

ميول طلبة الدراسات الاولية في الجامعات الحكومية و الخاصة حول تعلم اللغة الانجليزية
في بغداد , العراق

**Undergraduate Students' Attitudes in Public and Private Universities in
Baghdad about learning the English language in Iraq.**

By

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Undergraduate Students' Attitudes in Public and Private Universities in Baghdad about learning the English language in Iraq.

Abstract

The study is conducted for investigating public and private colleges undergraduates attitudes concerning learning English as an international Foreign Language (EFL) and examining factors that influencing the students' attitudes towards learning the English Language.

The study endeavored to give answers to questions below:

- 1-What are the total attitudes of universities' students in both public and private for English Language learning?
- 2- knowing if the difference is significant between the whole mean of attitudes for both public and private universities' students of English Language learning depending on the kind of university whether public or private?

The study's sample comprised of 100 third grade learners selected randomly from Iraqi public and private colleges. The learners were categorized into two sections, each section involved 50 students.

To complete the study, the researcher utilized a survey of 20-item to explore the student's attitudes towards English Language learning.. moreover, the researcher used semi-structured interviews to reveal features concerning learners' attitudes of English Language learning.

the study outcomes revealed that the total mean of public and private universities' student's attitudes on English Language learning is positive; though, the consequences revealed that public university students show most significant attitudes on English Language learning in comparison with private university students.

The outcomes have determined that techniques of teaching, the educational environment and situations of universities with giving importance for conversations lessons were the principal reasons that impacted attitudes of learners on learning English Language learning.

Keywords: attitudes, English Language Learning, public and private Universities, Undergraduate Students

الملخص

أجريت الدراسة لاستقصاء مواقف الطلاب الجامعيين في الكليات العامة والخاصة فيما يتعلق بتعلم اللغة الإنجليزية كلغة أجنبية دولية (EFL) وفحص العوامل التي تؤثر على مواقف الطلاب تجاه تعلم اللغة الإنجليزية.

سعت الدراسة إلى إعطاء إجابات للأسئلة التالية:

- 1- ما هي مجمل الاتجاهات لطلاب الجامعات في القطاعين العام والخاص لتعلم اللغة الإنجليزية؟
 - 2- معرفة ما إذا كان الاختلاف معنويًا بين متوسط المواقف لطلاب الجامعات الحكومية والخاصة على حد سواء لتعلم اللغة الإنجليزية اعتمادًا على نوع الجامعة فيما إذا كانت عامة أو خاصة؟
- تتألف عينة الدراسة من 100 من طلاب الصف الثالث تم اختيارهم بشكل عشوائي من الكليات العراقية الحكومية والخاصة. تم تقسيم المتعلمين إلى قسمين ، كل قسم يضم 50 طالبًا.
- لاستكمال الدراسة ، استخدم الباحث استبيانًا مكونًا من 20 عنصرًا لاستكشاف اتجاهات الطلاب نحو تعلم اللغة الإنجليزية .. علاوة على ذلك ، استخدم الباحث المقابلات شبه المنظمة لكشف السمات المتعلقة باتجاهات المتعلمين في تعلم اللغة الإنجليزية.
- أظهرت نتائج الدراسة أن المعدل الإجمالي لاتجاهات طلاب الجامعات الحكومية والخاصة تجاه تعلم اللغة الإنجليزية إيجابي. ومع ذلك ، كشفت النتائج أن طلاب الجامعات الحكومية يظهرون اتجاهات أكثر أهمية في تعلم اللغة الإنجليزية مقارنة بطلاب الجامعات الخاصة.
- وقد حددت النتائج أن تقنيات التدريس والبيئة التعليمية وأوضاع الجامعات مع إعطاء أهمية لدروس المحادثة كانت الأسباب الرئيسية التي أثرت على مواقف المتعلمين في تعلم اللغة الإنجليزية.
- الكلمات المفتاحية: المواقف ، تعلم اللغة الإنجليزية ، الجامعات الحكومية والخاصة ، طلاب البكالوريوس

1.Introduction

1.1 Background of the study

Nowadays English language plays a principal part in the communication society which is continuously expanding as the world swiftly goes towards globalization. Learning another language helps learners in getting accomplishments in educational areas [1]. In Iraq, English language has been instructed throughout the whole levels of education. In elementary and high schools, English is taught about 11 years and when the students enter the tertiary level, despite everything they learn English as a crucial subject before graduation. However, in spite of all the exposures, the aptitude level of students is inferior.

Attitude and motivation are recognized to be key elements in language learning as they would seem to impact students' achievement or failure in the language accomplishment. Fakeye (2010) demonstrated that "learners' attitudes for the language were found to be as vital factors influencing foreign language acquisition".

Gardner cited that "attitude will be an evaluative response with some referent or attitude item, anecdotal on the rule the character's attitudes or views of the referent.

" (Gardner, 1985, P. 9). Attitudes towards the learning state, point to a person's response to anything related to the current setting in which the language is educated. There are numerous components that should be measured concerning the learning attitudes, as well as the valuation of the instruction situation, the English lecture, and colleagues. Learning attitude is related to a student's learning knowledge, opinions, standards in respect to a student's educational background. The attitude of learning is one of the significant individual elements that display a crucial part in the learning manners. It has an extraordinary impact on the learning procedure and learning results. It decides a student's achievement or inability in a wide range. Thus, more consideration have to be paid to the issue of the learners' attitude toward learning.

Motivation denotes to goal-directed conduct (cf. Heckhausen, 1991), and if an individual is trying to standardize motive, consideration can be focused on the various features of the persons. The motivated person devotes performance, is determined and focused to the mission at hand, has intentions, needs, and inspirations, likes the activity, practices strengthening form achievement and in addition to that fear of failure, makes acknowledgments from success concerning accomplishment and/or unsuccessful is provoked, and makes use of policies to help in attaining aims. That is, the inspired individual shows several behaviours, feelings, cognitions, etc., that the ones who are unmotivated do not. (A.-M.Masgoret & R.C.Gardner, 2002) Motivation can be categorized into internal motive and extraneous motive.

Some scholars (e.g. Stern, 1983, pp. 376-7) recognized three kinds of attitudes in state of second language learning: (a) Attitudes towards the public and individuals who speak the L2 (group-specific attitudes), (b) Attitudes concerning learning the marked language; and (c)

Attitude concerning languages and language learning in overall.' These attitudes are depended on the sort of behavior the learner has . for instance, if they are 'ethnocentric' or 'authoritarian'. They might also be influenced by the specific social condition /milieu/ within which the language learning process happens. Diverse attitudes, for example, might be identified in monolingual contrasted with bilingual settings (Ellis 1985). Brown (2000) utilizes the term 'attitudes' to indicate to the group of views the student holds towards individuals of another language set and as well in the side of his culture. Attitudes differ in intensity or quality. Language attitude is a significant perception since it assumes a key part in language learning and instructing. As indicated by Oller (1979, p. 138) "Attitudes are simply a kind of variables that present increase to inspiration which finally outcomes in the realization of aptitude in another language".

Gardner and Lambert (1972) in Attitudes and Motivation in Second Language Learning SLA assume the model in brief: This model upholds that the effective student of a second language has to be mentally prepared to implement diverse amounts of a performance which describe individuals of another group in both language and culture. The learner's ethnocentric predispositions and his attitudes toward the individuals of the other group are supposed to decide how fruitful he will be, moderately learning the language. His inspiration to learn is believed to be controlled by his attitudes toward the other members in specific and toward the learning undertaking itself.

In further opinions, the English language educated close by of or with the Arabic language at the early stage, particularly in Jordan, Saudis, UAE and lesser in Egypt. Subsequently, English can be defined to be "a bread – and –butter subject", as Askes (1988; 18) specified. At various levels of society and in diverse occupations, one cannot gain a respectable career or high salary without a better knowledge of the English language, particularly in private areas. Consequently, it would be anticipated that the care or motivation to competently get aptitudes of employment with English, in which perform as a crucial part in these nations which previously stated above.

There are many factors that may lead to a low level of English proficiency among Arab University students. One of the most reasons might belong to University students motivation concerning the English language. This is because learners' motivation is widely accepted as a fundamental agent which determines the rate and the progress of foreign/ second language learning (McDonough, 1983; Ellis, 1994). McDonough (1983; p.142) stated that "motivating students do the most important factors affecting their progress or failure to learn the language." Another factor is the attitudes of learners. This is because an ESL/ EFL motivation for the learners is influenced by his attitudes concerning learning the language. The relation between motivation and attitude is a major concern in language learning research. Gardner and Lambert (1972, P.3) "It is believed that the learner's motivation for learning is determined by his attitudes toward other groups in particular.

In addition to the academic purpose, the characteristic of language learning has mental and communal features Furthermore relies fundamentally on the learners' motivation and attitude to learning another language (Padwick, 2010). Padwick, A. (2010). *Attitudes towards English and varieties of English in globalizing India*. Newcastle: University of Groningen. Retrieve from <http://scripties.let.eldoc.ub.rug.nl/FILES/root/Master/DoorstroomMasters/Euroculture/2009/a.m.j.padwick/MA-2802445-A.Padwick.pdf> [Google Scholar]. The aptitude of students to know another language is not only affected by special talent or language aptitude but also on the learners' attitudes and recognition toward that language (Abidin et al., 2012). Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning the English language: The case of Libyan secondary school students. *Asian Social Science*, 8, 119–134. [Google Scholar]. 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.

Regarding the importance of showing learners' views towards language learning, Al-Noursi (2013) stated that “learning language attitudes assist whole partners in various manners. Firstly, an examination into students' attitudes is a viable technique by which language educators, academic organizers, syllabus planners, and academicians can get more prominent comprehension toward the language learning /teaching method. Secondly, learners have distinctive requirements, tendencies, opinions, learning types, and educational experiences, and that order of modification upon these variables can produce undesirable responses. Thirdly, learners have opinions on the learning procedure and can explain them”.

finally, the current study comes to uncover public and private universities' learners' attitudes concerning learning English and to investigate reasons that influence the attitudes of students' for learning that language.

1.2 The Problem Statement

The problem applied by this study is identified in diverse feelings, ideas, and undergraduate students attitudes about learning EFL (English as a Foreign Language), that have a similar background and poor comprehension of English learning. Thus, the study is led by the following Questions:

- 1-What are the whole attitudes of public and private universities' learners concerning English learning?
- 2- Is there any significant variance between the total mean of attitudes of public and private universities' learners for English learning whereby the category of the university (public or private)?

1.3 Objectives of the Study

The study is designed to:

- Uncovering the public and private universities' undergraduate students Attitudes concerning English learning.
- Finding the Reasons that influencing the undergraduate students' attitudes for English learning.

1.4 The significance of the Study

The study is predicted to contribute in finding the public and private universities' undergraduate students attitudes for English learning and underlining aspects influencing undergraduate students' attitudes, as a matter that is required to be considered boldly on the academic issues in overall, and learning EFL specifically.

1.5 Instrument

In current study, A combination of Quantitative and Qualitative approaches was used in the data analysis. First, Data for this study were collected using survey for the attitudes scale of the learners. second, semi-structured interviews were conducted with students from public and private universities in order to identify the reasons that impacted the learners' attitudes towards learning English Language.

1.6 Limitations of the Study

The limitation of this study can be classified into: First, the data size is limited to 100 undergraduate learners divided equally in both private(AL-Hikmah) and public (Iraqi) universities in Iraq.

The second limitation of this study is to measure students attitudes towards Learning English This study was utilized in the second semester of the academic year 2018-2019.

2. Previous Studies

To the most scholars, the word attitude in the study is presumably linked with the learner. After all, it is the student's ideal or humble attitude that gets life simple or hard in another language classroom. The Researcher perusing this study additionally finds that the attitude in the question is presumably of the wrong kind, generally, there would be no issue to show and no clarifications to give. If the aforementioned denotes, the normal response of English language instructors to the subject in this research, it reports two attitudes they carry regularly as a collection:1. It is the student's attitude that is the vital part of language knowledge, and 2. This part is disregarded except if it shows an issue. A few years before we presumed that the future of another language education was guaranteed. And actually employment expanded; we were increasing. By the mid-sixties, disturbing response started to appear on the sides of whole foreign

language magazines. Something was wrong. Something had been missed, a significant part that we are just starting to study: attitudes and beliefs.

Many studies of language attitudes have enormously conducted Different measurements around the world in addition to teachers attitude toward learners' needs.

Alfauzan and Hussain (2017) examined the attitude and awareness of Saudi students towards English classes of literature as a part of their BA English Program at a big public university in KSA. A sum of 59 learners contributed in the research.

Nathalie (2016) observed “that students’ motivation and successful attitude throughout the educational series is significant in confirming that the students keep going sufficiently to fruitfully gain another language”.

Implementing a different method research plan, questionnaires were utilized to get quantitative data and retroactive articles were used for qualitative data. An improved sort of AMTB modified by Gardner and colleagues was used to account students' beliefs towards literature courses. The outcomes have revealed that the stakeholders have a successful attitude towards literature classes, and anticipated that students’ social setting (family, associates, colleagues, educators...etc.) importantly participated in creating positive beliefs and strengthen their awareness towards literature as a means of learning another language.

Ja’ashan (2015) examined opinions and attitudes towards combined learning for English Subjects. The data of the research (130) participants joined in English section at University of Bisha in Saudi Arabia. The study determined that the learners’ awareness and attitudes towards combined learning were successful. The study also decided that mixed learning is operative as well vis-à-vis learning in modifying and enhancing experience and aptitudes of learners.

Gomez and Perez (2015) carried a study to explore Chilean 12th graders’ reactions towards English as EFL. The sample of the study contained 154 learners from Puerto Montt, Chile. A survey of five dimensions was given to the respondents in order to recognize the learners’ attitude towards instructors’ method and language practice in the English course, English as a matter at class, English as a worldwide language, and learning the English Language in Chile. findings showed that the learners’ attitudes and beliefs towards English language are positive; though, the dimensions related to attitudes and beliefs towards learning EFL and English as a subject matter at school attained negative reactions.

Al- Noursi (2013) showed a research to see UAE Applied Technology High School seniors’ views towards learning EFL and to examine whether the Learners’ attitude is influenced by the instructor’s nativity. The study sample consisted of 196 seniors at the Applied Technology High School (ATHS). A survey was used for data gathering. The findings showed that the

enormous majority of the elements of the research had positive attitudes towards learning the English Language. additionally, the conclusions reported that teacher's nativity (native talker vs non -native talker of English) did not impact learners' positive adjustment toward the English language.

Bigham, T. (2010). Have the lecturers had a negative attitude towards involving students with distinctive needs? (Unpublished master thesis). Ohio University, Columbus. [Google Scholar], Persian English language instructors and students' attitudes toward joking in class (Ketabi & Al-Magid, A., & Al-Mamun, M.(2009). The effect of teachers' attitudes on the effective implementation of the communicative approach in ESL classrooms (Doctoral dissertation). Retrieved from <https://scholar.google.nl/scholar> [Google Scholar]. As learning a language is almost correlated to the views toward the languages and attitudes are seen as elements of motivation in language learning, some of these studies got knowledge on what the attitudes of the people toward languages are while others investigated the causes of attitudes, i.e. what creates and modifies attitudes of the people.

With regard to the psychological attitude, Feng, R., & Chen, H. (2009). A report on the influence of motivation and procedure in postgraduates English achievement. English Language Teaching, declared that "Learning manner is an emotional manner. It is influenced by various emotional parts. The instructor and his students involve in different sentimental actions in it and diverse outcomes of emotions are yield." Because attitude is one of the essential parts for achievement in language learning, many studies have previously been conveyed in the range of language attitude. 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.

Saidat, A. M. (2010). Language attitude: The case of Jordan. International Journal of Academic Research, 2, 235–243. [Google Scholar]

Regarding the elements as gender, experience, field, and year of research, Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL learners' attitudes towards learning the English language: The case of Libyan secondary school students. Asian Social Science, 8, 119–134. [Google Scholar] tried to examine EFL learners' attitudes of Libyan secondary school toward learning English in patterns of behavior, perceptible, and emotional features whereby the demographic information (gender, field, and year of learning). The stakeholders, opposed to anticipations, explained bad attitudes toward learning English. Additional significant result was that on the demographic form, vital attitudinal varieties concerning gender and scope of research but not the year of study was found.

Tuncok (2010) measured Turkish learners' attitudes towards CMC language learning. results of the study proclaimed that the majority of the students have effective views towards CMC learning, computer-aided language learning and learning another language.

Wichadee (2010) denoted a research to show the features of positive English instructors as noticed by undergraduates and instructors at Bangkok University, Thailand whereby the four classes: English aptitude, academic knowledge, organization and communication proficiency, and socio-affective skills. The courses were 400 undergraduates and 53 instructors who acquired or got four main English subjects in 2008. Data were gathered utilizing a five-point grade scale survey. The results showed that the undergraduates assigned a high level of importance on all of the features involved in the questionnaire, with the greatest grade given to association and communication aptitudes. This compared with the instructors, who graded English skill the maximum. Additionally, the results revealed no significant variances between the awareness of genders students.

Malallah (2010) managed a research that Kuwaiti University Undergraduates showed to sustain effective views towards learning EFL and towards the English native speakers. The research additionally reported the presence of a successful connection between the participants' attitudes and their accomplishment and their basic demands of the English language.

Shirbaji (2010) examined the attitudes and views of university students at the college of Humanities towards learning EFL. A high number of 400 undergraduates gender (48.3% female and 51.7% males) fulfilled a questionnaire modified by the academic. The results declared that the respondents have an effective attitude towards learning English as a foreign language.

Such importance was positioned on the grounds that 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).

To speak an additional language, the student, steered by one or more issues, has to decide why and how. These ideas differ whereby the optional individual requirements for attaining another language. The common subconscious elements of attitude, belief and motivation are suggested to be important on language learning achievement, yet with an indirect rapport between attitude and fruitful second language learning (Brown, 1994; Freeman, 1991; Littlejohn, 2001).

language is properly acquired 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).

Suleiman, M. F. (1993). A study of Arab learners' motivation and attitudes towards studying EFL. (Unpublished PhD. Thesis). Arizona: Arizona State University. [Google Scholar] examined 22 Arab undergraduate students' motivation for studying English as another language, their attitudes toward Americans people and the United States of America, and future anticipations for the study of EFL. the entire undergraduates have at least five years of English as a Second Language learning at Arizona State University. findings showed successful responses and also gender-related varieties in motivation.

3.Methodology

3.1Research design

In order to conduct the study, it has been utilized a survey to check undergraduates' Attitudes towards English learning. The survey was accustomed from Samadani, H. and Ibnian, S.(2015). The stakeholders were questioned to respond the whole details of the survey sincerely, providing their personal opinions about their views toward studying EFL.

Moreover , semi-structured interviews were managed with eight undergraduate learners of public and private universities so as to recognize reasons accompanied with their attitude for English as language learning (EFL).

3.2Participants

The stakeholders in the present study were 100 undergraduates EFL learners 50 as private university learners and another 50 as a public undergraduates , who possess a comparable experience and limited awareness of EFL, the respondents have been categorized into Two groups, and each group contained 50 learners.

3.3Procedures of the Study

By answering the Study Questions, it is important to :

- Analyze the relevant literature in the range of EFL educating and learning.
- Analyze the relevant literature in the range of Attitudes concerning English language learning and has to compose a survey to measure attitudes of learners for learning of English Language.
- choose the data (two groups from private and public universities).
- Control the attitudes survey to the study sample.
- Question a quantity of undergraduates of private and public universities so as to uncover Reasons influencing their attitudes for learning of English language.
- gather and investigate data.
- Review outcomes of the study.
- Offer conclusion and recommendations for the research.

3.4 Data collection and Analysis

In order to accomplish research objectives, two tools were utilized, a learners' survey and semi-structured interviews. 100 respondents were given A 20- item questionnaire for (the third level of public and private universities).

4. Result and Discussions

4.1 Result and findings

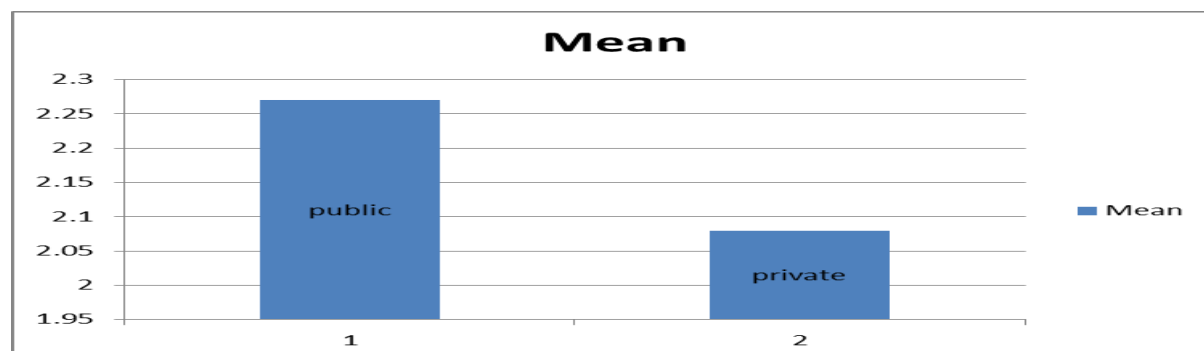
In Table (1), all in all, The study outcomes, reveal that the attitudes of public and private universities learners for English language learning are successful and positive. Which affirm that The whole average of public undergraduate students attitudes for learning EFL is (2.27) with STD deviation (0.67), however, the whole attitudes of private undergraduate learners to EFL learning is (2.08) with Std. Deviation (0.45).

Table 1. show The whole mean and Std. deviation for students attitudes of public and private universities' for EFL learning.

University type	Number of students	Mean	Std. Deviation	T	P-value
(Public)	50	2.27	0.67	209.25	0.000
(Private)	50	2.07	0.45		

It has obviously shown the variance concerning the public and private universities students attitudes for EFL learning, the results, in table (2) and figure (1), are indicated that the public university students have higher helpful and positive attitudes for EFL learning than the private university students.

the attitudes of public and private undergraduates' for English language learning which resulted in Table 1 and Figure 1, have pointed out that public university students' attitudes are more positive for English language learning than private university's students.



Furthermore, mean, Std. deviation and level of items on the attitudes scale are presented in table (2) whereby the responses of public university students.

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

Table 2. Mean, Std. deviation and level of every item of the survey (responses of private university's students).

No	Item	Mean	Std	Level
3	Master English supports me have an appropriate career in the future.	2.82	0.63	High
8	Mastering English supports me resume my education.	2.80	0.63	High
14	Speaking in English increases my self-confidence.	2.75	0.77	High
9	Learning English supports me travel abroad.	2.67	0.85	High
2	Learning English supports me know more about others' cultures.	2.64	0.70	High
1	Learning English makes me feel happy.	2.44	0.60	High
4	Learning English supports me use the new technologies such as the internet and databases.	2.42	0.20	High
15	English is one of my best subjects.	2.22	0.85	Medium
20	Writing in English increases my self -confidence.	2.11	0.47	Medium
10	Mastering English develops my friendships.	2.08	0.95	Medium
12	Listening to English language texts makes language learning more enjoyable	1.94	0.78	Medium
16	I don't like reading notes, instructions and advertisements in English.	1.83	0.85	Medium
6	Learning English is very hard.	1.81	0.22	Medium
18	Writing in English is a hard task.	1.75	0.36	Medium
13	Studying English causes fear and unpleasant feelings.	1.64	0.65	Low

19	I don't enjoy watching English programs on T.V.	1.61	0.25	Low
7	Learning English makes me feel bored.	1.58	0.63	Low
17	Mastering English helps me read more stories, plays and poems in English.	1.50	0.25	Low
11	Reading in English is not interesting.	1.44	0.78	Low
5	Learning English is not important.	1.42	1.10	Low
Overall total		2.07	0.45	Medium

Otherwise, as stated by the private university students responses. mean, std. Deviation and level of each subject are presented in Table 3.

The chart reveals that Items 8 and 3 are arranged first together. Item 8 reads "mastering English assists me pursue my education", while item 3 reads " Master English supports me get an appropriate career in the future".

Table 3. Mean, Std. deviation and level of every item of the survey (responses of public university's students).

No	Item	Mean	Std	Level
8	Mastering English supports me resume my education.	2.94	0.44	High
3	Master English supports me have an appropriate career in the future.	2.93	0.43	High
1	Learning English makes me feel happy.	2.92	0.87	High
4	Learning English supports me use the new technologies such as the internet and databases.	2.91	0.25	High
9	Learning English supports me travel abroad..	2.91	0.20	High
2	Learning English supports me know more about others' cultures.	2.86	0.77	High
14	Speaking in English increases my self-confidence.	2.82	0.94	High
5	Learning English is not important.	2.79	0.55	Medium
13	Studying English causes fear and unpleasant feelings.	2.59	0.37	Medium
12	Listening to English language texts makes language	2.52	0.35	Medium

	learning more enjoyable			
10	Mastering English develops my friendships.	2.35	0.38	Medium
15	English is one of my best subjects.	2.11	0.75	Medium
6	Learning English is very hard.	1.88	0.52	Medium
17	Mastering English supports me read more stories, plays and poems in English.	1.81	0.36	Medium
16	I don't like reading notes, instructions and advertisements in English.	1.57	0.55	Low
7	Learning English makes me feel bored.	1.52	0.35	Low
20	Writing in English increases my self -confidence.	1.48	0.43	Low
18	Writing in English is a hard task.	1.35	0.35	Low
11	Reading in English is not interesting.	1.33	0.65	Low
19	I don't enjoy watching English programs on T.V.	1.32	0.36	Low
	Overall mean	2.25	0.67	Medium

4.2 DISCUSSION and Analyzing

This study investigated the public and private undergraduates attitudes concerning English Language learning. The collecting data of the stakeholders were examined and findings were scored. Due to the outcomes of the study, it can be decided that the total public and private universities' learners attitudes towards studying the English language were convinced. Though, the outcomes displayed that the public undergraduates attitudes towards studying English were more convinced than the private undergraduates attitudes.

various parts influencing the learners' attitudes concerning English language learning, eight interviews were managed with eight students from public and private universities so as to attain Perception into parts correlated with their attitudes for learning English. The semi-structured interviews revealed that masters in the lecture develop the instructional approaches, ways and policies that deeply impressed the learners' attitudes for learning English. "supporting us with chances for acting cooperatively, interact opinions through activities and practices deeply influence our attitudes towards studying", a public university third-grade learner said.

The investigations showed that findings were parallel with results of Yacoub (2011), which showed that "learners' progress in another language learning may be determined by many factors,

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."

Besides, the learners perceived that the natural setting and the academic context influenced their attitudes for the learning method such as English learning. They showed that providing of language lab and the utility of multimedia application profoundly influence their attitudes concerning language learning. as compared with results of (Tuncok, 2010), which stated that "the majority of the learners have positive attitudes for CMC learning, learning of computer-assisted language and learning of foreign language".

moreover, the semi-structured interviews have revealed that the public and private universities' learners were conscious of the significance of EFL; they perceived that learning English would support them investigate other cultures, communicating with others and develop their opportunity of guaranteed careers. A private university learner stated: "The English language is a code to reveal new ranges, so we must comprehend its aptitudes so as to get jobs quickly". Another public university learner stated: "English may assist me to travel outside to note the world and resume my education anywhere I need".

These results are comparable to those reported by Alkaff (2012), where the learners stated that "learning English might enable them to get better career, moreover that English was crucial for their undergraduate and post-graduate learning.

Other learners stated that English learning is important by assisting them to treat with technological progress and interact with new colleagues. "English helps me to treat with modern technology and different games simply, because I can realize the guidance and follow them without difficulties, and assists me to contact with classmates ", a private university learner stated.

5. Conclusion and Recommendation

the current study has showed that the public and private universities students in Iraq have positive and optimistic attitudes for English language learning, as proven in their responses to the survey that was conveyed to the study stakeholders. However, the public undergraduate learners showed higher positive attitudes for English language learning than private university learners.

Many elements affecting attitudes of learners' concerning English language learning, students noted that teaching techniques, educational environment and situations in addition to the lack of the English language learning basics specially in the primary and secondary schools deeply influence and decrease their willingness for English language learning.

Moreover, the semi- structured interviews have revealed that majority of learners opinions is that learning and acquiring English is gainful in their sustenance, hence inspire their attitudes for English language learning positively and confidently.

More broadly, the significance of the current study is to regulate: Firstly, Designing further Electronic-based exercises so as to build up fruitful attitudes of students concerning English language learning. Secondly, Depending on various procedures and methods in the lectures to inspire and encourage learners to do a successful part in English Language classes.

Thirdly, Focusing on the educational environment and situations of universities, so as to improve positives attitudes in respect of the learning process generally and EFL learning specifically.

Then, Conduct in-service training courses aimed at English language lecturers on the implications of new and smart tools in the lecture.

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The 20-item survey comprised positive and negatives items covering the four language skills (listening, speaking, reading and writing) as follows:

No	Item	Agree	Uncertain	Disagree
1-	Learning English makes me feel happy.			
2-	Learning English supports me know more about others' cultures			
3-	Mastering English supports me have an appropriate career in the future.			
4-	Learning English supports me use such as the internet and databases.			
5-	Learning English is not important.			
6-	Learning English is very hard.			
7-	Learning English makes me feel bored.			
8-	Mastering English supports me resume my education.			
9-	Learning English supports me travel abroad.			
10-	Mastering English develops my friendships.			
11-	Reading in English is not interesting.			
12-	Listening to English language texts makes language learning more enjoyable.			
13-	Studying English causes fear and unpleasant feelings.			
14-	Speaking in English increases my self-confidence.			
15-	English is one of my best subjects.			
16-	I don't like reading notes, instructions and advertisements in English.			
17-	Mastering English supports me read more stories, plays and poems.			
18-	Writing in English is a hard task.			
19-	I don't enjoy watching English programs on T.V			
20-	Writing in English increases my self-confidence.			