

Attitudes of University Freshman EFL Students toward Learning English as a Foreign Language

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Abstract *The main purpose of this study was to survey the attitudes of Saudi freshman EFL students toward learning English as a foreign language. It mainly aimed to identify the types of attitudes those freshman students hold. The descriptive analytical approach was adopted. Participants were (30) male freshman students enrolled in 114 English course at the Deanship of Preparatory year at Najran university. Besides, the questionnaire was used as the main study instrument for data collection. Frequencies, proportions and mean scores of participants' responses were extracted, coded and analyzed. Findings indicated that most students had fairly positive attitudes towards learning English. Findings showed that attitudes like, learning English will help getting a good job in the future, using modern technology effectively, pursuing education, gaining people's respect, and being more knowledgeable when being bilingual had the highest levels of agreement and mean scores. Negative attitudes like learning English causes fears, is difficult and complicated, and is not an important goal in life had the highest level of the negative attitudes that hinder learning. Findings also revealed that there were no significant differences between students' negative and positive attitudes due to their high school examination rates.*

Key words: *Positive attitudes, negative attitudes, English language learning, freshman university students, Najran University.*

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I. Introduction

Learning English, nowadays, is necessary, not only for anyone seeking a work abroad, but also for anyone who is looking for a job in a multinational workplace within his own country. English has been the language of science, aviation, computers, diplomacy, and tourism. Without knowledge about this language, one will feel strange in today's world. No access to the Internet, which is the main information resource, can be possible. No effective and mutual communication can be conducted with people of other languages. An individual has to learn English to socialize with friends of other languages, and to entertain himself or work with persons of varied languages. The better his learning is, the stronger his adaptation will be in this era that is full of rapid changes. It is true that learning English, at first might seem boring and time-consuming, but the learner's eyes should be open on the benefits that learning English can offer. When beginning to learn a new language, a learner needs a reason to keep him motivated during this journey because of the many obstacles that might face him and that might make it difficult for him to be interested all the time in this language.

Many researchers have stressed the importance of learning English claiming that by learning it, a person can enjoy travelling, discover entertainment from around the world, develop life skills, make lifetime friendships, and stand out when applying for higher education^[1]. Despite this increasing importance of English language learning, it is difficult to judge whether someone has learned a foreign language successfully because there are many factors in language learning process. Attitudes, the learner holds toward the new language, influence this process both positively and negatively, depending on how he views learning a foreign language^[2]. Learning without motivation might not occur. Nevertheless, when learners have the key factors, among which are the positive attitudes, they will be highly motivated to learn any new or foreign language. Therefore, Learners with positive attitudes towards learning English will be more involved in varied learning activities and may try to make use of more strategies that help them deal with their difficulties. On the opposite, learners with negative attitudes will be less willing to participate in any of the learning activities^[3]. In addition to the different culture, the learner has to encounter, cope with and reflect in his behavior; misunderstanding of learners' attitudes represents another source of difficulty and a challenge ahead of language teachers and learners. Thus, efforts of researchers and linguists to improve language learning and increase learners' abilities to retain what they learn would remain ineffective unless a set of factors, among which the attitudes of learners, are accounted for and seriously studied^[4]. Therefore, learners' attitudes toward language learning should be directly associated with success in language classes. However, these attitudes can be an obstacle if learners believe they cannot learn the

new language successfully. That is, negative attitude and lack of motivation can really hinder learning a language^[5].

The learner's attitude can be defined as a collection of his good or bad feelings regarding language use and status in society. These attitudes can nurture or hinder the learning process effectively. Continuous updating and changing the syllabus; teaching materials; and teacher-training programs have not improved the learners' overall competence. One reason for this is the fact that changes have always been powerfully constrained by the western cultural assumptions and lack of knowledge of the social contexts where learners' attitudes and beliefs are not accounted for^[6]. In other words, attitudes of the learner towards learning a foreign language, English for example, are to be investigated before or when beginning to teach him this new language^[7]. Hence, the present study aims to identify the varied attitudes of EFL freshmen students at Najran University toward learning English. Moreover, it aims to study the kind of relation between freshman students' attitudes toward learning English as a foreign language and their high school examination rates whether high, good or weak.

Importance of Studying EFL Learners' Attitudes

An attitude can be defined as a tendency of a person to respond positively or negatively towards something like for instance an idea, object, person, and situation^[8]. An attitude has recently received considerable attention from both first and second language researchers. Language attitudes have something to do with students' EFL learning. These attitudes may influence students to learn or not to learn English language in the required manner. There are some factors like educational factors, social factors, learner personality factors and other factors, which in turn affect the attitudes of learners towards learning EFL^[9]. Findings of most studies in this area have concluded that the learner's attitude is an integral part of learning and so it should be dealt with as an essential component of second or foreign language learning pedagogy^[10]. Attitudes, as well as all components of the human's cognition, develop early in childhood. They are much affected by the attitudes of one's parents and peers^[11]. Meanwhile, an attitude is a product of all life experiences, not just the product of one life experience. Thus, it might not be clear during school life but it is the responsibility of school and teaching to help students develop positive attitudes towards foreign language learning^[10]. A positive relation usually lies between one's positive attitude towards doing something and the easiness in achieving his drawn aims and goals. Therefore, it is assumed that learning a language will occur more easily, when the learner's attitudes are positive towards both, the language and learning^[12]. Moreover, attitudes help learners to interpret their surroundings, guide their behavior in social situations and organize their experiences into a personally meaningful whole. In other words, understanding the learners' attitudes towards learning a language enables people in charge to understand how these learners shape their ways to learn the language and consequently increase the possibilities for students' learning success^[13],^[14] and^[15]. Without attitudes, the world would be a much less predictable place and learners would function in it much less effectively^[16].

Improving learners' achievement and performance in this targeted language depends not only on their individual capacities, but also on their attitudes towards language learning. Therefore, Language learning should be approached primarily as a social and psychological phenomenon rather than as a purely academic one^[17]. Furthermore, the ability of learners to master a second or foreign language is not only influenced by their mental competence or language skills, but also on their perceptions and attitudes towards the target language. Understanding the attitude concept could enhance the process of language learning; influence the nature of students' behaviors and beliefs towards this new language; and its culture and community^[4]. In addition, it is very important to distinguish learners' attitudes because they are believed to influence their behaviors such as selecting a book and reading it or speaking in a foreign language. Besides, positive attitudes contribute to better achievement and vice versa^[10].

Psychologists claim that learning any foreign or second language is often driven by two main factors, i.e. internal factors and attitudes. Internal factors, as known by motivational psychologists, involve the learner's positive disposition towards the language and its socio-cultural aspects, values, beliefs and attitudinal factors. Attitudes, as expressed by social psychologists, are perceived as the functions of the social context and the interpersonal/intergroup relational patterns^[18]. Moreover, EFL or ESL learners who are strongly motivated and have their own long-term goals are probably easier to be taught than those who have no such goals and therefore no real drive. Meanwhile, the learners' attitude, which are a collection of good or bad feelings regarding language use and status in society can nurture or hinder the learning process^[6]. Understanding attitudes of language learners is very important because an attitude is referred to as one of the most crucial psychological variables that affect the process of FL learning. It is often determined by the learner's beliefs about the learning outcomes^[19]. Moreover, positive attitudes towards the foreign language and its speakers can lead to increased motivation, which then results in better learning achievement and a positive attitude towards learning the language^[20].

Significance of the study

This study is of interest for all people concerned with variables related to learning and teaching English as a second or foreign language as well as English education policies and practices. It might contribute to the provision of better understanding of English learning and teaching by shedding light on the attitudes of Saudi university students toward learning English as a foreign language. Moreover, it might reveal students' real reasons for learning this international language and consequently urge people in charge of the educational process to change or modify their policy regarding teaching this language. Relating students' attitudes to their academic rates can also be beneficial to discover the kind of relation that lies between both.

Moreover, identification of students' attitudes that involve their feelings, needs and behaviors might work as a motive for teachers of English to adopt appropriate activities that can change their students' negative attitudes into positive ones. Curriculum designers, on the other hand, would be encouraged to review, modify and change the content of the teaching materials to meet EFL learners' needs and interests.

Purpose of the study

The main aim of the present study is to identify the attitudes of freshman EFL students at Najran University. Moreover, it aims to explore the kind of relation between these EFL students and their rates in high school examination. In brief, the present study aims to answer these two main questions:

1. What kind of attitudes do freshmen EFL students at Najran University in Saudi Arabia have towards learning English?
2. What are the attitudes of freshmen EFL students at Najran University toward learning English?
3. Are there any significant differences between the attitudes of freshman EFL students at Najran University towards learning English due to their rates in high school examination, i.e. high, good or low?

II. Methodology

Study design

The present study was quantitative in nature. In other words, the descriptive and inferential approaches were used. Therefore, participants were requested to answer all the questionnaire's items honestly, giving their own perceptions about their attitudes toward learning English language in terms of their positive and negative attitudes as well as their demographic profile.

Participants

Participants in the present study were (30) freshmen students enrolled in one class of the English 140 classes at the Deanship of the Preparatory Year at Najran University in the second semester of the academic year 2020/2021. All of them were of similar backgrounds and moderate knowledge of English gained during their study at varied public schools in Saudi Arabia. Table 1 shows the distribution of these participants according to their high school examination rates.

Table 1: Distribution of participant students according to their rates in the high school examination rates

Aspects of attitudes	Participant students	N
Positive attitudes	High Rate students	10
	Good Rate students	12
	Weak Rate students	08
	Total	30
Negative attitudes	High Rate students	10
	Good Rate students	12
	Weak Rate students	08
	Total	30

Study Instrument

One attitude questionnaire of (40) items distributed to two main aspects was used in the present study as a main means for data collection. The first aspect consisted of (26) positive statements expressing positive attitudes. The second aspect included (14) statements representing negative attitudes. It was adopted from the Attitude and Motivation Test Battery (AMTB) designed by^[21]. Statements were put in a five-point Likert scale ranging from 1 = Strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Therefore, items whose mean scores range between (1.00-1.80) express very negative attitudes, mean scores extending from (1.81-2.60) show negative attitudes, while mean scores extending from (2.61 - 3.40) represent moderate attitudes. Moreover, mean scores starting from (3.41 - 4.20) reveal participants' positive attitudes, whereas, mean scores extending between (4.21 - 5.00) reflect respondents' very positive attitudes.

Data analysis

SPSS software program was used for further analysis of data. More specifically, proportions mean scores, and standard deviations of participants responses were worked out. Moreover, ANOVA was applied to

determine whether there are significant differences between participants due to their high school examination rates.

III. Findings

Results related to the first question

With regard to the first research question, "What kind of attitudes do freshmen EFL students at Najran University in Saudi Arabia have towards learning English?" mean scores of participants' responses were extracted. Results of the gathered data descriptive analysis show that students' overall mean score of English language attitudes, both positive and negative was (M=3.05). This mean score reveals that participants have moderate attitudes towards learning English. However, respondents' mean scores of the two aspects of attitudes, positive and negative, toward learning English differ slightly. Table 2 shows participants' both high and very high positive attitudes depending on their mean scores.

Table 2: Mean scores of participants' positive attitudes towards learning English

N	Statements	Mean	Rank	Attitude Level
1.	Learning English will help me get a good job in the future.	4.47	1	Very high
2.	Learning English helps me use modern technology effectively.	4.07	2	High
3.	Learning English will help me pursue my education.	4.00	3	High
4.	Being a good speaker of English makes people respect me more.	3.97	4	High
5.	I like to learn English because I think that bilingual people are very knowledgeable.	3.93	5	High
6.	English language is highly needed for my future career.	3.77	6	High
7.	I like to learn English to please my family and satisfy their wish.	3.70	7	High
8.	Learning English helps me communicate effectively with others.	3.60	8	High
9.	Learning English is a very important part of any educational program.	3.50	9	High
10.	I like to learn English because I think it will be helpful if I think of travelling abroad.	3.47	10	High

Results in Table 2 indicate that, among all attitudes, students' attitude towards learning English as a foreign language because it will be helpful for them to get jobs in the future, had the highest level (M=4.47). Other attitudes towards learning English because it will help them use modern technology effectively (M=4.07), pursue their education (M=4.00), get more respect of people (M=3.97), desire to be bilinguals as bilinguals are more knowledgeable (M=3.93) were also of high levels. On the other hand, Table 3 shows participants' negative attitudes that had the highest mean scores and levels.

Table 3: Mean scores of participants' negative attitudes towards learning English

N	Statements	Mean	Rank	Attitude Level
1.	Studying English causes fear for me.	3.60	1	High
2.	I believe that English is difficult and complicated to learn.	3.53	2	High
3.	Learning English is not an important goal in my life.	3.47	3	High
4.	I cannot take down notes in English while listening to a speech or a lecture.	3.43	4	High

Mean scores shown in Table 3 reveal that students' attitudes towards the facts that learning English as a foreign language is fearful and causes a lot of fears for them; difficult and complicated; not an important goal in their lives; and their inability to take notes while listening to a speech or to their lecturer had the highest levels. Mean scores were (3.60, 3.53, 3.43, and 3.43) respectively. Other attitudes like learning English will help them use modern technology effectively (M=4.07), pursue their education (M=4.00), get more respect of people (M=3.97), be bilingual as bilinguals are more knowledgeable (M=3.93) were also of high levels (*see Appendix I*).

Results related to the second question

In accordance with the second research question, "What are the attitudes of freshmen EFL students at Najran University toward learning English?" frequencies and proportions of participants' responses were calculated in terms of positive and negative attitudes aspects.

The aspect of positive attitudes

The most striking results gained from the preliminary analysis of the statements are presented in Tables 4 and 5.

Table 4. Frequencies and proportions of participants' responses to high level-positive attitude

N	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1.	Learning English will help me get a good job in the future.	17	57	10	33	3	10	0	0	0	0

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2. Learning English will help me pursue my education.	12	40	10	33	4	13	4	13	0	0
3. Being a good speaker of English makes people respect me more.	12	40	9	30	5	17	4	13	0	0
4. Learning English helps me to use modern technology effectively.	11	37	10	33	9	30	0	0	0	0
5. I like to learn English to please my family and satisfy their wish.	12	40	8	27	3	10	3	10	4	13
6. English language is highly needed for my future career.	10	33	9	30	6	20	4	13	1	3
7. I like to learn English because I think that bilingual people are very knowledgeable.	10	33	10	33	8	27	2	7	0	0
8. I like to learn English because I think it will be helpful if I think of travelling abroad.	9	30	9	30	3	10	5	17	4	13

Table 4 reveals that among students' responses to positive attitudes toward learning English as a foreign language, 90% of them, (57%) strongly agree and (33%) agree like to learn English because it helps them get a good job in the future. Concerning the fact that learning English because it will help them pursue their education, responses show that (73%) of respondents (40%) strongly agree and (33%) agree, in comparison with (13%) who disagree. Moreover, participants' responses, (37%) strongly agree and (33%) agree that they like to learn English because it helps them use modern technology effectively. A majority of respondents, about 67% of them, (40%) strongly agree and (27%) agree that they learn English to please their families and satisfy their wishes. Statements like, English language is highly needed for future careers, bilingual people are very knowledgeable, and learning English is helpful if one thinks of travelling abroad, were also within participant students' concern and interest. This is clearly seen by their responses where 66%, 66%, and 60% respectively express their strong agreement to these statements. (See appendix 2).

Table 5: Frequencies and proportions of participants' responses low level-positive attitudes

N	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1.	I like to learn English because it will allow me to be more at ease with people who speak English.	3	10	3	10	5	17	8	27	11	37
2.	I like to learn English because it helps me have good relationships with my friends.	4	13	2	7	2	7	11	37	11	37
3.	I like to learn English because it enables me think creatively.	2	7	3	10	6	20	9	30	10	33
4.	Being a good speaker of English helps me improve my personality.	2	7	4	13	5	17	9	30	10	33
5.	I like to learn English because it is one of my favorite subjects.	2	7	4	13	6	20	8	27	10	33

Concerning the responses of participants to the least and lowest levels of the positive attitudes, Table 5 indicates that responses of 60% of them, (27%) disagree and (37%) strongly disagree with regard to the fact that they like to learn English because it is one of their favorite subjects. Meanwhile, 60% of participant students did not agree on the idea that learning English can enable them to think creatively or be creative thinkers and they learn it because it is one of their school subjects. On the opposite, 74% of respondents' responses, (37%) disagree and (37%) strongly disagree that learning English as a foreign language helps them have good relationships with their friends. (See appendix 2).

The negative aspect of attitude toward English language

The most prominent results revealed by the preliminary analysis of these negative statements are presented in Tables 6 and 7.

Table 6. Frequencies and proportions of participants' responses high level-negative attitudes

N	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1.	Studying English causes fear for me.	8	27	9	30	8	27	3	10	2	7
2.	I believe that English is difficult and complicated to learn.	8	27	9	30	7	23	3	10	3	10

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3.	Learning English is not an important goal in my life.	7	23	9	30	8	27	3	10	3	10
4.	It is not easy to understand what others say in English.	7	23	9	30	7	23	3	10	4	13
5.	I cannot take notes in English while listening to a speech or a lecture.	7	23	8	27	8	27	5	17	2	7

Proportions in Table 6 reveal that 57% of respondents (27%) strongly agree and (30%) agree that studying English is fearful for them and meanwhile it is difficult and complicated to learn. In addition, amongst students' responses, 53% of them, (23%) strongly agree and (30%) agree that learning English is not an important goal for them. Moreover, 53% of them, (23%) strongly agree and (30%) agree, stated that it is not easy to understand what others say in English. Concerning taking notes in English while listening to a speech or a lecture, responses show that (50%) of respondents (23%) strongly agree and (27%) agree, on the difficulty to do so. (See appendix 2).

Table 7: Frequencies and proportions of participants' responses to low level-negative attitudes

N	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1.	I always ask my classmates or instructors about the content of the English classes that I miss.	2	7	4	13	5	17	9	30	10	33
2.	I always take the feedback I receive in my English class seriously.	2	7	4	13	6	20	9	30	9	30
3.	I cannot make summaries in English.	0	0	6	20	9	30	8	27	11	37
4.	Watching English programs is not enjoyable for me.	0	0	4	13	6	20	9	30	11	37
5.	I always try to postpone doing my English homework.	0	0	4	13	7	23	9	30	10	33

Examining the responses of participants to the lowest levels of the negative attitudes, Table 7 shows that 66% of students, (30%) disagree and (33%) strongly disagree on the fact that they always ask classmates or instructors about the content of the English classes they miss, in comparison with 20% of them who always do so. Meanwhile, 60% of participant students (30%) disagree and (30%) strongly disagree that they always take the feedback they receive in their English classes seriously. On the opposite, 64% of respondents, (37%) disagree and another (37%) strongly disagree on their inability to make summaries in English. In other words, the majority of them stated that they are able to do so. Other statements that respectable proportions of participants agreed on are the fact that watching English programs is enjoyable for them and the fact that they do not always try to postpone doing their English homework. Proportions were 67% and 63% respectively. (See appendix 2).

Results related to the third question

In order to answer the third question, "Are there any significant differences between the attitudes of freshman EFL students at Najran University towards learning English due to their rates in high school examination, i.e. high, good or low?" ANOVA was used. Results are presented in Tables 8, 9, and 10.

Table 8: Differences between students' responses to positive attitudes

Source of variation	Sum of squares	DF	Mean square	F	Significance
Between groups	00.130	02	0.065	0.115	0.891
Within groups	42.349	75	0.565		
Total	42.479	77			

Results of analysis in Table 8 reveal that there are no statistically significant differences between participant's responses to the statements of high level-positive attitudes due to their rates in high school examination whether high, good or weak (see Appendix 3).

Table 9: Differences between students' responses to negative attitudes

Source of variation	Sum of squares	DF	Mean square	F	Significance
Between groups	1.380	02	0.690	1.405	0.258
Within groups	19.160	39	0.491		
Total	20.541	41			

Results of data analysis in Table 9 indicate that there are no statistically significant differences between participant's responses to the statements of low level-positive attitudes due to their rates in high school examination whether high, good or weak (*See Appendix 3*).

Table 10: ANOVA for the differences between students' responses to the questionnaire as a whole

Source of variation	Sum of squares	DF	Mean square	F	Significance
Between groups	0.360	02	0.180	0.331	0.719
Within groups	63.615	117	0.544		
Total	63.975	119			

Table 10 proves that there are no significant differences between students' responses to the questionnaire as a whole, due to their rates in high school examination. (*See Appendix 3*).

In brief, analysis of the responses of EFL freshman students at Najran University showed no significant differences between their attitudes toward learning English. That is, students' rates at high school examination do not seem to play a significant role in making a variation between their attitudes toward learning English as a foreign language at university.

IV. Discussion

Research on language attitudes, and mainly foreign language, is often connected to a larger socio-political, sociocultural, and socio-economic context. Different meanings and values are usually attributed to bilinguals. Language prestige, status, and speakers play significant roles in the process of learning such language and greatly influence learning outcomes^[20]. Literature has shown significant relationships between students' attitudes and language learning. Moreover, learners' gender, years of study and environment have significant importance in shaping these attitudes^[22]. Therefore, the present study is carried out with the aim of investigating attitudes of freshman EFL students at Najran University, hypothesizing that there is a significant difference between the attitudes of students in accordance with their high school general examination rates. Qualitative analysis of data collected in this study showed that participants have had moderate levels of attitudes toward learning English. The fact that language attitudes, and mainly foreign language, are often connected to a larger socio-political, sociocultural, and socio-economic context can explain this finding where different meanings and values are usually attributed to bilinguals can explain this finding. None can ignore that language prestige, status, and speakers play significant role in the process of learning such language and greatly influence learning outcomes^[20]. Moderate attitudes of targeted students in the present study are highly affected by their social, economic, political, and cultural contexts of their families where most of them have slight or no exposure to English language. The most available, and might be the only, source of knowledge is the English language teachers at schools. The fact that teachers do not help their students to develop positive attitudes toward learning English, i.e. inform them about the importance of English as an international language might be referred to as the main cause for students' low or moderate attitudes. Coping with English language in the Saudi community and particularly at schools as a school subject only needed to move to higher classes can contribute to understanding these kinds of moderate attitudes freshman EFL students at Najran University often hold. It is even not accounted in high school general examination and its final degree at school is not included in students' rates required for the university admittance. Educational context factors like for instance, English language teachers, classrooms, arrangements of seats and the physical learning environment might negatively impact students' attitudes^[19].

One more interesting finding was that attitudes of participant students, whether having high, good or weak rates in their high school general examination, were not significantly different. One interesting explanation of this finding might lie in the fact that all participant students studied English as a foreign language at schools where the conditions of the educational process are very similar. Their families' economic and social statuses are nearly the same. Cultural backgrounds of all participants were very approximate with the result that knowledge of all about the importance of English as an international language for communication is nearly the same. Their declaration and agreement that they like to learn English because it will be helpful for them to get a good job in future, better cope with technology, and better perform their future job duties are very typical examples on how they view the importance of English.

Findings of the present study corroborate the findings of^[8] in accordance with students' reasons for learning English. They also emphasize the findings of^[23] regarding students' favorable attitudes towards English, unfavorable attitudes towards English as a school subject and the importance of mastering the language in current times. They are also in congruence with the findings of^[24] indicating that students' level and background had no significant effect on their attitudes towards the study of a foreign language. With regard to level of attitudes, the findings assert the findings of^[25] that most students had a fairly positive attitude towards learning English.

V. Conclusion

It is obvious that students' attitudes have strong relationship to their ability and desire to learn any foreign language, English in this context. In Saudi Arabia, English is taught at schools and higher education institutions as a foreign language. Thus, students are to be highly motivated, teachers and lecturers have to do their best to raise learners' desire to learn this language. Building students' positive attitudes towards learning this language is the first step before making any decision about which teaching strategy teachers have to implement in teaching. Moreover, it is important to emphasize the necessity of designing and implementing new policies concerning teaching EFL in Saudi Arabia based on students' needs. The reasons for this necessity is the fact that globalization has empowered English to be the lingua franca and the language of the world's business, commerce, technology, economy, medicine ...etc. In addition, English has been taught in Saudi Arabia for many years, but research related to new Saudi learners inside classroom is still in need to explore and examine the affective factors including positive and favorable attitudes, that influence learning the target language. With regard to the findings reported in this study, it is necessary to take into account the positive and favorable attitudes highlighted by participant students. No more time should be spent on aimless teaching of the foreign language just because it is one of students' school subjects. Findings of this study should be the start to analyze EFL future policies and directions in Saudi Arabia. Teaching approaches, in turn, should be chosen in light of these attitudes and policies.

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Appendix 1
Mean scores of participants' responses to positive and negative attitudes

N	A. Statements of positive attitudes	M	Rank	Level of attitude
1.	Learning English will help me get a good job in the future.	4.47	1	Very high
2.	Learning English helps me use modern technology effectively.	4.07	2	High
3.	Learning English will help me pursue my education.	4.00	3	High
4.	Being a good speaker of English makes people respect me more.	3.97	4	High
5.	I like to learn English because I think that bilingual people are very knowledgeable.	3.93	5	High
6.	English language is highly needed for my future career.	3.77	6	High
7.	I like to learn English to please my family and satisfy their wish.	3.70	7	High
8.	Learning English helps me communicate effectively with others.	3.60	8	High
9.	Learning English is a very important part of any educational program.	3.50	9	High
10.	I like to learn English because I think it will be helpful if I think of travelling abroad.	3.47	10	High
11.	I like to learn English because it is a great experience for me.	3.20	11	Moderate
12.	Learning English allows me to meet and establish friendships with people from different cultures.	3.17	12	Moderate
13.	Learning English enables me to interact more easily with speakers of English.	3.03	13	Moderate
14.	English is one of my favorite courses.	2.93	14	Moderate
15.	Learning English gives me more confidence in expressing myself.	2.93	15	Moderate
16.	I like to learn English because it instills positive emotions inside me.	2.87	16	Moderate
17.	Learning English helps me know more about other cultures.	2.83	17	Moderate
18.	I like to learn English because I think that being good at English will help me do better in the other subjects I study.	2.73	18	Moderate
19.	Learning English increases my enjoyment in reading stories and poems in English.	2.67	19	Moderate
20.	Learning English causes happiness for me.	2.67	20	Moderate
21.	I like to learn English because it makes me proud of myself.	2.57	21	Low
22.	I like to learn English because it is one of my favorite subjects	2.33	22	Low
23.	I like to learn English because it will allow me to be more at ease with people who speak English.	2.30	23	Low
24.	Being a good speaker of English helps me improve my personality.	2.30	24	Low
25.	I like to learn English because it enables me think creatively.	2.27	25	Low
26.	I like to learn English because it helps me have good relationships with my friends.	2.23	26	Low
B. Statements of negative attitudes				
27.	Studying English causes fear for me.	3.60	1	High
28.	I believe that English is difficult and complicated to learn.	3.53	2	High
29.	Learning English is not an important goal in my life.	3.47	3	High
30.	I cannot take down notes in English while listening to a speech or a lecture.	3.43	4	High
31.	It is not easy to understand what others say in English.	3.40	5	Moderate
32.	I feel bored when I listen to others while speaking English.	3.17	6	Moderate
33.	To be honest, I really have little interest in my English class.	3.13	7	Moderate
34.	I think that learning English is boring.	3.00	8	Moderate
35.	I do not have any great wish to learn more than the basics of English.	2.73	9	Moderate
36.	I cannot make summaries in English.	2.60	10	Low
37.	I always take the feedback I receive in my English class seriously.	2.37	11	Low
38.	I always ask my classmates or instructors about the content of the English classes that I miss.	2.30	12	Low
39.	I always try to postpone doing my English homework.	2.17	13	Low
40.	Watching English programs is not enjoyable for me	2.10	14	Low

Appendix 2

Frequencies and Proportions of students' responses to positive and negative attitudes

N	Statements	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
A. Positive attitudes											
1.	English is one of my favorite courses.	6	20	6	20	4	13	8	27	6	20
2.	English language is highly needed for my future career.	10	33	9	30	6	20	4	13	1	3
3.	Being a good speaker of English makes people respect me more.	12	40	9	30	5	17	4	13	0	0
4.	Learning English enables me to interact more easily with speakers of English.	8	27	6	20	3	10	5	17	8	27
5.	Learning English increases my enjoyment in reading stories and poems in English.	3	10	6	20	6	20	8	27	7	23
6.	I like to learn English because I think that being good at English will help me do better in the other subjects I study.	5	17	5	17	5	17	7	23	8	27
7.	I like to learn English to please my family and satisfy their wish.	12	40	8	27	3	10	3	10	4	13
8.	I like to learn English because it is a great experience for me.	6	20	7	23	7	23	7	23	3	10
9.	Learning English causes happiness for me.	4	13	3	10	8	27	9	30	6	20
10.	Learning English helps me know more about other cultures.	4	13	6	20	7	23	7	23	6	20
11.	I like to learn English because it instills positive emotions inside me.	5	17	5	17	8	27	5	17	7	23
12.	I like to learn English because it will allow me to be more at ease with people who speak English.	3	10	3	10	5	17	8	27	11	37
13.	I like to learn English because it helps me have good relationships with my friends.	4	13	2	7	2	7	11	37	11	37
14.	I like to learn English because I think it will be helpful if I think of travelling abroad.	9	30	9	30	3	10	5	17	4	13
15.	I like to learn English because it makes me proud of myself.	4	13	3	10	7	23	8	27	8	27
16.	Learning English will help me pursue my education.	12	40	10	33	4	13	4	13	0	0
17.	I like to learn English because it enables me think creatively.	2	7	3	10	6	20	9	30	10	33
18.	Learning English allows me to meet and establish friendships with people from different cultures.	7	23	6	20	6	20	7	23	4	13
19.	Learning English is a very important part of any educational program.	8	27	7	23	7	23	8	27	0	0
20.	Learning English helps me communicate effectively with others.	9	30	8	27	7	23	4	13	2	7
21.	Learning English helps me use modern technology effectively.	11	37	10	33	9	30	0	0	0	0
22.	Learning English will help me get a good job in the future.	17	57	10	33	3	10	0	0	0	0
23.	Learning English gives me more confidence in expressing myself.	6	20	5	17	6	20	7	23	6	20
24.	I like to learn English because I think that bilingual people are very knowledgeable.	10	33	10	33	8	27	2	7	0	0
25.	Being a good speaker of English helps me improve my personality.	2	7	4	13	5	17	9	30	10	33
26.	I like to learn English because it is one of my favorite subjects	2	7	4	13	6	20	8	27	10	33
B. Negative attitudes											
27.	I think that learning English is boring.	6	20	7	23	6	20	3	10	8	27
28.	I always ask my classmates or instructors about the content of the English classes that I miss.	2	7	4	13	5	17	9	30	10	33
29.	I always take the feedback I receive in my English class seriously.	2	7	4	13	6	20	9	30	9	30
30.	I cannot make summaries in English.	0	0	6	20	9	30	8	27	11	37
31.	I cannot take down notes in English while listening to a speech or a lecture.	7	23	8	27	8	27	5	17	2	7
32.	I do not have any great wish to learn more than the basics of English.	2	7	7	23	8	27	7	23	6	20
33.	Studying English causes fear for me.	8	27	9	30	8	27	3	10	2	7
34.	Learning English is not an important goal in my life.	7	23	9	30	8	27	3	10	3	10

35.	I believe that English is difficult and complicated to learn.	8	27	9	30	7	23	3	10	3	10
36.	Watching English programs is not enjoyable for me	0	0	4	13	6	20	9	30	11	37
37.	I always try to postpone doing my English homework.	0	0	4	13	7	23	9	30	10	33
38.	I feel bored when I listen to others while speaking English.	6	20	7	23	7	23	6	20	4	13
39.	It is not easy to understand what others say in English.	7	23	9	30	7	23	3	10	4	13
40.	To be honest, I really have little interest in my English class	6	20	7	23	7	23	5	17	5	17

Appendix 3

Mean scores of participants' responses distributed to high school examination rates

N	Statements	High rate	Good rate	Low rate
	A. Positive attitudes	N=10	N= 12	N=8)
1.	English is one of my favorite courses.	3.30	2.25	2.75
2.	English language is highly needed for my future career.	3.60	3.75	4.00
3.	Being a good speaker of English makes people respect me more.	3.90	3.17	4.38
4.	Learning English enables me to interact more easily with speakers of English.	3.20	2.25	2.75
5.	Learning English increases my enjoyment in reading stories and poems in English.	2.50	2.58	3.00
6.	I like to learn English because I think that being good at English will help me do better in the other subjects I study.	2.80	3.67	3.38
7.	I like to learn English to please my family and satisfy their wish.	3.50	2.67	3.88
8.	I like to learn English because it is a great experience for me.	3.20	2.33	3.25
9.	Learning English causes happiness for me.	3.00	3.25	2.88
10.	Learning English helps me know more about other cultures.	2.70	2.08	3.38
11.	I like to learn English because it instills positive emotions inside me.	2.50	3.83	2.13
12.	I like to learn English because it will allow me to be more at ease with people who speak English.	2.20	2.58	1.88
13.	I like to learn English because it helps me have good relationships with my friends.	2.50	2.92	1.75
14.	I like to learn English because I think it will be helpful if I think of travelling abroad.	3.30	3.75	4.00
15.	I like to learn English because it makes me proud of myself.	3.50	3.50	2.13
16.	Learning English will help me pursue my education.	4.00	4.00	4.25
17.	I like to learn English because it enables me think creatively.	2.20	4.42	1.88
18.	Learning English allows me to meet and establish friendships with people from different cultures.	3.40	3.17	3.25
19.	Learning English is a very important part of any educational program.	3.50	3.92	3.13
20.	Learning English helps me communicate effectively with others.	3.50	2.67	3.88
21.	Learning English helps me use modern technology effectively.	4.10	2.67	4.13
22.	Learning English will help me get a good job in the future.	4.40	2.25	4.63
23.	Learning English gives me more confidence in expressing myself.	2.30	3.75	3.38
24.	I like to learn English because I think that bilingual people are very knowledgeable.	4.00	3.17	3.88
25.	Being a good speaker of English helps me improve my personality.	2.20	2.25	1.88
26.	I like to learn English because it is one of my favorite subjects	2.20	2.58	2.00
	B. Negative attitudes			
27.	I think that learning English is boring.	2.80	3.25	2.88
28.	I always ask my classmates or instructors about the content of the English classes that I miss.	2.20	2.67	1.88
29.	I always take the feedback I receive in my English class seriously.	2.20	2.83	1.88
30.	I cannot make summaries in English.	2.00	2.58	3.38
31.	I cannot take down notes in English while listening to a speech or a lecture.	3.20	3.42	3.75
32.	I do not have any great wish to learn more than the basics of English.	2.40	2.75	3.13
33.	Studying English causes fear for me.	3.60	3.67	3.50
34.	Learning English is not an important goal in my life.	3.20	3.33	4.00
35.	I believe that English is difficult and complicated to learn.	3.20	3.33	4.25
36.	Watching English programs is not enjoyable for me	1.80	2.50	1.88
37.	I always try to postpone doing my English homework.	1.80	2.67	1.88
38.	I feel bored when I listen to others while speaking English.	3.60	3.67	1.88
39.	It is not easy to understand what others say in English.	2.80	3.33	4.25
40.	To be honest, I really have little interest in my English class.	2.60	3.17	3.75