

## **Student Attitudes toward Intensive English Program at CSCED and their Effects on Academic Achievement**

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### **Abstract**

*The present study investigates the influence of some variables related to attitudes, motivation, and academic achievement. As students of the intensive English language program at Community Service and Continuous Education Deanship (CSCED) show different levels of education, different purposes of study, and different levels of previous training, the research investigates the effect of such variables on student attitude. The variable of sex is also added as the intensive English language program in CSCED at University of Tabuk consists of both male and female students. To collect the required data, a 5-point Likert scale attitude questionnaire was developed. The attitude scale involved 32 items. According to the results of the study, students hold positive attitudes toward the intensive English language program in CSCED at the Tabuk University. In addition, there are no statistically significant differences in student attitude toward the intensive English language program in CSCED at the University of Tabuk according to the following variables: teacher nationality ( $p$ -value  $> 0.05$ ), their level of education ( $p$ -value  $> 0.05$ ), and their sex ( $p$ -value  $> 0.05$ ). There are statistically significant differences between attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to the following variables: their academic achievement ( $p$ -value  $< 0.05$ ), their purpose of study ( $p$ -value  $< 0.05$ ), and their previous training programs ( $p$ -value  $< 0.05$ ). Some recommendations were suggested in relation to EFL student attitudes.*

The relationship between student attitudes and their academic achievement is well documented in both pedagogical and psychological research. Gardner (1985:91-93) defines attitude as an evaluative reaction to some referent or object, inferred on the basis of the individual's beliefs or opinions about the referent. Emphasizing the evaluative nature of attitude, Eagly and Chaiken (1993: 1) define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". Albarraacin, et.al. (2005:4) stressed the same idea by pointing out that "an attitude is a psychological tendency to view a particular object or behavior with a degree of favour or disfavor." As known, attitudes are reflected by an individual's positive or negative behavior toward the referent or object. Thus, one can say that attitudes come in between two aspects: positive and negative. Abdulsalam et al. (1982:20) state that attitudes are in between totally agree (positive) and totally disagree (negative), they come from individuals and the surrounding situation. Attitudes can also be defined as a combination of emotion and behavior. For example, student attitude towards English language learning means their behavior towards English language learning in the light of their emotion, motivation, and perceptions. According to Pickens (2005: 44) "attitudes might help us to define how students can see the different situations, how they behave in these situations and reflect their feelings, thoughts, and actions".

Psychologists and sociologists define attitude as a term by referring to relation between attitude and behavior. For psychologists, if behavior is to change, attitude change must come first. Sociologists mentioned that attitudes can be measured and used to predict behavior but not change behavior. Chaiklin (2011) points out

"a psychological definition of attitude identifies a verbal expression as behavior. Those who use a psychological definition of attitude attempt to do the things by changing attitudes. A sociological definition of attitude looks at verbal expression as an intention to act. Those who use a sociological definition of attitude attempt to do the things by changing behavior. It is necessary to change attitude before behavior can change, it is enough just to change behavior, or must one deal with both simultaneously."

With respect to the importance of attitudes in the education domain, one may obviously recognize the importance of attitude from its definition. Its importance mainly relates to the impact of attitude on behavior. In a language learning situation, attitude directs student behavior and achievement. As Saracaloğlu (2004:39) mentioned, "most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy." He sums up, "attitude refers to our feelings and shapes our behaviors towards learning." Not only is student achievement influenced by attitude but also their desire to learn in general. Kim & McGarry (2014:28) stress "attitudes generally relates to a person's desire to study and interest." Teachers should pay more attention to student attitudes as they affect student success, as Al-Tamimi & Shuib (2009:33) emphasize "attitudes play a very crucial role in language learning as they would appear to influence students' success or failure in their learning." In the Soleimani & Hanafi (2013:3816) study, "It is recommended that teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning." Particularly in teaching English as a foreign language (TEFL), Alseweed (2009:10) points out that "In the context English as a foreign language (EFL), the 'attitude' of the students towards the achievements of English language has got a queen position and one can hardly ignore it in such a situational study. Gardner and Lambert (1972) claim that 'positive attitude' enhances second language learning whereas 'negative attitude' does not serve the purpose. Similarly, Shah (1999) agrees with that in his findings that the lack of a positive attitude contributes towards low achievements to the students. Hassan (1996) also shows a significant correlation between attitudes towards English and English achievement.

Generally, an attitude comprises three main components: affective, cognitive and behavior. The three components are closely related to each other. Emphasizing this, Fazio & Olson (2003) point out "attitudes can be based on either affective, cognition, or behavior, and the existence of an evaluation based on one of the elements need not imply the existence of the other two elements."

Attitudes come in different strengths, and like most things that are learned or influenced through experience, they can be measured, and they can be changed. Regarding these three components Hogg & Vaughan (2005) state that "an attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols." To explain the different components, attitudes are defined as enduring systems of beliefs that can be examined on three different levels: cognitive (how we think or reason through an attitude), emotional (how we feel regarding an attitude), and behavioral ( how we act on an attitude) ([www.cybersisman.com](http://www.cybersisman.com)). Thus, attitude has an affective domain plus behavioral and cognitive domains. Highlighting the importance of the affective component, Brown (2001: 61) stressed that attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in community. Moreover, Mcleod (2014) provides more illustration for attitude's components. He states that "attitudes structure can be described in terms of three components: affective component: this involves a person's feelings, emotions about the attitude object. For example: I am scared of spiders. Behavioral component: the way the attitude we have influences how we act or we behave. For example: I will avoid spiders and scream if I see one. Cognitive component: this involves a person's belief/ knowledge about an attitude object. For example: I believe spiders are dangerous. This model is known as ABC model of attitude." He (2014) added "we often expect the behavior of a person to be consistent with the attitudes that they hold".

Functions of attitude are well documented in teaching and learning literature. Thus, it is common that attitudes are crucial to direct behavior. According to Pickins (2005) "attitudes influence our decisions, guide

our behavior, and impact what we selectively remember (not always the same as what we hear)." In addition, attitude is the starting point to achieve goals and outcomes. Fabrigar et al. (2005) in Moussu (2006:82) explains that "creating and holding attitudes helps "individuals to achieve desired goals and avoid negative outcomes" such as avoiding being taught by a nonnative English speaking teachers (NNEST) if it is believed that it will not help achieve proficiency in English."

Of special importance, the function of attitudes in language learning is illustrated by Abidin, et al. (2012:121) who concluded that "attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. EFL teachers should respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is so important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess positive attitudes and enjoy acquiring the target language. For that reason, the affective perspective, especially attitude, should be considered in language research." Furthermore, previous studies confirm the importance of the role of attitudes in teaching/learning in the EFL context.

More recently, Soleimani & Hanafi (2013) examined a sample of Iranian medical students' attitudes towards English language learning. Three aspects of attitude (emotional, cognitive, and behavioral) were taken into consideration. In addition, the effect of learner demographics on their attitudes was investigated. An adapted questionnaire was employed as a measuring instrument. The participants (N=40, medical students) were required to answer all the 30 items in the questionnaire concerning attitudes towards English language learning in terms of behavioral, cognitive, and emotional aspects of attitude. The items were put in a 5-point Likert scale. The results showed that the overall mean score of English language attitude among the participants was 65.4 (out of 100, SD= 5.6). The independent samples t-test was carried out to explore the differences in the participants' attitude towards English language learning by gender. The results showed that the attitude of male students was higher than females. The results of that study implied that Iranian medical students hold highly positive overall attitude regarding English language learning. It is recommended that teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning.

Abidin, Pour-Mohammadi, & Alzwari (2012) investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive, and emotional aspects. It also explored whether there is any significant difference in the student attitudes towards English language based on their demographic profiles, i.e., gender, field, and year of study. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude, i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study. Based on the research findings, some recommendations are finally presented.

Alsolaibi & Alsaifi (2012) investigated the trends of secondary stage students towards choosing the science section, and their relation with other variables such as achievement, gender, and social and economic factors. The population of the study consisted of all 11th grade students in the governmental schools. A random sample 128 students, males and females, was chosen out of the population. The researchers prepared the tool of the study which is a trends' scale that consisted of 30 items divided into four dimensions which measured as a whole the trends of students towards the science section. The data were analyzed by measuring means, standard deviations, percentages and using T-test to recognize the significance of differences among the different variables. The results showed that the 11th grade students had positive trends towards choosing the science section (males and females). Student achievement in the scientific subjects such as mathematics and science had a major role in shaping those positive trends, whereas the social and economic factors had no effect on their

trends towards the science section. The results also showed that there are statistically significant differences in students' trend towards choosing the science section related to their gender, in favor of male students. These results were explained in the light of the theoretical framework and previous studies. In the light of the results of the study, the researchers made some recommendations that should be taken into consideration to reinforce the positive trends towards choosing the science section.

**Alseweed, M. A (2009)** surveyed 124 male students at secondary school level in Buraydah, Gassim, Saudi Arabia. It reveals rationale behind the relationships among students, in terms of their interest, desire, and attitudes towards learning English as a foreign language. It further focuses on finding the differences, based on cultural background, between Saudi students and the students from the other areas. This also leads to locating any particular attitude of the students towards learning of English Language. On one hand, this article involves a very interesting study about the love/hate attitudes of the learners of English language, while on the other hand, in spite of accepting the importance of English, it reveals that the students seem to have a negative attitude towards particular native speaking communities due to some present day political issues. This research reaches the conclusion by using an attitudinal questionnaire with the students.

**Al-Tamimi, A. & Shuib, M. (2009)** identified Petroleum Engineering students' motivation and attitudes towards learning the English language. The study investigated student motivation in terms of three motivational constructs: instrumental motivation, integrative motivation, and personal motivation, based on Gardner's (1985) and Cooper and Fishman's (1977) works. Learners' attitudes regarding 1) the use of English in the Yemeni social context, 2) the use of English in the Yemeni educational context, 3) the English language. and 4) the culture of the English speaking world were identified. The study sample consisted of 81 petroleum engineering students at Hadhramout University of Sciences and Technology (HUST). A questionnaire and interviews were used for data collection. For the students' motivation, the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in student English language motivation. On the other hand, data for the student attitudes revealed that most of the students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films. Finally, some pedagogical implications that would help tap student motivation and attitudes were presented.

**Shams, M. (2008)** attempted to investigate gender wise student attitudes, motivation, and anxiety towards the learning of English as a second language in the multilingual context of Karachi, Pakistan. The study adapts a survey questionnaire from Gardner's 'Attitude Motivation Test Battery,' to explore attitudes (English language and learning), motivations (intrinsic and extrinsic), and classroom anxiety of grade 8th students in a private secondary school. The survey findings of 77 students (40 males and 37 females) highlight that students have affirmative attitudes and high level of enthusiasm towards English language and its learning. The findings also illustrate a higher degree of extrinsic motivational goals attached to the student's language learning outcomes and future achievements comparable to intrinsic ones, irrespective of the gender. Overall, the results emphasize girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys. The overall classroom anxiety demonstrates student's moderate responses with relatively high standard deviation, highlighting that anxiety levels vary from student to student. The study concludes with educational implications and limitations.

**Devrim Erdem (2007)** tried to develop a scale and search the psychometric properties of this scale to determine the degrees of attitudes of students in primary school about English lessons. The subjects were primary school students (n=373) that have education in 6th, 7<sup>th</sup>, and 8th classes of Ankara Beytepe Primary

School. To determine the discrimination indexes of scale items, lower-upper group techniques of 27% were used. The construct validity of the scale was searched by Principal Component Analysis and Cronbach Alpha was used to indicate its reliability. As a result of Principal Component Analysis, it was found that the scale items got together under one factor. The 61.2 % of variation was explained with this factor. The internal consistency score of the scale was found as .97. Due to these findings, the scale is said to be valid and reliable. The recommendations included that the Likert type attitude scale which is developed in this study can be used for primary school students. In addition, with a scale which has a capacity of being criteria, criterion-related validity level can be searched.

Moussu, L. (2006) investigated 1040 ESL students' attitudes towards NESTs and NNESTs, the variables (students' first languages, gender, class subject, level, and expected grade, as well as teachers' native languages) that influenced students' responses, and the effects of time on students' attitudes, with questionnaires completed both at the beginning and at the end of the fall 2005 semester. Online questionnaires also solicited 18 NNESTs and 78 NESTs self-perceptions about proficiency and teaching skills, as well as 21 IEP administrators' beliefs about, and experiences with NNESTs and NESTs. Results showed that overall, student attitudes were more positive towards NESTs than towards NNESTs, although students taught by NNESTs held a significantly more positive attitude towards NNESTs in general than students taught by NESTs. Positive attitude towards NESTs and NNESTs increased significantly with time and exposure. Results also showed that student and teacher first languages, among others, strongly influenced student responses. Additionally, NNESTs were not necessarily seen as grammar experts but could be esteemed Listening/Speaking teachers. Teacher responses revealed NNESTs lack of confidence in their linguistic and teaching skills but also their beliefs that NNESTs language learning experience was an asset for ESL students. Finally, administrators also recognized NNESTs strengths as well as their poor self-confidence. While they did not use nativeness as hiring criteria, they emphasized the importance of linguistics preparation and international awareness, as well as teaching experience.

Meenakshi. H. (2005) studied the attitude of learners towards language learning in a second language learning environment. The author has selected the group of students pursuing different undergraduate courses after secondary examination in Uttar Pradesh (a state in India). While the paper discusses learner attitude, it also highlights the teacher's approach and methodology to teach the pre-designed curriculum. "Proficiency in English Language can only make you successful," this is the belief spreading all over, giving rise to the study of the learners' needs from the grass root level. Today learners want English Language Teaching to be customized according to their needs. Pursuing a pre-designed syllabus does not always satisfy their needs. The paper studies the curriculum followed by various universities in relation to the attitude of the learners learning English language, who feel that learning English Language for their use and pursuing a syllabus to pass an examination are two different situations, and it effects their attitude towards learning English. The paper also studies the sociolinguistic factors responsible for their attitude towards language learning.

Saracaloğlu (2004) investigated the relation between student attitudes towards foreign language and foreign language achievement. The participants are last-year-students in the high schools in Afşin and Elbistan, K.Maraş. The reason why they chose the last-year high school students was to identify their attitudes towards language in the beginning of their career through university. Language Attitude Scale (LAS), a Likert Type scale in five gradations, was administered to all students to see if there was any relationship between their attitude and success. The attitude scale was developed by Saracaloğlu (1992). 421 student responses were studied. 0,96. ANOVA, t, Scheffé and Tukey HSD tests were used in analyzing the data. This study indicates that there is a significant relation between student academic achievement and student attitude towards foreign language, but statistically no relation between gender and success. In the light of this study, it is possible to put forward that female students tend to have more positive attitudes than male students.

Walker, A. Shafer, J. & Iiams, M.(2004) investigated the findings of a triangulation mixed method study to assess prevailing ideological beliefs and attitudes of mainstream teachers. Survey data was collected from

422 K-12 teachers and interview data from six ELL teachers. The research explored three topics: (1) the extent and nature of mainstream teacher attitudes towards ELLs, (2) the factors that contribute to teacher attitude development, and (3) how teacher attitudes towards ELLs vary by community demographics, in particular low-incidence schools, rapid-influx schools, and schools serving migrant students. The paper concludes with a theory of teacher attitude development towards ELLs with implications for improving teacher attitudes through professional development programs.

Abou-Moustafa & Ashoor, S. (2002) identified the attitudes of the students of the Arabic departments toward the branches of Arabic in Al-Aqsa and the Islamic universities in the items of the two dimensions of the measure used in the study, and identifying the significant differences in the student attitudes toward the branches of Arabic language attributable to the following variables: gender, academic level, the general accumulative average, and the departments under study. The sample of the study consisted of 160 male and female students from the third and fourth academic levels in Al-aqsa and the Islamic universities. (K2) test, t-test, one way analysis of variance, and Tukey test were used to identify the differences between the means in order to highlight in favour of what variable the differences were. The researchers used an attitudes measure of the Arabic departments students toward the branches of Arabic language in Al-aqsa and the Islamic universities. This tool was developed by the researchers of this study. The study revealed that there was a positive attitude toward the branches of Arabic language among the students of the Arabic departments in Al-aqsa and the Islamic university. In addition, the study highlighted that there were no statistically significant differences between the student attitudes toward the literary and critical, and linguistic branches, and the total degree of the measure attributable to the variables: gender, the academic level (third/fourth), and the departments under study. Moreover, the study showed that there were no statistically significant differences between the attitudes of the Arabic departments who got accumulative averages of “excellent”, “very good”, and “good” toward both the literary and critical, and linguistic branches. Whereas the study indicated that there were statistically significant differences between the attitudes of the students who got accumulative averages of “excellent” and “good” toward the total degree of the measure used in the study in favour of the students who got an accumulative average of “excellent.”

## **The Study Context**

Nowadays, studying English has become one of the necessary skills required for self-development, travelling abroad, job requirements, and resuming higher studies. In response to such demands, the Community Service and Continuous Education Deanship (CSCED) at the University of Tabuk has been offering an intensive six-level English program in order to provide students with high quality English language learning. All teachers of such program are English native speakers. Recently, the intensive English program of CSCED has witnessed increasing demands on the part of the students. That is to say, the number of students is constantly going up. For example, while in 2011 the number of students was 99, in 2012 the number was 249. In 2013, the number was 231, and in 2014 the number of students increased to 376.

As a vice dean of the female section of Community Service and Continuous Education Deanship (CSCED) at the University of Tabuk, the researcher has found that many students come to join the program with motivation and express positive attitude towards it. The main reason for joining the CSCED intensive English program is that the appointed teachers are English native speakers (American, Canadian, South African, and British). That was proved by a pilot study conducted by the researcher in the first term of the academic year 2014.

An interview was conducted with 100 students who were asked two questions. The first question was about the reason of joining the intensive English program: "Why did you chose the CSCED intensive English

program?", and all students answered "because it is the only program in Tabuk that the teachers are native speakers of English." This is consistent with Moussu's study (2006) which concluded that student attitudes were more positive towards NESTs (native English-speaking teachers) than towards NNESTs (nonnative English-speaking teachers) of English as a Second Language (ESL).

The second question was about the purpose of joining the program: 60% answered to improve their English, 25% to help them to travel abroad, and 15% for job requirements. The researcher also found that 99.6% of the students passed, and no students dropped out. The reason for that may be due to the positive attitude of the students towards the CSCED intensive English program, which is mainly because the teachers are native speakers of English language. Thus student academic achievement was influenced by their attitudes. As "our behavior and our expressed attitudes differ because both are subject to other influences...it is not only our inner attitudes that guide us but also the situation we face" ([www.highered.mcgraw-hill.com](http://www.highered.mcgraw-hill.com)).

The present study investigated the influence of some variables related to attitudes, motivation, and academic achievement. As students of the intensive English language program at (CSCED) show different levels of education, different purposes of study, and some of them have previous training programs, the research investigates the effect of such variables on student attitude. The variable of sex was also added, as the intensive English language program in CSCED at the University of Tabuk consisted of both male and female students. In Shams' (2008) study, the results emphasized girls have "a slightly higher degree of positive attitudes and motivation comparable to the boys," and the present study tried to find the effect of sex on students attitudes.

### **Statement of the Problem**

The problem of the study can be stated in the main question: *Do students of the intensive English language program of CSCED at University of Tabuk have positive attitudes toward the program?*

### **Questions of the Study**

The present study attempted to answer the following main question: Do students of the intensive English language program of CSCED at University of Tabuk have positive attitudes toward the program?. Procedurally, the current study attempted to answer the following research sub-questions:

1. What are the attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk?
2. Is there any statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to teacher's nationality?
3. Is there any a statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their academic achievement?
4. Is there any statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their level of education?
5. Is there any statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their purpose of study?
6. Is there any statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their previous training programs?
7. Is there any statistically significant difference between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their gender?

### **Objectives of the Study**

The present study aimed at:

1. Investigating student attitude toward the intensive English language program in the CSCED at the University of Tabuk.
2. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and teacher nationality.
3. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and their academic achievement.
4. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and their level of education.
5. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and their purpose of study.
6. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and their previous training programs.
7. Investigating the relationship between student attitude toward the intensive English language program in the CSCED at the University of Tabuk and their sex.
8. Presenting recommendations and suggestions in the light of study results.

### **Hypotheses**

1. Students have positive attitudes toward the intensive English language program in the CSCED at the University of Tabuk.
2. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to teacher nationality.
  3. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to their academic achievement.
  4. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to their level of education.
  5. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to their purpose of study.
  6. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to their previous training programs.
  7. There is a statistically significant difference (at the level  $p < .05$ ) in the attitude of students toward the intensive English language program in the CSCED at the University of Tabuk according to their gender.

### **Significance of the Study**

The importance of the present study is:

1. It draws attention toward the effectiveness of attitudes in learning.
2. It may provide decision makers in the CSCED at the University of Tabuk with knowledge necessary to improve English programs and have more students.
3. It may provide results which may be applicable in other training programs.



4. It is the first study conducted about the intensive English language program in the CSCED at the University of Tabuk, which started in 2010.

## **Sample of the Study**

The sample population of the study was comprised of two randomly selected intensive English language program female classes and one randomly selected male class. Each class has 30 students, for a total of 90 students (60 female and 30 male). The sample was also comprised of three native teachers (one British female teacher, one South African female teacher, and one Canadian male teacher). The classes were enrolled in the second term of 2014 in the CSCED at the University of Tabuk.

## **Delimitations of the Study**

The present study was delimited to:

In terms of academic delimitations, the study was limited to investigating student attitude toward the intensive English language program in the CSCED at the University of Tabuk, and investigating the relationship between their attitude and academic achievement, teacher nationality, level of education, purpose of study, previous training programs, and gender. As for place, students and teachers were in the intensive English language program in the CSCED at the University of Tabuk. With respect to time, the study was conducted during the second term of the 2014 academic year.

## **Design of the Study**

The present study utilized the descriptive analytical approach to investigate student attitude toward the intensive English language program in the CSCED at the University of Tabuk and the relationship between student attitudes and teacher nationality, academic achievement, level of education, purpose of study, previous training programs, and student gender.

## **Tools of the Study**

For the purpose of the study, the following tools were used:

- An attitude questionnaire was developed by the researcher with a 5-point Likert scale (totally agree, agree, undecided, disagree, and totally disagree). The attitude scale involved 32 items. Scale items were gathered together under one factor. An information sheet including information needed for study variables (level of education, purpose of study, and previous training programs) was added. The questionnaire items were developed in the light of the insights gained from literature review, previous studies, and expert opinions. The validity and reliability of the questionnaire has been estimated.
- A valid and reliable academic achievement test of the intensive English language program in the CSCED at the University of Tabuk which was previously approved by the deanship committee was used in the present study to measure student academic achievement at the end of the program.

## **Procedures of the Study**

The study adopted the following procedures:

1. Review of related literature and previous studies.
2. Preparation of tools upon review of literature and related studies.
3. Measurement of validity and reliability of the tools.
4. Assignment of the study sample and application of the tools.
5. Statistical analysis of the data.

- 6. Discussion of the results.
- 7. Recommendations and suggestions based on results.

**Definition of Terms**

- **Attitude:** Gardner (1985:91-93) defines attitude as an evaluative reaction to some referent or object, inferred on the basis of the individual’s beliefs or opinions about the referent.
- **Intensive English Program:** A six level intensive English language program presented to different community categories by the CSCED of the University of Tabuk. Each level duration is 8 weeks, with 16 units covered within these 8 weeks for each level. Interchange books were used, one book for each level. By the end of the six levels, students are supposed to be fluent and accurate in English.
- **Academic Achievement:** Student scores of the intensive English language program test which is conducted at the end of each level, i.e. at the end of 8<sup>th</sup> week.
- **Native EFL Teachers:** Foreign language teachers whose mother tongue is English.
- **Non-Native EFL Teachers:** Foreign language teachers whose mother tongue is not English.

**Data Analysis**

**The first question:**

To answer the first question, "What are the attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk?", treating the data by the statistical program "SPSS" using a t-test, reveals that there is no statistically significant difference in student attitudes toward the intensive English language program.

**Table (1)**

Sample size	mean	Standard deviation	t	Degrees of freedom (df)	Mean difference	Sig. p-value
90	124.24	10.42	25.72	89	28.24	0.00

Table (1) indicates that there is no statistically significant difference in student attitudes toward the intensive English language program in the CSCED at the University of Tabuk, where t-value is 25.72.

**The second question:**

To answer the second question, "Is there any statistically significant difference in student attitude toward the intensive English language program in the CSCED at the University of Tabuk according to teacher nationality?", after treating the data by the statistical program "SPSS", the sample was divided to three groups as follows:

**Table (2)**

	N	Mean	Std. Deviation
South African	30	126.50	9.54
British	30	123.07	9.50
Canadian	30	123.17	11.99

ANOVA test was used as shown in table (3)

**Table (3)**

	Sum of Squares	Df	Mean Square	F	Sig. p-value
Between Groups	229.089	2	114.544	1.057	0.352
Within Groups	9429.533	87	108.385		
Total	9658.622	89			

Table (3) indicates that there are no statistically significant differences in student attitudes toward the intensive English language program in the CSCED at the University of Tabuk according to teacher nationality because the p-value is more than 0.05.

**The third question:**

To answer the third question, "Is there any statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their academic achievement?", after entering the data into the statistical program "SPSS", the one way ANOVA test was used as shown in the following table:

**Table (4)**

	Sum of Squares	Df	Mean Square	F	Sig. p-value
Between Groups	4315.834	2	2157.917	35.139	.000
Within Groups	5342.788	87	61.411		
Total	9658.622	89			

Table (4) indicated that there are statistically significant differences between attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their academic achievement because the p-value is less than 0.05.

The following table shows Scheffe' Test to determine significant differences between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their academic achievement:

**Table (6)**  
**Scheffe' Test**

Mean differences	Excellent	Very good	good
Excellent	-	7.08*	17.26*
Sig.	-	0.005	0.00
Very good	-	-	10.18*
Sig.	-	-	0.00
good	-	-	-
Sig.	-	-	-

Table (6) shows that there are statistically significant differences between the attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their academic achievement for all groups, and the mean and standard deviation of these groups are:

**Table (6)  
Mean and Standard Deviation**

	N	Mean	Std. Deviation
Excellent	24	133.17	6.14
Very good	33	126.09	4.88
good	33	115.91	10.77

Excellent has the highest mean followed by very good, then good.

**The 4<sup>th</sup> question:**

To answer the 4<sup>th</sup> question, "Is there any statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their level of education?", after entering the data into the statistical program "SPSS", we used one way ANOVA test as in the following table:

**Table (7)**

	Sum of Squares	Df	Mean Square	F	Sig. p-value
Between Groups	308.068	4	77.017	.700	.594
Within Groups	9350.554	85	110.007		
Total	9658.622	89			

Table (7) shows that there are no statistically significant differences between the attitudes of students toward the intensive English language program in the CSCED at the University of Tabuk according to their level of education because the p-value is more than 0.05.

**The 5<sup>th</sup> question:**

To answer the 5<sup>th</sup> question, "Is there any statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their purpose of study?", after entering the data into the statistical program "SPSS", we used one way ANOVA test as in the following table:

**Table (8)**

	Sum of Squares	Df	Mean Square	F	Sig. p-value
Between Groups	1033.245	3	344.415	3.434	.020
Within Groups	8625.377	86	100.295		
Total	9658.622	89			

Table (8) indicated that there are statistically significant differences between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their purpose of study because the p-value is less than 0.05.

The following table shows Scheffe' Test to determine significant differences between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their purpose of study as:

**Table (9)  
Scheffe' Test**

Mean differences	Self-development	A prelude to travel abroad	Need to work	To complete graduate studies
Self-development	-	2.18	1.10	6.48
Sig.	-	0.93	0.99	0.06
A prelude to travel abroad	-	-	3.28	7.07*
Sig.	-	-	0.94	0.01
Need to work	-	-	-	5.37
Sig.	-	-	-	0.7
To complete graduate studies	-	-	-	-
Sig.	-	-	-	-

Table (9) indicated that there are statistically significant differences between the attitude of students toward the intensive English language program in the CSCED in the University of Tabuk according to their purpose of study for all groups, and the mean and standard deviation of these groups are:

**Table (10)  
Mean and Standard Deviation**

	N	Mean	Std. Deviation
Self-development	40	122.10	10.53
A prelude to travel abroad	12	119.92	9.44
Need to work	5	123.20	11.10
To complete graduate studies	33	128.58	9.40

The highest mean was for "To complete graduate studies," followed by "Need to work," followed by "Self-development," and finally "A prelude to travel abroad."

**The 6<sup>th</sup> question:**

To answer the 6<sup>th</sup> question, "Is there any statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their previous training programs?," after entering the data into the statistical program "SPSS", the sample was divided into two groups as follows:

**Table (11)**

	N	Mean	Std. Deviation
Yes	23	119.61	10.53
No	67	125.84	9.97

Table (11) indicated that the mean of students who have no previous training programs is more than the mean of students who have previous training programs.

To test for a statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their previous training programs, we used independent samples T test as in the following table:

**Table (12)**

	T	Df	Mean Difference	Sig. p-value
previous training programs	2.55	88	6.23	0.013

Table (12) indicated that there is a statistically significant difference between the attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their previous training programs because the p-value is less than 0.05.

**The 7<sup>th</sup> question:**

To answer the 7<sup>th</sup> question, "Is there any statistically significant difference between the attitudes of student toward the intensive English language program in the CSCED in the University of Tabuk according to their sex?" after entering the data into the statistical program "SPSS", the sample was divided into two groups as follows:

**Table (13)**

	N	Mean	Std. Deviation
Male	30	123.17	11.99
Female	60	124.78	10.00

Table (13) indicated that the mean of the female group is more than the mean of the male group.

To test the statistically significant difference between attitudes of the students toward the intensive English language program in the CSCED in the University of Tabuk according to their sex we used independent samples T test as in the following table:

**Table (14)**

	T	Df	Mean Difference	Sig. p-value
their sex	0.69	88	1.61	0.49

Table (14) indicated that there is no statistically significant difference between attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to their sex because the p-value is more than 0.05.

## 1. **Discussion of Results:**

As shown by the results, students hold positive attitudes toward the intensive English language program in the CSCED of the University of Tabuk. On one hand, it is shown that there are no statistically significant differences in student attitude toward the intensive English language program in the CSCED at the University of Tabuk according to the following variables: teacher nationality (p-value > 0.05), their level of education (p-value > 0.05), and their sex (p-value > 0.05).

Thus, results of the present study are consistent with the study of Moussu (2006) in which students have positive attitudes toward learning English language by native speakers of English whatever their nationality. But this is not inconsistent with the study of Alseweed (2009) which reveals that the students seem to have a negative attitude toward particular native speaking communities due to some present day political issues.

As all teachers of the study sample are native, results are consistent with those of the pilot study which proved that students have a positive attitude toward the intensive English language program in the CSCED in the University of Tabuk mainly because the teachers of the program are native speakers of English regardless of what nationality they are.

Unlike Soleimani, & Hanafi (2013), Abidin, et al. (2012), and Shams (2008), the results of the present study showed that there is no difference in attitudes between male and female students. Also the level of education has no effect on students attitudes, and this is consistent with the results of Abidin, et al. (2012).

On the other hand, there are statistically significant differences between attitudes of students toward the intensive English language program in the CSCED in the University of Tabuk according to the following variables: their academic achievement (p-value < 0.05), their purpose of study (p-value < 0.05), and their previous training programs (p-value < 0.05). Regarding the students' purpose of study, the highest mean was for "To complete graduate studies," followed by "Need to work," followed by "Self-development," and finally "A prelude to travel abroad." While the mean of students with no previous training programs is higher than the mean of students with previous training programs.

Moreover, the results of the present study are consistent with the study of Soleimani & Hanafi (2013), Abidin, et al. (2012), Alsolaibi & Alsaifi (2012), and Saracaloğlu (2004), in which they stressed the correlation between student attitude and academic achievement. This stressed the behavior aspect of attitude (how we act regarding an attitude). Besides, results of a study of Masgoret & Gardner (2003:167-210) also demonstrated that there is a correlation between achievement and attitudes toward the learning situation. Programs of teaching English language should pay more attention to student attitudes in order to have higher student achievement as Abidin, et al. (2012:121) point out, "Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning."

As for purpose of the study, study results are consistent with the Meenakshi (2005) study. The highest mean was for "To complete graduate studies," followed by "Need to work," followed by "Self-development," and finally "A prelude to travel abroad." This stressed the cognitive aspect of attitude (how we think or reason through an attitude). Alseweed (2009:18) found that "The students indicated important reasons for their favorable attitude towards studying English. One of these is that English will help them in future when applying for a job or higher education (master and doctorate degrees). Conversely, the students indicated that the way English is introduced in class lie behind their unfavorable attitudes towards studying English as they criticize the how English is being taught to them."

Finally, previous training programs also affect student attitudes, and this stressed the affective aspect of attitude (how we feel regarding an attitude). Students with no previous training may feel that they indeed need to join the program while those who have previous training have some sense of satisfaction.

## 2. Recommendation and suggestions:

Based on the findings of the study, the following recommendations and suggestions are made:

1. Teachers should be responsive to the attitudes of learners and value the attitudes of their students, as it can affect their success in foreign language learning.
2. English language training programs should be taught by native speakers.
3. The present attitude scale can be used in evaluating student attitudes in other training programs.
4. Further research is needed to evaluate the intensive English language program in CSCED in the University of Tabuk.

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### Appendix

**NOTE:** THE ATTITUDE SCALE WAS WRITTEN IN ARABIC, THE MOTHER TONGUE OF THE STUDENTS.

بسم الله الرحمن الرحيم

عزيزتي المتدربة :

تقوم الدراسة الحالية بدراسة اتجاهات المتدربات في برامج اللغة الانجليزية المكثفة التي تقدمها عمادة خدمة المجتمع والتعليم المستمر بجامعة تبوك نحو تعلم اللغة في تلك البرامج وحيث أن البحث قائم على مشاركتك الفاعلة بتعبئة الاستبيان المرفق فإن الباحثة تقدر لك مقدما

جهدك المخلص في قراءة فقرات الاستبيان والإجابة عليها وتعدك بأن المعلومات لن تتعدى الاستخدام لأغراض البحث العلمي وعليه ترحو الباحثة منك التكرم بإتباع التعليمات التالية:

- 1- قراءة الفقرات قراءة متمعنة واختيار الاستجابة التي ترينها مناسبة
- 2- اختيار استجابة واحدة فقط أمام كل عبارة
- 3- عدم ترك أي عبارة دون اختيار الاستجابة التي ترينها مناسبة
- 4- عند رغبتك في الاستفسار عن أي عبارة الرجاء عدم التردد في سؤال الباحثة عنها

هذا ولك جزيل الشكر ووافر الامتنان وأسأل الله عز وجل أن يجعل هذا كله في ميزان حسناتك

#### الباحثة

تسلسل	الفقرات	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1	أجد متعة في دراسة اللغة الانجليزية					
2	المدربة التي لغتها القومية الانجليزية، أكثر قدرة على إيصال المعلومات من غيرها.					
3	أشعر بالسعادة عندما أجيب على أي سؤال باللغة الانجليزية					
4	المدربة التي لغتها القومية انجليزية، تحفز الطالبات لدراسة اللغة الانجليزية					
5	طريقة التدريس مختلفة عند المدربة التي لغتها القومية هي اللغة الانجليزية عن غيرها					
6	دراسة اللغة الانجليزية تحقق الهدف المطلوب منها عندما تقوم بتدريسها مدربة لغتها الأصلية انجليزية .					
7	البرنامج سيكون أكثر متعة عندما تكون المدربة تتحدث العربية بالإضافة للانجليزية					
8	أخطط لمواصلة دراسة المستويات القادمة مع مدربة لغتها الأصلية الانجليزية.					
9	أجد متعة في دراسة اللغة عندما تكون المدربة لغتها الأصلية الانجليزية.					
10	المدربة التي لغتها القومية انجليزية ، تجعلني أتقدم أكثر في دراستي للغة.					
11	المدربة التي لغتها القومية انجليزية ، تكسبني ثقة أكثر في نفسي.					
12	أجد متعة في دراسة اللغة الانجليزية أكثر من أي مادة أخرى					
13	دراسة اللغة على يد المدربة غير العربية مضيعة للوقت					
14	دراسة اللغة على يد المدربة غير العربية ضرورة في عصرنا الحالي					
15	أتمنى أن أتحدث اللغة الانجليزية بطلاقة كالمحدث الأصلي.					
16	أنصح الجميع بالالتحاق ببرنامج اللغة الانجليزية الحالي.					
17	سأتعلم اللغة الانجليزية حتى لو لم تكن مفيدة في دراستي.					
18	دراسة اللغة الانجليزية على يد المدربة التي لغتها القومية انجليزية نوع من الرفاهية.					
19	استمتع جدا بكل ما يتعلق باللغة الانجليزية.					
20	أرغب في ان اظهر بطريقة أفضل أمام المدربة التي لغتها الأصلية انجليزية.					
21	أشعر بالثقة أكثر في اللغة التي أتعلمها عندما تكون اللغة الأصلية للمدربة هي الانجليزية					
22	سألتحق بالبرنامج الحالي حتى لو كانت المدربة عربية.					
23	جودة البرنامج التدريبي ليست لها علاقة بجنسية المدربة.					
24	البرنامج سيكون مفيدا لي أكثر لو كانت المدربة عربية ومتخصصة في اللغة الانجليزية					
25	البرنامج سيساهم بفاعلية في تحسين مهاراتي في اللغة الانجليزية.					
26	استخدام اللغة الانجليزية في الموقف التدريبي يشعرنني بالتوتر .					
27	اللغة الانجليزية لغة معقدة ويصعب تعلمها .					
28	اتطلع للحصول على صديقات انجليزيات في المستقبل .					

					29	هدفي من دراسة البرنامج الحصول على شهادة تدريبيه فقط .
					30	أتمنى أن أتحدث اللغة الانجليزية كالمحدث الأصلي تماما #مكررة مع رقم 15
					31	دراسة اللغة الانجليزية تنمي تفكيري .
					32	الأشخاص الذين يتحدثون الانجليزية يبدون أكثر تعليما وثقافة
					33	تعلم اللغة الانجليزية يساعدي على تطوير ذاتي.