagree to the statement are more than the ones who agree so based on that we can say that they have positive attitude toward English language.

I am not relaxed whenever I have to speak in my English class

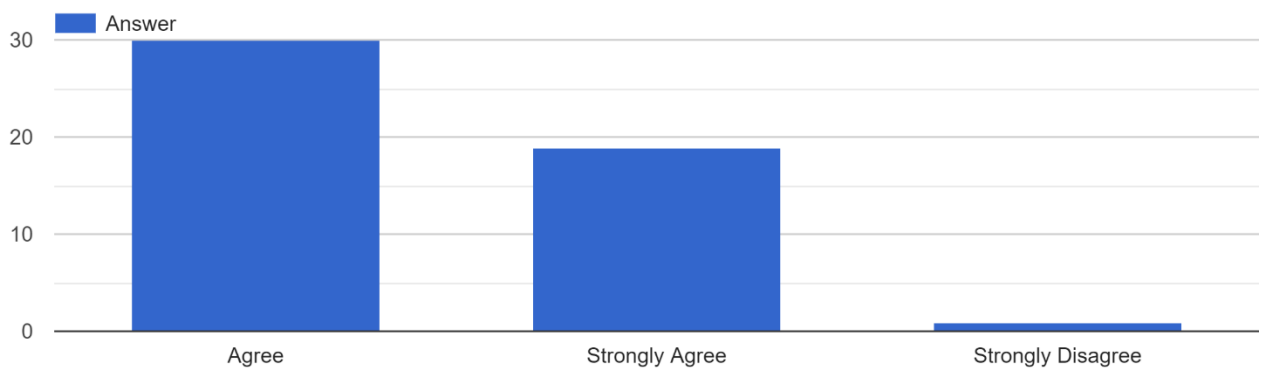


Question 16

I wish I could speak English fluently.

The graph showed that 30 learners [agree], 19 learners [strongly agree], 1 learner [strongly disagree]. From this, we can say that learners are really interested in speaking English language.

I wish I could speak English fluently



CHAPTER 3: RESULTS AND DISCUSSION

This chapter shows us the quantitative results of analysis of questionnaire collected online from the participants. As discussed in Chapter 2, students are from two public universities in Togo. Those two universities that have been chosen are University of Lomé and university of kara. In Togo these are the only two public universities. The number of participants was 50. All of the 50 participants completed the questionnaire and sent it back to the researcher. Male students were 46 along with only 4 females. The study included all majors from both universities without any exception at all. Among the participants, 2 are high school students, 43 are Bachelor degree students and 5 are master's degree students.) The data obtained from questionnaire overall shows that learners have positive attitude toward learning English language. From the first question till the question the last question, we can say that Togolese students are strongly motivated and present positive attitude toward English based on the answers we collected from them. The purpose of this current study is to know the attitudes of students toward English language. For example, from the question 5, we can see that their motivation let them wish to study more English in future. It shows us that, students are interesting in improving their English skills in future. They are not just learning it for a short time, but they do have a dream for it. From the results received through all the questions the researcher believes that students who have interest in English language are high. As a summary, the findings collected from learner's questionnaire attested the positive attitude and strong motivation they have toward English language. The results show the interest students have toward English language. In short, Togolese university students and those high school students have positive attitudes toward the English language.

The findings about the attitudes of Togolese university students toward English. This study employed the quantitative data (questionnaire) which highlight the research question. The study has explored the attitudes of Togolese university students toward English language learning. Overall, the research finds out that Togolese university students have positive attitudes and strong interest toward the English language learning. They show a strong importance to English language. Findings of this research, show that students are motivated enough, they give an amazing insight to English language, thus they have positive attitudes toward English. For instance, they even wish to speak English language fluently, this statement shows that they take English language as a serious issue. Participants in this study believe that studying English will make them more educated, they think so

because most of countries or almost everywhere in the world most of the instruction in the institutions is English. English will enable them to have easy access to those institutions especially as Togolese students are most of the time required to submit a proof of English language performance to the Universities where English is the main language. Based on the results, we are likely to say that Togolese University students, in general, have positive attitude toward English learning. They consider English to be important and they even wish to learn it more in future while improving. The study found that students give a high importance in learning English language except from question 12 where a higher number shows negative attitude in doing their English homework. However, the research on its whole shows us that students made English language as the priority. The findings show us also that students don't learn English language just to pass their exam rather they have a goal for it for their future. Another thing is that learners wish they could speak English language fluently, it shows us that the position they gave to English language is great. From the findings we are likely to confirm that students in Togo, know what English language can give them like a plus not only academically but also outside studies.

CONCLUSION

This study is about investigating the Attitude of Togolese university students towards English Language, and it constitutes the main objective of this study. We believe that attitude plays an important role in language learning of an individual. In the beginning of this study, we pointed out how English language has started in Togo and the contributions of some international Organizations as well as Togolese government in making English language easier for Togolese citizens to learn. In this research, the issue is to find out exactly attitudes of students at both public universities in Togo as well as some high school students toward English language and to know the level of their motivation they have toward English language. In the chapter 1, we gave different opinions from scholars on the term attitude and the definition of reading attitude then attitude according to mentalist and behaviorist and we have elaborated students' attitudes toward English language taking example from some studies made in many countries which have English as foreign language too. In the same chapter we mentioned the importance of English language in Togo, English language in Middle school or college in Togo, English language in Togolese high schools, English language at

University, English language situation compared to other foreign languages in Togo, then English language and official language of Togo, French. In Chapter 2, questionnaires were used to obtain quantitative data from high school and two public university students. A number of 50 students participated to the study. The questionnaire contained Likert-type questions. In the same chapter, the data was gathered online. The data was then analyzed by using the graph from google forms. The findings of previous research we went through, most of them show that learners have positive attitudes toward English language learning, only very few from previous studies made by other researchers, we mentioned have negative attitudes toward English language learning. In the third chapter, the findings show us that high school students, and both public university students have positive attitudes toward English language learning. The findings were discussed as shown by the results. In the discussion as well, we can't say anything except to confirm that students have positive attitudes toward English language learning and that they have a strong interest in learning it. Through all the questionnaires we can clearly give a conclusion that Togolese students give a sincere priority to English language learning. As our current study talked about the student's attitudes toward English language, it will be significant too, to investigate later the attitudes of Togolese teachers toward English language teaching as well to make a comparison between them for our educational knowledge.

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APPENDIX

Questionnaire

Q 1 Studying English is important because it will make me more educated.

Q 2 Being good at English will help me study other subjects well.

Q 3 I feel proud when studying English language.

Q 4, I feel excited when I communicate in English with others.

Q 5 Speaking English anywhere makes me feel worried.

Q 6 Studying English helps me to have good relationships with friends.

Q 7, I like to give opinions during English lessons.

Q 8, I have more knowledge and more understanding when studying English

Q 9, I look forward to studying more English in the future.

Q 10 I don't get anxious when I have to answer a question in my English class

Q 11 Studying foreign languages like English is enjoyable

Q 12 I am able to make myself pay attention during studying English.

Q 13 When I hear a student in my class speaking well, I like to practice speaking with him/her

Q 14 To be inquisitive makes me study English well

Q 15 Studying English makes me have good emotions

Q 16 I prefer studying in my mother tongue rather than any other foreign language

Q 17 Studying English makes me have more confidence in expressing myself.

Q 18 Studying English helps me to improve my personality

Q 19 I put off my English homework as much as possible

Q 20 Studying English helps me getting new information in which I can link to my previous knowledge

Q 21 I cannot summarize the important points in the English subject content by myself

Q 22 Frankly, I study English just to pass the exams.

Q 23 I enjoy doing activities in English

Q 24 I do not like studying English

Q 25 I am not relaxed whenever I have to speak in my English class

Q 26 I feel embarrassed to speak English in front of other students

Q 27 I wish I could speak English fluently

Q 28 I am interested in studying English

Q 29 In my opinion, people who speak more than one language are very knowledgeable

Q 30 Studying English helps me communicate in English effectively