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**ATTITUDES OF JORDANIAN UNDERGRADUATE STUDENTS
TOWARD LEARNING ENGLISH LANGUAGE IN PRIVATE AND
PUBLIC UNIVERSITIES IN JORDAN**

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Abstract:

The research is applied to measure the attitudes of undergraduates from educational institutions (Private and public) towards English learning as a Global Foreign Language (EFL) and to explore variables that affect the attitudes of students regarding learning the English language. The study attempted to provide answers to the following questions:

1. What will be the attitude of students in private and public universities regarding learning the English language?
2. How much variance in the average mean of the Students attitude of private and public universities and private university students to study English within the categories of university? (Private or public)

The research sample size of 100 selected randomly from 3rd year students of Jordanian educational institutions. The students were divided into two sections, with 50 students in each group. The investigator used a 20-item sample to examine the student's attitudes towards studying the English language to complete the research. Besides, the researcher used semi-formal interviews to identify aspects of the English Language learning attitudes of learners. The findings of the research indicate that the average mean of the attitudes of students of public and private universities on learning English is positive; Although, the implications revealed that students of public universities demonstrate much more significant attitudes towards learning English relative

with students in private universities. The results found that teaching methods, the learning setting and university conditions that are important for teaching conversations were the main reasons that influence the learner's attitude on learning English language.

1. Introduction:

At present, English plays a fundamental role to communicate with society, as a language and continuously increasing in the world which rapidly moving onto globalization. Learning a new language helps students attain benefits in the field of education. English has been taught amongst whole education levels in Jordan. The English language has taught over 13 years, and when student reach a higher level, throughout all, they learn English before they graduate as a critical subject. However, the proficiency level of students is lower, despite all the levels of exposure. The encouragement and attitude are known as essential factors in learning the language, as both appear to influence the student's success or loss in the accomplishment of the language.

According to Fakeye (2010) "behaviours of students towards language have been found to be important factors that influence the learning of multiple languages." Gardner (1985) stated that attitude towards person or attitude towards any object, it would be an assessment response which based on the concept of the expectations or referent's impressions of the persons.

The learning attitude described as learning state, it is the response of person related to anything in the existing context in which language is taught (Gardner, 1985, P. 9). The variety of elements that need to be evaluated in terms of learning attitudes and assessment of the learning environment that include colleagues and English lectures. The learning attitude connected with student's opinion, knowledge and standard of academic life. The learning attitude of the person is an essential component which plays a significant role in learning etiquette or manners. The learning attitude has an incredible effect on the process and results of learning. It determines the success or failure of the learner across a broad spectrum. So, need to give attention to the problem of attitude of the learner and its impact on the learning.

Heckhausen (1991) stated that motivation depicts as a goal-oriented behaviour and, if people are trying to achieve the aim, then the focal point of the consideration can depend on the different traits of the individuals. The motivated individual concentrate on the performance, they stay determinant and mainly focus on mission and has needs, inspirations and intentions such as activity. They practice more and more to gain strength to convert into achievement. Furthermore, to decrease the doubt of failure, and recognized acknowledgement through success with respect to accomplishment or give rise to the loss and utilize the various actions to help in achieving the goals. The individuals who are inspired show different behaviours like cognitions, emotions and feeling, and besides, unmotivated individuals do not show (A.M. Masgoret & R.C. Gardner, 2002). There are two categories of motivation, including external motivation and internal motivation. For the condition of second learning language, some researchers (e.g. Stern, 1983) noted three forms of attitudes:

1. Individuals and public attitude who talk second language (specific attitude in the group)
2. Learning attitude of the defined language
3. The overall attitude and learning related to defined languages

The different types of attitude depending on the behaviour of the learner, for example, authoritarian or ethnocentric. The learners also might be an effect due to particular conditions such as social in which process of learning the language takes place. The diversification of attitude may be recognized in the monolingual peoples with the bilingual people (Ellis 1985). The term "Attitude" used to designate to the class of views or opinion that learner keeps in towards persons of a different set of language but the same side in the culture (Brown, 2000). The attitude can be different in term of quality or intensity. The attitude toward language has significant impressions, assume as the essential element in the instructing and learning of language. Oller (1979) stated that "Attitudes are a sort of factors that increase motivation, which eventually results within the recognition of ability in some other language."

Lambert and Gardner (1972) analyzed that motivation and attitude in learning the second language (SLA), consider the model in short: the research model describes that, a competent student who learns the second language has mentally able to carry out different numbers of the performance which depict that individual from other group learn both culture and language. The ethnocentric learner has a tendency and his/her attitude among the people of another class conclude that how beneficial he/she would be, learning language will be reasonable. The ethnocentric learner believes that motivation for learning is regulating by his/her actions to other individuals and undertaking learning itself.

Furthermore, English were taught similarly or with Arabic at times, specifically in Saudi Arabia, UAE, Jordan and less in Egypt. Consequently, the English language can be described as the most important subject (Askes, 1988). In the different occupations and various societies, an individual cannot get appropriate and high salary job without the full command on the English, specifically in private sectors. Therefore, it will be predicted that the motivation or care to get aptitudes of the job entirely with the English language. Consequently, it will be predicted that the care or motivation to get aptitudes of employment with English competently, which plays a significant role in the countries which was priorly mentioned above.

Among learners at Arab University, there have been several conditions which might respond to a poor proficiency in English. These are some of the critical factors, the motivation of universities respondents with respect to the English language due to motivation of learners broadly considered as principal-agent, which increase the progress and rate of learning a second/foreign language (McDonough, 1983; Ellis, 1994). It is depicted that "students who are motivated do essential things that influencing their growth or loss in the process of learning language (McDonough, 1983). One of the essential factors which affect in learning the English language "attitude of the learner because of EFL/ESL motivation for the students who affected by his/her attitude regards to learning the English language. The connection between attitude and motivation is a core concern in learning the language. Lambert & Gardner (1972) believed that the motivation of students for learning the language is decisive primarily, due to his/her attitude or behaviour among another groups.

Moreover, an increase in academic purpose, learning the language has a compatible and mental feature. Besides, play a fundamental role in the attitude and motivation of learners when they are learning other languages (Padwick, 2010).

The ability of the learner to know other language is affected by language ability and exceptional talent as well as affected by the attitude of learner and knowledge toward that specific language (Abidin et al., 2012; Abidin, M. J. Z., Pour-Mohammad, M., & Alzwari, H., 2012). Furthermore, support that concept of attitude can establish the learning language process, views or opinion among desire language, nature of students who are practising, society and culture, and these things will identify attitude or behaviour to reach other languages. They additionally upheld that attitude notion could develop the procedure of language learning, affecting the nature of students practices and views toward the target language, its culture, and society, and this will define their attitude to attain another language.

Concerning the importance of uncovering learner's opinion among learning the language, Al-Noursi (2013) confirmed that "attitude among language learning support all partners in different behaviours. This research study has fourfold objectives: Firstly, an exploration to students' attitude which is the feasible method through language educators, syllabus planners, academia's and the academic organizer can get great apprehension among the learning the language and teaching method. Secondly, the learners have different opinions, requirements, tendencies, educational experience and types of learning, and this order of modulation will create unfavourable reactions to all these variables. Thirdly, opinions or views of learners on the learning procedure or process and explain them. Lastly, this study uncovers learners' attitude regarding English language learning in private and public universities and to examine the factors that affect the student's attitude for language learning.

1.1 The Problem Statement

English plays a fundamental role to communicate with society, as a language and continuously increasing in the world which rapidly moving onto globalization. Learning a new language helps students attain benefits in the field of education. It is imperative to learn a new language, especially in learning English. The issue of the whole research is measured by the different thoughts, ideas and behaviours of university students regarding studying English as a foreign language (EFL), who have similar backgrounds and limited knowledge of English learning. The current research points out the following research questions:

Research Question 1: What will be the attitude of students in private and public universities regarding learning English language?

Research Question 2: How much variance in the average of the Students attitude of private and public universities to study English within the categories of university? (Private or public)

1.3 Research Objective of the Study

It is essential to analyze the attitude of the student study at the undergraduate level regarding learning the English language. To fill the gap of the past researches, therefore, the research objectives of this study are:

Objective 1: Explore the Attitudes of university students of Public and Private Universities toward learning English.

Objective 2: Identify the factors that determine the attitudes of students towards learning English.

1.2 The significance of the study

The research was intended to lead to examining public and private graduate students' attitudes towards learning the English Language. To highlight factors that affect the attitudes of undergraduate students, as a matter which needs to be addressed openly on academic concerns as a whole and especially on learning English as a foreign language.

1.3 Research Instrument

In this study, multiple approaches were used, including Qualitative and Quantitative. The qualitative approach was used for non-statistical data. To identify the results through experiences, opinions or concepts. Firstly, data were collected from university students from both private and public universities via semi-formal interviews. To examine the factors that effected on the student's attitude into learning English. The quantitative technique was used to collect statistical data to analyze the results. Secondly, data was collected through a survey instrument, using the attitude of learners' scale.

1.4 Limitations of the Study

The limitation of the fundamental analysis can be categorized as; first, the size of the data is limited to 100 university students distributed evenly between public and private universities of Jordan. The second limitation of this analysis is to assess student attitudes toward studying English. This research was used during the fall semester of the academic year 2019-2020.

2. Research Background:

For many of these researchers, the attitude of the term in the research is probably connected to the trainee. It seems, in other language classes, it is the perfect or the modest mindset of the participant that makes life easy or challenging. Furthermore, the author looking at this research notices that perhaps the mindset in the topic is probably of the wrong type, typically there will be no concern to demonstrate and no explanations to offer. If the preceding signifies, in this analysis, the typical reaction of English language teachers to the topic, it reports two attitudes that they frequently bring as a set: (1) It is the attitude of the student that is the essential component of language proficiency, and (2) Except when it shows the problem, this part ignored. A few years ago, we believed that the promise of further language education had assured. Moreover, currently, jobs have broadened; we also have been. Troubling reactions began to surface on the sides of whole foreign language magazines by the mid-sixties. There was

something incorrect (Oroujlou & Vahedi, 2011).

Many studies of language attitudes have enormously conducted Different measurements around the world in addition to teachers' attitude toward learners' needs. Alfauzan and Hussain's inspection (2017) at one of the biggest public universities in Saudia Arabia concerning the attitude and awareness of Saudi students towards English classes of literature as a part of their BA English Program in which atotal of 59 learners volunteered in the research.

Questionnaires were employed in order to receive quantitative data which was the implementation of an unusual methodology for a research plan. While for obtaining qualitative data, retroactive articles were taken in consideration. Gardner and his comrades amended a more developed kind of AMTB to gather students' beliefs towards literature courses. The results showed a positive attitude of the volunteers towards the discussed research topic i.e. literature classes. Furthermore, the results also illustrated the involvement of students' social circle (for example: their families, relatives, friends, acquaintances, associates and teachers etc.) in leading them to positive beliefs and in motivating them to increase their awareness towards literature by learning another language.

Similarly, another study among the 12th graders was carried out in Chile by Gomez and Perez (2015) to examine their reactions and attitudes towards English as EFL. This study had total participants of 154 learners from Puerto Montt, Chile. To gather more information and detailed perspective of the learners' reactions and attitudes, a five-dimensional survey with following aspects to cover was provided to the respondents:

1. The learners' attitude towards instructors' and teachers' methodology and teaching style.
2. Verbal and physical practice of English Language in the course.
3. English as a matter at class.
4. English as an international or worldwide language.
5. Chile as a class to learn the English Language.

Although, the results were quite unexpected as most of the dimensions showed positive attitude and behavior of learners towards English language, however, as far as English as a subject matter and learning EFL is concerned, learners of Chile were seen less ambitious and the results showed negative reactions. But anyhow, the reactions of the students and learners of Chile were absolutely unanticipated because of their social and cultural distance from English language.

To study the influence of instructors' nativity towards the attitudes and opinions of High School seniors, Al- Noursi (2013) done a research in UAE Applied Technology High School. 196 participants from the Applied Technology High School (ATHS) participated in the sample study and data was gathered by means of a multi-dimensional survey. And the results showed a high figured positivity with most of the participant having positive attitude towards getting knowledge about the English Language. Such a high moral of learners towards learning English Language shows an unusual urge and researchers, teachers and instructors can derive an optimistic result from this positivity. Moreover, the outcomes of the research also exhibited that there is no negative impact of teacher's nativity either the teacher is native talker or a non-native talker of English, towards the attitude and behavior of learners in learning English language.

Some of the researchers worked in the field of sentimental and emotional approach towards learning English Language. While talking about the psychological attitude, Feng, R., & Chen, H.

(2009) can be taken into consideration: A report on the influence of motivation and procedure in postgraduates' English achievement. Learning ethics and manners is a sort of emotional approach and these ethical manners can be biased by various emotional and sentimental objects. It can be affected by the involvement of students and instructors in various social and physical patterns influencing their emotional behavior and ultimately affecting their attitudes which can either be negative or positive. Since in most of the cases, language learning is influenced by the attitude and behavior, and the ratio of success towards learning a new language is usually dependent upon the level of positive attitude in a learner, so almost every research done in the field language learning is done upon various factors comprising attitude and behavior of learners. In addition, language attitude study has been regarded in the past 50 years thereby the expanding association between the effect of the language usage and the kind of people.

Nathalie (2016) observed, "that students' motivation and successful attitude throughout the educational series is significant in confirming that the students keep going sufficiently to gain another language fruitfully".Tuncok (2010) assessed the attitudes of Turkish learners towards learning languages at CMC. The research findings found that most students had practical perspectives on CMC adopting, computer-aided learning processes, and learning a different language.

As noted by undergraduates and teachers at Bangkok University, Thailand, Wichadee (2010) represented an analysis to explain the traits of positive English teachers in 4 categories: English skill, academic expertise, abilities in organization and conversation, and socio-affective abilities. In 2008, the classes comprised 400 students and Fifty-three professors who learned or learned four primary English. Using a five-point grade scale sample, data were collected. The findings found that undergraduates applied a high degree of significance to all the questionnaire characteristics, with the highest degree granted to association and contact skills. Evaluated with the teachers, who scored the highest English ability. Besides, the findings demonstrated no significant variations between students' knowledge of gender.

Malallah (2010) conducted a study seen by Kuwaiti University Undergraduates to retain consistent views on EFL learning and native English speakers. Furthermore, the study recorded the existence of a good correlation between the respondents' attitudes and their achievement and the fundamental specifications of the English language.

Shirbaji (2010) analyzed the perceptions and viewpoints of university students towards EFL are studying at the College of Humanities. A high percentage of 400 undergraduates' gender (48.3 percent female and 51.7 percent male) completed a questionnaire updated by the academic. The findings showed that the participants had an efficient attitude toward learning the English Language as a foreign. Such importance was positioned because effective attitude among students toward talking a foreign language, and positive attitudes about learning another language could enhance the students' motivation (Sunnarborg, 2002; AL-Wreikat& Bin Abdullah, 2010).

Language is acquired correctly when the learners' concentration is centered on perception, speaking and producing something with language, and not when their consideration is concentrated clearly on linguistic structures(Kumaravadivelu,2003, p.27). It is reliable to indicate that academics identify that students can develop their oral skill by modifying learning policies that enhance them to be confident students(Nakatani,2010).

3. Research Methodology:

3.1 Research design

In order to execute the analysis, a questionnaire survey was used to check the attitudes of university students towards learning English. Samadani(2015) and Ibnian (2015) developed scale was used to all the survey. In order to honestly respond to all the survey data, the respondents asked to include their personal views on their views on learning EFL.

Besides, semi-formal interviews conducted with eight public and private university undergraduate students in order to understand factors connected with their approach to English as a learning language (EFL).

3.2 Research Participants

The participants in the current research were Hundred (100) EFL students. Fifty (50) students at private university and another fifty (50) at public university students, who have a common background and minimal knowledge of English as a foreign language, the participants were divided into two categories, and there were 50 students in each category.

3.3 Procedures of the Study

The research concerns must be addressed:

- Review the related publications in the teaching and learning range of English as a foreign language.
- Review of the related literature in the context of attitudes relating to the learning of the English language and the collection of a questionnaire to assess students' attitudes towards the learning of the English language.
- Select the details (two private and public university groups).
- Monitor the survey of attitudes towards the research sample.
- Examine the number of private and public university undergraduates in order to discover factors that affect their attitudes towards the study of the English language.
- Collect data and analyze it.
- Check the research findings.
- Give research findings and suggestions.

3.4 Data collection and Analysis

Two instruments, a learners' questionnaire and semi-formal interviews used to reach study goals. A self-reported questionnaire of 20-items was used (the third category of public and private universities) was given to 100 participants.

4. RESULT AND DISCUSSION:

4.1 Result and Findings

All in all, the study findings in Table (4.1) demonstrate that private and public university learners' attitudes towards English language learning are significant and positive. That indicates that the overall average attitude of public undergraduate students towards EFL learning is (2.23) with STD variance (0.68). However, the overall attitude of private undergraduate students towards EFL learning is (2.09) with Std. (0.46) variance.

Table 4.1 Mean and S.D for student attitude private and public universities learning as EFL

University type	Number of students	Mean	Std. Deviation	T	P-value
(Public)	52	2.23	0.68	208.24	0.000
(Private)	52	2.09	0.46		

The variation in the attitudes of public and private university students towards EFL learning has been shown, the findings in Table (4.1). Furthermore, Figure (4.1) show that public university students have high supportive and optimistic attitudes towards EFL learning than Private students of the university.

The attitudes of private and public undergrad students of English language learning that resulted in Table 4.1 and Figure 4.1, revealed that the attitudes of public university learners are more optimistic about English language learning than for learners of private universities.

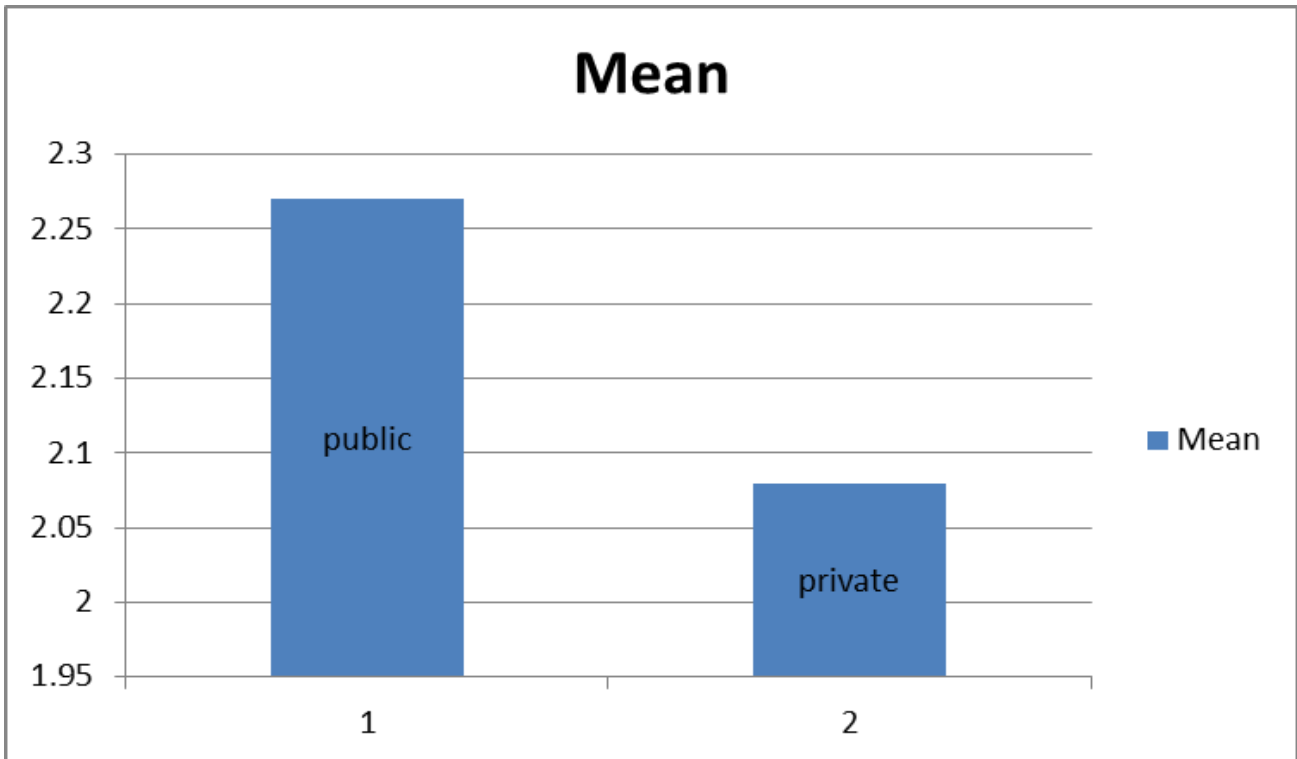


Figure 4.1 Graph of Mean

Also, table (4.2) mean, S.D., illustrates the deviation and level of items on the attitude scale, whereby the responses of students from private universities are presented.

The chart reveals item (3) and (8) are arranged first together. Item 3 indicates " Master English supports me to have an appropriate career in the future", while item 8 indicates "learning English assist me to pursue my education".

Table 4.2Mean, S.D and level of every item of the questionnaire (private university's students).

No	Item	Mean	Std	Level
3	Master English supports me to have an appropriate career in the future.	2.83	0.64	High
8	Mastering English supports me to resume my education.	2.82	0.65	High
14	Speaking in English increases my self-confidence.	2.76	0.76	High
9	Learning English supports me to travel abroad.	2.68	0.86	High
2	Learning English supports me know more about others' cultures.	2.63	0.71	High
1	Learning English makes me feel happy.	2.54	0.62	High
4	Learning English supports me use the new technologies such as the internet and databases.	2.52	0.23	High
15	English is one of my best subjects.	2.32	0.84	Medium

20	Writing in English increases my self -confidence.	2.31	0.48	Medium
10	Mastering English develops my friendships.	2.28	0.96	Medium
12	Listening to English language texts makes language learning more enjoyable	1.84	0.77	Medium
16	I don't like reading notes, instructions and advertisements in English	1.82	0.84	Medium
6	Learning English is very hard.	1.80	0.23	Medium
18	Writing in English is a hard task.	1.76	0.37	Low
13	Studying English causes fear and unpleasant feelings.	1.65	0.66	Low
19	I don't enjoy watching English programs on T.V.	1.62	0.27	Low
7	Learning English makes me feel bored.	1.57	0.64	Low
17	Mastering English helps me read more stories, plays and poems in English.	1.51	0.26	Low
11	Reading in English is not interesting.	1.45	0.79	Low
5	Learning English is not important.	1.43	1.11	Low
Overall total		2.12	0.635	Medium

Besides, table (4.3) mean, S.D., illustrates the deviation and level of items on the attitude scale, whereby the responses of students from public universities are presented.

The chart reveals item (3) and (8) are arranged first together. Item 3 indicates " Master English supports me to have an appropriate career in the future", while item 8 indicates "learning English assist me to pursue my education".

Table 4.3 Mean, S.D and level of every item of the questionnaire (Public university's students).

No	Item	Mean	Std	Level
3	Master English supports me have an appropriate career in the future.	2.94	0.42	High
8	Mastering English supports me resume my education.	2.95	0.46	High
14	Speaking in English increases my self-confidence.	2.83	0.95	High
9	Learning English supports me travel abroad.	2.92	0.21	High
2	Learning English supports me know more about others' cultures.	2.86	0.78	High
1	Learning English makes me feel happy.	2.93	0.88	High
4	Learning English supports me use the new technologies such as the internet and databases.	2.92	0.26	High
15	English is one of my best subjects.	2.53	0.76	Medium
20	Writing in English increases my self -confidence.	1.49	0.44	Medium
10	Mastering English develops my friendships.	2.36	0.39	Medium
12	Listening to English language texts makes language learning more enjoyable	2.53	0.36	Medium
16	I don't like reading notes, instructions and advertisements in English	1.58	0.56	Low

6	Learning English is very hard.	1.89	0.53	Medium
18	Writing in English is a hard task.	1.36	0.36	Low
13	Studying English causes fear and unpleasant feelings.	2.60	0.38	Medium
19	I don't enjoy watching English programs on T.V.	1.32	0.37	Low
7	Learning English makes me feel bored.	1.53	0.36	Low
17	Mastering English helps me read more stories, plays and poems in English.	1.82	0.37	Low
11	Reading in English is not interesting.	1.34	0.66	Low
5	Learning English is not important.	2.80	0.56	Medium
Overall total		2.28	0.50	Medium

4.2 Discussion and Analyzing

This current research study examined the private and public universities students' attitude who belongs to undergraduate level on learning the English language. The data of the research were collected from private and public students of universities in Jordan. The data were analyzed, and the research findings were shown. Because of the findings of the research, it concluded that the attitudes of the total students of private and public universities to learn the English language persuaded. However, the findings found that the attitudes of public undergraduates towards learning English were more persuasive than the attitudes of private undergraduates.

Eight interviews conducted with eight students from a public university and private university in order to gain perception of parts associated with their attitudes towards learning English, different parts are affecting the attitudes of the learners towards English language learning. The semi-formal interviews showed that in the lecture, teachers established the teaching techniques, methods and procedures that profoundly impressed the attitudes of the learners to learn English. "Supporting with us chance to behave cooperatively, engaging with viewpoints through events and practices has a significant effect on our attitudes towards learning," said a third-grade student in the interview from a public university.

The research results of the current research show consistent results with the past study by Yacoub (2011), shows that student learning progress in a different language might be depending on various elements, including their beliefs about how English as a Foreign or an international language should be informed and their beliefs concerning features of the ideal English language teacher."

Also, the students believed that their behaviours towards the learning process, such as English learning, were impaired by the natural world and the educational context. They revealed that their perceptions towards language learning were deeply influenced by the availability of language workshops and the usability of digital systems. Compared to the findings (Tuncok, 2010), which reported that "most students have favourable attitudes towards CMC learning, computer-assisted language learning, and foreign language learning."

Besides, semi-formal interviews showed that the students of public and private universities were aware of the importance of EFL; they believed that studying English would help themselves and discover other communities, collaborate with others, and improve their assured employment

opportunities. A private university student said: "The English language is a tool to discover possible impact, but we need to understand their skills in order to get employment easily." Another public university student said: "English will help me fly beyond the world and continue my education everywhere; I need it."

These findings are similar to those mentioned by Alkaff (2012), in which the students claimed that "learning English could help them to get a good job, in addition to the importance of English for their postgraduate education."

Other learners said that by allowing them to deal with technical change and communicate with new co-workers, English learning is important." English allows me to deal clearly with digital technologies and various games, so I can understand the instructions and obey it without trouble, and encourages me to communicate classmates, "said a community college learner.

5. Conclusion:

The existing research has found that students of Private and public universities in Jordan have optimistic and enthusiastic attitudes towards studying the English language, as shown in their results of the survey addressed to the participants of the research. Moreover, Public undergraduate learners exhibit higher positive attitudes towards learning the English language to private university learner. Several aspects influence learners' attitudes toward English language learning, and Students noted that teaching methods, educational atmosphere and conditions, in addition to the absence of the fundamentals of English language learning, especially in primary and secondary schools, have a significant effect and reduce their readiness to learn the English language. Moreover, the semi-structured interviews have revealed that the majority of learner's opinions is that learning and acquiring English is gainful in their sustenance, hence inspire their attitudes for English language learning positively and confidently.

More expansively, the significance of the present the analysis is to overview: Firstly, the implementation of more electronic-based activities to build up students' productive attitudes towards learning English. Secondly, to empower and motivate students to engage effectively in language courses based on the different approaches and techniques in the classes. Thirdly, to concentrate on the educational atmosphere and university conditions, in order to improve and increased efficiency about the learning system in general and English as a foreign language learning in particular. Lastly, Construct in-service training workshops for English language professors on the significance of the lecture's modern and intelligent tools.

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