

**The Relationship
Between Attitudes
and Achievement
in SL (A case
Study of Students
at The University
of Qatar)**

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Introduction*

Attitudes and motivation are considered important factors in Language Acquisition (LA). Learners' attitudes towards speakers of Target Language (TL) and the TL itself have been the subject of intensive research in applied linguistics and related disciplines. However, the results are not clear. Spolsky (1969), Gardner and Lambert (1972)¹, De-klerk and Bosch (1193) and Abu-Rabia (1995) have found that integrative attitude is positively related to achievement in language proficiency.

An integrative motive is employed when learners wish to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society. The conclusion we may draw from the studies noted above is that integrative attitudes may indeed be an important requirement for successful language learning. Moreover, some teachers and researchers have even gone so far as to claim that integrative attitude is absolutely essential for successful SLL.

However, Oller et al (1977) find instrumental attitude to be the best predictor of language of proficiency in an SL setting. Lukmani (1972), and Gardner (1991) suggest that there are conditions under which instrumental motivation leads to more successful SLL than integrative motivation does. Gardner and Lambert have introduced the concept of instrumental motivation in which the learner is motivated to learn an L2 for utilitarian purposes, (e.g. furthering a career, improving social status or meeting an educational requirement). More research on the interrelationships of these factors seems to be needed.

THE PRESENT STUDY

The study is an investigation of the influence of attitude on the acquisition of an SL by female Qatari students² majoring in English at the University of Qatar. It is a cross-sectional study since it examines a cross-section of learners at different levels of learning (ranging from the low intermediate to advanced level).

Four attitudinal variables/types (general, expectations, instrumental and integrative) were singled out for detailed investigation. The study attempts to find answers to the following questions:

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- a. Is there a correlation between attitudinal factors and achievement in English subjects?
- b. Is there a correlation between attitudinal factors and years spent in learning English?
- c. Is there a correlation between attitudinal factors, achievement in English and years of studying?

The sample consists of 100 female students, majoring in English and Modern European Languages at the University of Qatar. They are all studying English as an SL in a foreign context: Qatar. The sample represents more or less, all levels, i.e. high beginners/low intermediate as well as advanced. The students also represent different levels according to the year that they registered in the department. The learners could be divided into four groups as follows:

1. First year : Students: 1 - 25
2. Second year : Students: 26 - 50
3. Third year : Students : 51 - 75
4. Fourth year : Students : 76 - 100

They are all learning English through specialized ESL instruction with limited degrees of exposure to English in a host-language environment. Outside class, the learners have variable chances to use English communicatively.³

Although the group differs considerably both in language and local culture from English language and culture, the learners' exposure to/familiarity with Western language and culture through the media and other means has probably diminished this gap (i.e. cultural distance, Byram et al 1991) considerably.

Data

The researchers compiled a questionnaire to test the questions mentioned earlier. It was given to colleagues at the University of Qatar for evaluation. The conformity among the evaluators was 85 percent. Few items were

adjusted accordingly. The result of these processes produced the first draft of the questionnaire which was tested in a pilot study.

The pilot study was carried out in the Spring semester of the academic year 1994 / 1995 involving 100 students studying in the English Department. Having analysed the results according to individual items on the questionnaire, some items were not included in the final form of the questionnaire because they were invaluable while others were added. All of these processes resulted in the present form of the questionnaire with 67 items (Appendix).

Variables

As it was mentioned above this study considers four attitudinal variables/types. They are as follows:

1. General (items 1, 7, 13, 15, 18, 20, 21, 23, 25, 27, 29, 36, 37, 39, 42, 45, 53, 59, 60 and 64)
2. Integrative (items 2, 4, 5, 6, 11, 38, 40, 47, 50, 52, 56, 58, 62, 63 and 66).
3. Instrumental (items 3, 8, 9, 10, 12, 14, 16, 19, 22, 24, 28, 30, 31, 32, 33, 34, 41, 43, 44, 46, 48, 49, 51, 54, 57, 61 and 65).
4. Expectations (Items 17, 26, 35, 55 and 67).

Data Treatment

For the analysis of the data, the SPSSX (Statistical Package for the Social Sciences) was used especially frequencies, factor analysis, reliability, breakdown with analysis of variance and Pearson correlation.

Results

Correlation coefficients were compiled. Tables 2.1 reveals the results.

Correlation Coefficients

	Y	AVG
1	-.0954 (100) P= .345	-.0222 (100) P= .827
2	-.2198 (100) P= .028	.0293 (100) P= .772
3.	-. 1968 (100) P= .050	-.0225 (100) P=.824
4	-.1904 (100) P= .058	.1971 (100) P= .049
	-.2200 (100) P=.028	.0126 (100) P= .901

Coefficient / (cases) / 2-tailed significance .

" is printed if a coefficient cannot be computed

Table 2.1

Variability According to Attitudinal Factors (i.e. Attitude as a Factor)

One of the hypotheses of this study is to examine the learners' attitudinal factors and achievement in English. Since this hypothesis is testable, its Null Hypothesis is stated as:

Ho: There is no significant correlation between the attitudinal factors and learners' achievement in English; i.e. achievement in English is similar for learners with different attitudinal variables. for example, learners who

are integratively motivated are similar in achievement as those who are instrumentally motivated.

When attitudinal factors and average (achievement in English) were analyzed within each level no positive correlation between achievement and attitudinal factors was found. The only significant correlation found was between the fourth attitudinal variable/factor (i.e. Expectation) and achievement, with a probability value of (0.049). Hence, there are no significant differences in achievement in English by the learners as a function of the first three attitudinal variables (i.e. General, Integrative and Instrumental). Thus, the Null Hypothesis stated above, is, then, accepted rather than its working hypothesis.

Variability According to Time (Level / Year of Learning)

In this section we investigate the influence of the time factor on the attitudes of learners. This hypothesis is testable, thus its Null Hypothesis is stated as follows:

Ho: There is no significant difference in the attitudes at each level. Hence, the learners' attitudes in Year 1 to Year 4 is the same.

Table (2.1) reveals that learners' attitude changes according to years spent in learning the language. Hence, the Null Hypothesis is rejected in favour of its working hypothesis which states that variability in attitude does exist due to time spent in learning English, i.e. the learner's attitudes towards the target language changes as he spends more time in learning that language.

Test for significant Differences

Statistical differences between the four levels were mainly ascertained by the use of Analysis of Variance (ANOVA). Following Guildford and Frucheter (1978:223-224) and Hatch and Farhady (1982:119), ANOVA as a statistical test was used to compute the interaction among the various elements.

***** ANALYSIS OF VARIANCE*****

Results shown below are for the interaction of each attitudinal variable by achievement by level.

Source of variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	601.293	7	85.899	1.620	.140
Y	145.911	3	48.637	.917	.436
AVG	452.933	4	113.233	2.135	.083
Explained	601.293	7	85.899	1.620	.140
Residual	4879.707	92	53.040		
Total	5481.000	99	55.364		

**Table 2.2 Interaction of General Attitude
by Achievement by Year / Level**

***** ANALYSIS OF VARIANCE*****

by X2
Y
AVG

UNIQUE sums of squares
All effects entered simultaneously

Source of variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	932.948	7	133.278	1.622	.139
Y	373.041	3	124.347	1.513	.216
AVG	391.238	4	97.809	1.190	.320
Explained	932.948	7	133.278	1.622	.139
Residual	7550.962	92	82.174		
Total	8492.910	99	85.787		

**Table 2.3. Interaction of Integrative Attitude
by Achievement by Level / Year**

***** ANALYSIS OF VARIANCE *****

	X3				
by	Y				
	AVG				
	UNIQUE sums of squares				
	All effects entered simultaneously				
Source of variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	2356.410	7	336.630	1.817	.093
Y	776.844	3	258.948	1.397	.249
AVG	1354.540	4	338.635	1.828	.130
Explained	2356.410	7	336.630	1.817	.093
Residual	17047.300	92	185.297		
Total	19403.710	99	195.997		

**Table 2.4. Interaction of Instrumental Attitude
by Achievement by Level / Year**

***** ANALYSIS OF VARIANCE *****

X4
by Y
AVG

UNIQUE sums of squares
All effects entered simultaneously

Source of variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	106.770	7	15.253	2.080	.053
Y	55.429	3	18.476	2.520	.063
AVG	26.580	4	6.645	.906	.464
Explained	106.770	7	15.253	2.080	.053
Residual	674.540	92	7.332		
Total	781.310	99	7.892		

Table 2.5 Interaction of Expectations Attitude by Achievement by Level / Year

***** ANALYSIS OF VARIANCE *****

by X
Y
AVG

UNIQUE sums of squares
All effects entered simultaneously

Source of variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	9340.662	7	1334.380	1.883	.081
Y	3509.079	3	1169.693	1.650	.183
AVG	4875.352	4	1218.838	1.720	.152
Explained	9340.662	7	1334.380	1.883	.081
Residual	65206.648	92	708.768		
Total	74547.310	99	753.003		

Table 2.6. Interaction of Attitudinal Factors (combined) by Achievement by Level / Year

Looking at ANOVA Tables (2.2 - 2.6) we will notice that the F value for the interaction of the individual attitudinal factors by achievement by Level

is significant ($F = .083$ for General Attitude; $F = .093$ for Instrumental Attitude; $F = .053$ for Expectations). The interaction of Integrative attitude by achievement by Level was not significant. Significant interaction was also found for all attitudinal factors (combined) by achievement by Level ($F = .081$). This is an indication that it is not just Level difference or attitudinal factors which are responsible for variability in achievement, but both factors (i.e. Level and Attitudinal Factors) together appear to influence learners' average/achievement in English.

Discussion

The results of this study correlate with Savignon's study (1972) which reported no correlation between early attitudes and measures of final achievement of American college students. However, as the students progressed, the correlation between their attitudes and their achievement increased. Similar findings are reported in Holmquist's study (1993) which examined the relationship between achievement in foreign language and aspects of students' attitudes and background. Holmquist states that "Questions dealing with opinion and attitude also reveal differences between basic and more advanced students" (p.36).

Table (2.1) shows that learners' attitude change according to the number of years spent in learning the language. Three attitudinal factors/variables (i.e. Integrative, Instrumental and Expectations) show significant correlation with Level/Time/Year. The fourth factor (i.e. General) shows no such relationship. This is mainly because learners' attitudes are shaped as they progress in learning the language. So they may have integrative or instrumental attitudes. There is no place for general attitude as time passes.

The above remarks (i.e. Learners' attitudes change according to years spent in learning the language) conform with the findings reported by Hermann (1980) in her study of 750 German children learning EFL. She adduced evidence which suggested that those children who had been studying English for five years showed a significantly higher level of positive attitude towards the target culture than a group who just started to study English. Moreover, the lower-proficiency learners showed significantly more prejudice than the higher-proficiency group. Hermann (1980:249) formulated a 'resultative hypothesis' to explain her findings: "the mere satisfaction a

learner drives from his achievement of the learning task may influence his attitude to the ethnolinguistic group in question and even result in a change to such attitude".

Referring to Table (2.1) we notice that no positive correlation between achievement and attitudinal factors was found except for the fourth variable (i.e. Expectations). The results of the studies of the effect of attitudinal factors on SLA are inconclusive. There are different reports suggesting somehow contradicting results.

One of the best known and historically significant studies of attitudes and motivation in SL learning was carried out by Gardner and Lambert (1972). Over a period of 12 years, they extensively studied foreign language learners in Canada and in several parts of the US and the Philippines in an effort to determine how attitudinal and motivational factors effect to determine language learning success. Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of motivation: instrumental and integrative. The first refers to a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth. An integrative attitude/motive⁴, on the other hand, is employed when learners wish to integrate themselves within the culture of the SL group, to identify themselves within and become a part of that society.

Many of Lambert's studies (1972) and one study by Spolsky (1969) found that integrative motivation generally accompanied higher scores on proficiency tests in a foreign language. Abu-Rabia (1995) found gender differences among the Canadian Arab students with regard to the type of attitudes that motivated them to study English: femal students showed predominantly integrative attitudes toward learning English in the Canadian society. Whereas male students showed predominantly instrumental attitudes. Clement el al's (1977) resluts generally support the theory that motivation to learn an SL is dependent on favourable or integrative attitudes to the SL community.

The conclusion we may draw from the studies noted above is that integrative attitudes may indeed be an important requirement for successful language learning. Some researchers have even gone so far as to claim

that such a factor is absolutely essential for successful SL learning. However, Strong (1984) maintained that advanced children were more integrative orientated to target language groups than beginners, supporting the position that integrative attitudes are a result of SLA rather than a cause.

The argument that integrative attitudes are more powerful than instrumental attitudes was soon exposed to new challenges as new evidences began to accumulate. Lukmani (1972) demonstrated that among Marathi-speaking Indian students learning English in India, those with higher instrumental attitudes/motivation scored higher in tests of English proficiency. Braj Kachru (1977, 1992) has noted that Indian English is but one example of 'a variety of Englishes', which, especially in Third World countries where English has become an international language, can be acquired very successfully for instrumental reasons alone. Gardner himself with his associates, have recently found that certain contexts point toward instrumental orientation as an effective motive for language success (Gardner and MacIntyre 1991) and that others favour integrative motivation (Gardner et al 1992). Burstall (1975) found that her subjects' achievement in French was linked to both types (i.e. integrative and instrumental) attitudes.

These reports suggest that success in SLA may breed integrative and positive attitudes towards the TL group, just as Strong (1984) has contended that success contributes to heightened motivation to acquire an SL. However, there are other studies which reported different findings. In an attempt to see the same sort of results would be obtained in a foreign language context, Chihara and Oller (1978) studied attitudes of Japanese students of EFL living in Osaka. Results showed mostly weak correlations with only two negatively significant, between factors distilled from the attitude measures and attained FEL proficiency. A similar findings was also reported by Cooper and Fishman (1977:272) who found that positive attitudes towards English speakers were largely irrelevant to Israelis' learning and using English.

Gardner (1980) offers an explanation for these apparently contradictory findings: the different social context would appear to influence the outcomes. The effect of attitudes might be much stronger in such a context where there is much more of an opportunity for contact between learners and TL speakers than in a foreign language context where the opportunities

are more limited. Clement and Kruiderier (1983) have offered another explanation for such discrepant findings: ambiguity in the definition of integrative and instrumental attitudes. Au (1988) reviewed 27 different studies of the integrative/instrumental construct and concluded that both its theoretical underpinnings and the instruments used to measure motivation were suspect.

However, such variable findings in empirical investigations do not necessarily invalidate the integrative/instrumental construct. They simply point out that there is no single means of learning an SL. Some learners in some context are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from instrumental orientation. Also, the findings suggest that SLL is rarely motivated by attitudes that are exclusively instrumental or exclusively integrative (i.e. the two types are not necessarily mutually exclusive). Most situations involve a mixture of both types (Brown 1994).

Our results concerning the first general aim of this investigation is logical. Since those who expected to be good at the language are better in achievement than those who didn't. A plausible explanation is that learners know their abilities so if they are good at the language they expect to be better in the future. Therefore, we find that there is a significant correlation between the fourth attitudinal factor (i.e. Expectations) and achievement in English.

Turning now to aim 'c' (i.e. to find out whether there is a correlation between attitudinal factors, achievement and years of studying), the results show that there is an interaction of each individual factor (except Integrative attitude) by achievement by Level. This indicates that it is not merely time spent learning the language or attitudinal factors which cause variability in achievement in English, but both factors together seem to influence the learners' achievement. Since the interaction effect overrides the main effect (s) (here attitudinal factors), we cannot make strong claims that attitudinal factors alone affected the learners' achievement.

Conclusions

The findings of the present study support a number of theoretical and databased studies of ESL/EFL learnings. Findings for both attitude and background support Gardner's (1979 : 193) hypothesis that the learning of a second language in the 'school situation' must be viewed as a social / psychological phenomenon. Moreover, results for items of attitude indicate that both the integrative or personal and instrumental or practical variables/factors may be expected to yield meaningful effects. The findings, also, support studies indicating that specific social and psychological factors can be linked to measure of achievement such as year / level of study. Finally, our results, also, suggest that the relationship between attitudes and achievement in ESL / EFL may be causal.

Notes

- 1 Gardner & Lambert did not distinguish between motivation and attitudes in their early work. (Freeman & Long 1994:175).
- 2 Women were taken because there was not enough data from men. (Altogether men were 25 students presenting the total number of male students studying in the department at the time of the study.)
3. In terms of learning/acquisition (Krashen 1981 & 1982) distinction, some subjects can be considered to be more formal learners, mainly those who didn't have the chance to experience English in a host environment from native speakers of English. Corder (1973:58) calls such learners 'captive learners' where the only possible input available for learners to draw on is the classroom. Other learners had different ranges of exposure to English in various host environments (e.g. U.S. and U.K.). This, however, doesn't entail that all learners who lived for X period of time benefited from it. Also, since there is no strong evidence to suggest that such differences influence attitudes they were not considered as likely to interfere with the aims of the study.
4. Ellis (1985) notes that motivation and attitude are often indistinct in the literature.

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A P P E N D I X

It should be noted here that the following translation (pp. 29-35) is given for the sake of non-native speakers of Arabic. However, the questionnaire given to the students was in Arabic.

The Relationship Between Attitudes and Achievement in ESL at the University of Qatar

Dear Students,

Would you answer the following questionnaire accurately and objectively?
Read the items of the questionnaire and choose the answer which you think
is expressing you best.

For example:

	Agree Completely	Agree to certain Extent	Not Sure/ Certain	Disagree to Certain Extent	Disagree Completely
Arabic is an easy language.			x		

General Points:

1. Names are not required.
2. The information given will be treated as strictly confidential and will be used only for the purpose of research.
3. Please do not hesitate to write exactly what you think. Your cooperation is extremely helpful in making this research project successful.
4. There are no correct/incorrect answers/responses since the answer is correct and accurate when it expresses objectively and truly your opinions.

1. Age :.....
2. Nationality :.....
3. Schools before University (please tick)

Government

Private

Both

If the answer is Private or Both please answer the following:

a) How many years have you been studying English?

.....

b) What was the media of teaching?

.....

4. Years spent in learning English outside school/University.

.....

5. Length of residence in an English-speaking environment:

.....

6. This is related to the previous question (no.5).

Please write the name of the country:

7. Class:

8. Average in English subjects:.....

		Agree completely	Agree to certain Extent	Not Sure/ Certain	Disagree to certain Extent	Disagree completely
1.	Studying English is essential to everyone.					
2.	I study English to be a member of the English speaking group.					
3.	I study English to obtain a degree.					
4.	I study English to know the difference between my culture and theirs.					
5.	I Study English to have good relationships with the British and (the American).					
6.	I study English because I admire English native speakers.					
7.	If I were given another chance/ choice I'd still choose studying English.					
8.	I study English to translate from English into Arabic.					
9.	I study English to feel as a qualified person in the society.					
10.	I study English to translate from Arabic into English.					
11.	I study English to read English literature.					
12.	I study English to work in a foreign Company.					
13.	I enjoy studying English.					
14.	I study English to gain social recognition.					
15.	English must be made a compulsory subject from Primary 1.*					

*English is a compulsory subject in Qatari Government School from Primary 5.

		Agree completely	Agree to certain Extent	Not Sure/ Certain	Disagree to certain Extent	Disagree completely
16.	I study English in order to teach the language.					
17.	I expect to be better in writing in English as a result of the subjects I'm studying					
18.	English is easier than other European languages.					
19.	I study English to get a better job					
20.	Writing in English is one of the things I'd like to do.					
21.	I feel happy and proud when I use English.					
22.	I study English because it is the language of science and technology.					
23.	To be perfect in English is more important than other languages for example French and German					
24.	I study English to read English newspapers and magazines.					
25.	Studying English is more important than other languages for example French and German.					
26.	I expect to be fluent in English in a short period.					
27.	I study English because my favourite subject is not offered in the university.					
28.	I study English to fulfill my family's will, not mine.					
29.	Studying English is an essential component in learning.					
30.	I study English in order to continue my studies abroad.					

		Agree completely	Agree to certain Extent	Not Sure/ Certain	Disagree to certain Extent	Disagree completely
31.	I study English because it is the language of the press.					
32.	I study English to follow the news of English speaking nations.					
33.	I study English to know new educational trends so that I can apply trends that suit me.					
34.	Studying English is the route to teach at the university level.					
35.	I think whatever I do I won't be able to be good at English.					
36.	I gain my colleagues' respect when I use English.					
37.	I study English because I love it as a subject.					
38.	I'd like to be able to think in English as English native speakers do.					
39.	We must not use English because it is not our language.					
40.	Studying English makes me more mature and deepens my experiences in life.					
41.	I study English to communicate easily when travelling.					
42.	English is a very difficult language.					
43.	I can add new things to my society through my knowledge of English.					
44.	I study English to enjoy English songs.					
45.	Studying English does not underestimate my Islamic and Arabic character.					

		Agree completely	Agree to certain Extent	Not Sure/ Certain	Disagree to certain Extent	Disagree completely
46.	Knowledge of English is essential in my future career.					
47.	I use English when I communicate with other nationalities.					
48.	Studying English helps me to know other religions and to compare them with Islam					
49.	To be good at English guarantees me a future job.					
50.	I enjoy English -speaking films.					
51.	I study English to read signs, ads and remarks written in English.					
52.	I study English because it is an essential part of general education.					
53.	I become angry when I hear my people communicate in English					
54.	Studying English makes me able to translate a lot of new borrowed terms					
55.	I'm gifted to learn English.					
56.	I study English to know the English culture.					
57.	I study English to explain Islam to non-native speakers of Arabic.					
58.	I study English because I'm interested in the history of English people.					
59.	I feel happy when I hear my people communicate in English.					
60.	I'm enthusiastic to learn English because of my family.					

		Agree completely	Agree to certain Extent	Not Sure/ Certain	Disagree to certain Extent	Disagree completely
61.	Studying English enables me to follow and understand English films.					
62.	I study English to read English poetry.					
63.	I enjoy watching and listening to / English programmes.					
64.	I study English because it is an essential characteristic of an educated personality.					
65.	I study English to communicate with foreign workers.					
66.	I enjoy reading books written in English.					
67.	I do not have a talent to learn English					

استبانة حول

اتجاهات طالبات قسم اللغة الإنجليزية

في جامعة قطر نحو دراسة اللغة الإنجليزية

وعلاقة ذلك بالتحصيل في المادة

الباحثون

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عزيمتي الطالبة

إن عملية التطوير والتجديد في أي مجال من مجالات العملية التربوية لا بد أن تستند إلى الواقع وذلك باستطلاع آراء ذوي العلاقة المباشرة بالموضوع .

وإيماناً من الباحثين بأهمية دورك في العملية التربوية رأينا التعرف على وجهة نظرك بشأن الفقرات الواردة في هذه الاستبانة .

نرجو الاجابة على فقرات الاستبانة بدقة وموضوعية والتعاون معنا من أجل التوصل إلى النتائج التي تسهم في تطور التربية وتحقيق الأهداف المنشودة .

اقرأي فقرات الإستبانة ثم اختاري الرأي الذي يناسبك وضعي علامة (x) في الخانة الصحيحة ، لا تضعي أكثر من علامة في السؤال الواحد . وفيما يلي طريقة الإجابة :

مثال ،

أوافق بشدة	أوافق نوعاً ما	غير متأكد	لا أوافق نوعاً ما	لا أوافق مطلقاً
			x	

ملاحظات عامة ،

- ١- لا حاجة لكتابة الاسم .
- ٢- المعلومات الواردة في الاستبانة سرية ولن تستخدم إلا لأغراض الدراسة .
- ٣- نتائج الدراسة تعتمد على حسن تعاونك ودقة وموضوعية إجابتك .
- ٤- لا توجد إجابات صحيحة وإجابات خاطئة ، فالإجابة صحيحة طالما أنها تعبر عن رأيك بصدق وموضوعية .

الرجاء ملء البيانات الآتية .

- ١- العمر :
- ٢- الجنسية :
- ٣- المدارس التي تمت بها الدراسة قبل الجامعة : حكومية خاصة كليهما
إذا كانت خاصة أو كليهما ، الرجاء الإجابة على الآتي :
أ - ما هي عدد سنوات الدراسة باللغة الإنجليزية ؟
ب - ما هي لغة المناهج التي تمت الدراسة بها ؟
- ٤- مدة الالتحاق ببرامج ناطقة باللغة الإنجليزية خارج المدرسة أو الجامعة .:
- ٥- مدة المكوث في دولة أجنبية ناطقة باللغة الإنجليزية :
- ٦- هذا السؤال تابع للسؤال السابق : يرجى كتابة اسم الدولة :
- ٧- الفصل الدراسي :
- ٨- المعدل العام في اللغة الإنجليزية :

مع تحيات الباحثين

٣	أوافق بشدة	أوافق نوعاً ما	غير متأكد	لا أوافق نوعاً ما	لا أوافق مطلقاً
١					
	دراسة اللغة الإنجليزية أمر ضروري لكل إنسان				
٢					
	أدرس اللغة الإنجليزية لأتمكن من الانخراط في المجتمع الأجنبي كأحد أفراده				
٣					
	أدرس اللغة الإنجليزية لأحصل على شهادة				
٤					
	أدرس اللغة الإنجليزية لأتعرف على الاختلاف بين عادات مجتمعي وعادات الناطقين الأصليين بها				
٥					
	أدرس اللغة الإنجليزية لكي يتسنى لي إقامة علاقات مع الأجانب خاصة البريطانيين والأمريكيين				
٦					
	أدرس اللغة الإنجليزية لأعجباي بطلاقة متحدثيها الأصليين				
٧					
	لو أتبع لي الاختبار ثانية لدرست اللغة الإنجليزية				
٨					
	أدرس اللغة الإنجليزية حتى أستطيع ترجمة الكتب الإنجليزية إلى العربية				
٩					
	أدرس اللغة الإنجليزية حتى أشعر أنني فرد كفاء في المجتمع				
١٠					
	أدرس اللغة الإنجليزية حتى أستطيع ترجمة الكتب العربية إلى الإنجليزية				
١١					
	أدرس اللغة الإنجليزية حتى أتمكن من قراءة الأدب الإنجليزي				
١٢					
	أدرس اللغة الإنجليزية لأعمل مستشاراً للشركات الأجنبية نتيجة إتقاني للغة الإنجليزية				
١٣					
	دراسة اللغة الإنجليزية أمر ممتع				
١٤					
	أدرس اللغة الإنجليزية لأنها ترفع من مستواي الاجتماعي				
١٥					
	يجب أن تكون اللغة الإنجليزية مادة اجبارية من الصف الأول الابتدائي				
١٦					
	أدرس اللغة الإنجليزية لتدرسها في المدارس على الوجه الأكمل				
١٧					
	أتوقع تحسن قدرتي على الكتابة باللغة الإنجليزية نتيجة للمواد التي أدرسها				

٣	أوافق بشدة	أوافق نوعاً ما	غير متأكد	لا أوافق نوعاً ما	لا أوافق مطلقاً
١٨					
					اللغة الإنجليزية أسهل من اللغات الأجنبية الأخرى
١٩					أدرس اللغة الإنجليزية حتى أحصل على وظيفة أفضل مستقبلاً
٢٠					الكتابة باللغة الإنجليزية أحد الأمور التي أُرغب القيام بها
٢١					أشعر بالسعادة والفخر حينما أستطيع استخدام الإنجليزية ولو بشكل بسيط
٢٢					أدرس اللغة الإنجليزية لأنها لغة العلوم والتقنيات
٢٣					أتقني للغة الإنجليزية أهم كثيراً من إتقاني للغة العربية
٢٤					أدرس اللغة الإنجليزية لأطلع على الصحف والمجلات الإنجليزية
٢٥					دراسة اللغة الإنجليزية أكثر أهمية من دراسة اللغات الأخرى كالفرنسية أو الألمانية مثلاً
٢٦					أتوقع أن أتحدث اللغة الإنجليزية في فترة وجيزة
٢٧					ترجع دراستي للغة الإنجليزية لعدم توفر تخصصي المفضل في الجامعة
٢٨					أدرس اللغة الإنجليزية تحقيقاً لرغبة عائلتي لا لرغبتي
٢٩					تشكل دراسة اللغة الإنجليزية مكوناً أساسياً من مكونات التعليم
٣٠					أدرس اللغة الإنجليزية لأواصل دراستي في الخارج
٣١					أدرس اللغة الإنجليزية لأنها لغة الإعلام
٣٢					أدرس اللغة الإنجليزية لأتمكن من متابعة أخبار الأمم المتحدة بالإنجليزية
٣٣					أدرس اللغة الإنجليزية لأطلع على الأساليب التربوية الحديثة في العالم ولأطبق الملام منها في تربية أطفالي .
٣٤					دراستي للغة الإنجليزية هي الطريق الذي يوصلني إلى التدريس الجامعي
٣٥					مهما حاولت أظنني لن أتقن اللغة الإنجليزية
٣٦					أكتسب احترام زملائي عندما أتحدث بالإنجليزية

٣	أوافق بشدة	أوافق نوعاً ما	غير متأكد	لا أوافق نوعاً ما	لا أوافق مطلقاً
٣٧					أدرس اللغة الإنجليزية لأنني أحبها كمادة دراسية
٣٨					أود أن أكون قادراً على التفكير بالإنجليزية كما يفعل أهلها الأصليون
٣٩					يجب أن لا نتكلم اللغة الإنجليزية لأنها ليست من تراثنا
٤٠					دراسة لغة أجنبية كالإنجليزية يزيد من نضج شخصيتي ويعمق تجاربي في الحياة
٤١					أدرس اللغة الإنجليزية لتسهيل لي عملية التخاطب أثناء السفر
٤٢					اللغة الإنجليزية صعبة جداً
٤٣					أستطيع أن أضيف شيئاً جديداً لمجتمعي عن طريق معرفتي للغة الإنجليزية
٤٤					أدرس اللغة الإنجليزية لاستمتع بالأغاني الإنجليزية
٤٥					دراستي للغة الإنجليزية لا تقلل من شخصيتي الإسلامية والعربية
٤٦					معرفة الإنجليزية أمر ضروري في مجال عملي المنتظر
٤٧					عندما أتحدث للآخرين من جنسيات أخرى أسمى للتحدث بالإنجليزية
٤٨					دراسة اللغة الإنجليزية تتيح لي معرفة الأديان الأخرى ومقارنتها بالدين الإسلامي
٤٩					اتقان اللغة الإنجليزية يضمن لي وظيفة مستقبلاً
٥٠					استمتع بمشاهدة الأفلام الأجنبية الناطقة باللغة الإنجليزية
٥١					أدرس الإنجليزية حتى أتمكن من قراءة الارشادات والاعلانات والترجيحات المكتوبة باللغة الإنجليزية
٥٢					أدرس اللغة الإنجليزية لأنها من مقومات الثقافة العامة
٥٣					يغضبني سماع أهل بلدي يتحدثون بالإنجليزية
٥٤					دراسة اللغة الإنجليزية تتيح لي تعريب الكثير من المصطلحات المستجدة على اللغة العربية
٥٥					أنا من المهووبين في تعلم اللغة الإنجليزية

٣	أوافق بشدة	أوافق نوعاً ما	غير متأكد	لا أوافق نوعاً ما	لا أوافق مطلقاً
٥٦					أدرس اللغة الإنجليزية حتى أتعرف على ثقافة شعوبها
٥٧					أدرس اللغة الإنجليزية لأشرح الإسلام لغير الناطقين باللغة العربية
٥٨					أدرس اللغة الإنجليزية لأنني مهتم بتاريخ الناطقين بها
٥٩					أشعر بالسعادة عندما يتحدث أهل بلدي باللغة الإنجليزية
٦٠					يعود حماسي للإنجليزية لدى اتصال الأهل بتلك اللغة
٦١					دراسة اللغة الإنجليزية تمكنني من متابعة وفهم الأفلام الأجنبية
٦٢					أدرس اللغة الإنجليزية حتى أتمكن من قراءة الشعر الإنجليزي
٦٣					استمتع بمشاهدة برامج التلفاز والاستماع لبرامج الإذاعة الناطقة باللغة الإنجليزية
٦٤					أدرك الإنجليزية لأنها سمة أساسية من سمات الشخصية المثقفة
٦٥					أتعلم الإنجليزية لأنها تسهل لي التفاهم مع العمالة الأجنبية
٦٦					أجد متعة في قراءة الكتب باللغة الإنجليزية
٦٧					ليس لدي موهبة لتعلم اللغة الإنجليزية