Republic of Sudan
Ministry of Higher Education and Scientific Research
Nile Valley University
College of Graduate Studies

The Attitude of Secondary School Students Towards English Language

A Case Study of Alailfoun Area

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master in English Language Teaching (ELT)

Prepared by :
Mey Hamid Elameen Subair

Supervised by :
Dr. Ibrahim Mohamed Alfaki

Feb. 2009

I

Dedication

To the enthusiastic student who has the positive attitude towards
    the English Language.

To my mother Halima, the first teacher in my family.

To my mother who always gives me all her kindness.

To my family (Alser, Ahmed) to whom I devote every thing in my
life.

To my father who provides me with his encouragement.

To my brothers (Mohamed, Omer, Abu Baker)

To my uncles (Subahi, Altaher, Alameen, and Salah)
    and my aunts (Saeda, Omima, Alsheirefia) for their continuous
    support and encouragement .

Acknowledgements

Table of Content

Abstract

This study aims to investigate the attitudes of secondary schools students towards English language in Alailfoun. It attempts to show the students' enthusiasm to know a lot about English language.

The study is divided into five chapters. Chapter one is an introduction showing the background of the study, the statement of the problem and the questions of the study, the aim and significance of the study, beside the delimitation of the study.

Chapter two shows the literature review. The research follows the pre-studies which relates to this study.

Chapter three explains the methodology that has been followed in collecting data. Besides, showing validity and reliability and how they are measured by using random samples from different schools in the area, and then subjected to statistical analysis. It also describes the subjects of the study and how they are chosen. Furthermore, it shows the procedures that were followed.

Chapter four is about data analysis and discussion. It shows the tables which are transformed and presented into words and phrase to compare the different results. The analysis is done according to Statistical Package for the Social Sciences (SPSS). Finally, chapter five contains the summary, findings, recommendations and the conclusion of the study. The findings are:-

- Attitude is a factor that affects the standard of the student.
- There are a lot of students who have deep right disposition towards English language.
- An English language teacher is the one of the factors that affect attitude of the students.
- The environment of teaching (the textbooks, classroom, the staff of school) and parents (mother and father) all of them play the main role in the attitude of the students.

مستخلص الدراسة

تهدف هذه الدراسة لكشف إتجاه طلاب المدارس الثانوية بمنطقة العيلفون نحو اللغة الانجليزية فهى توضح حماس الطلاب نحو تعلم اللغة الإنجليزية.

قسمت الدراسة الى خمسة فصول. فالفصل الأول عبارة عن مقدمة الموضوع، عرض المشكلة، أسئلة الموضوع، هدف الموضوع، أهمية الدراسة بالاضافة لحدود الدراسة. أما الفصل الثانى فقد خصص للبحث فى الدراسات السابقة ذات الصلة بموضوع البحث مثل باحثين أو علماء أصدروا كتبًا لها علاقة بموضوع البحث.

أما الفصل الثالث فهو يوضح الطريقة التى أُتبعت لجمع المعلومات الى جانب توضيح كيفية قياس درجتى ثبات الإستبانة ومصداقيتها بالاضافة الى وصف تفاصيل عينة البحث الخاصة بهذه الدراسة وكيفية إختيارها إلى جانب توضيح الإجراءات التى أُتبعت لذلك. وأداة البحث هى طريقة الإستبيان وهو عبارة عن أسئلة سهلة وواضحة للطلاب والطالبات.

أما الفصل الرابع يتناول طريقة تحليل المعلومات والمناقشة وذلك عن طريقة برنامج الحزم الإحصائية الاجتماعية.

الفصل الخامس يحتوى على الملخص، النتائج، التوصيات وخاتمة الدراسة. والنتائج التى توصلت إليها هذه الدراسة هى ان مستوى الطلاب الإيجابي نحو اللغة الانجليزية يعتمد أساساً على مدى حماسهم وتقبلهم لفهم ودراسة هذه اللغة. أيضاً هنالك فئة كبيرة من الطلاب لديهم رغبة وحماس نحو فهم اللغة الإنجليزية. معلم اللغة الإنجليزية هو أحد العوامل التي تؤثر على حماس الطلاب نحو اللغة الإنجليزية. أيضاً بيئة التدريس (المنهج المدرسي، الفصل الدراسي والعاملين بالمدرسة) والأبوين لهم دور مهم في حماس الطلاب نحو فهم وتقبل اللغة الإنجليزية.

Chapter One

1.0 Background

Due to the many different forms and functions of the English language today, it has become obsolete to consider it a propriety of its native speakers. English is used internationally for communication between speakers of a great number of first languages. For many contexts it should not be native speaker norms that learners of English have to follow, but rather a form of language that takes account of their respective first language identities. The concept of English as and International Language (EIL) that has been discussed for two decades or so seeks to move away from the traditional focus on native speaker varieties to a way of speaking English that serves the needs of the international English speaking community.

In order for such a concept to gain ground, attitudes towards EIL have to be favourable. Thus, it seemed desirable to carry out an attitudinal study concerning EIL among future specialists and teachers of English. Teachers are important for the formation of attitudes and attitude change on a broader scale as they pass on their views to their pupils.

Linguists have discussed thoroughly a lot about language, according to their point of view that language can be seen as a tool that people can pick up, use for some purpose and put down. Also for them it look like a living organism, for it has a time of birth, growth, development or it has period of blossoming.

Chomsky's definition of " language" has been quoted here largely for the contrast that it provides with the other, both in style and in content. It says nothing about the communicative function of either natural or non-natural language; it says nothing about the symbolic nature of the elements or sequences of them. Its purpose is to focus attention upon the purely structural properties of languages and to suggest that these properties can be investigated from a mathematically precise point of view. It is Chomsk's major contribution to linguistics to have given particular emphasis to what he calls the structure-dependence of the processes whereby sentences are constructed in natural language and to have formulated a general theory of grammar which is based upon a particular definition of this property. (Lyons, J. (1981:8).

Moreover, some linguists see that language is events, i.e. a conversation takes place with a lot of words in a discussion.

First of all, linguists see its as their duty to correct the bias of traditional grammar and traditional language teaching until recently, grammarians have been concerned almost exclusively with the language of literature and have taken little account of everyday colloquial speech. All too often they have treated the norms of literary usage as the norms of correctness for the language itself and have condemned colloquial usage, in so far as it differs from literary usage, as ungrammatical, slovenly or even illogical. In the course of the nineteenth century, great progress was made in the investigation of the historical development of language. Scholars came to realize more clearly than before that. Changes in the language of written texts of different periods – changes of the kind that over the centuries transformed Latin into French, Italian or Spanish, for

example could be explained in terms of changes that had taken place in the corresponding spoken language. (Lyons, J (1981:9).

The study is divided into five chapters, chapter one is introductory chapter which about the statement of the problem, the questions of the study, the importance of this study. Chapter two shows the literature review, chapter three explains the methodology, chapter four is about data analysis. Finally, the research found that there were negative attitudes towards English language.

1-1 The Statement of the Problem

Attitude is an essential issue for human beings to face inner needs, so as to succeed later on in ambitions. That why it is very important for the student to know his attitudes towards the language.

1-2 The questions of the study

1- Do students have positive attitude towards English language?
2- Do students have negative attitude towards English language?
3- Do the students have neutral attitude towards English language?
4- Does this attitude affect their standard?
5- How does it affect their standard?

1-3 Hypotheses Research

1- Students have a positive attitude towards English language.
2- Some students have neutral attitudes towards English language.
3- Students have negative attitude towards English language.
4- Attitude may affect the students' standard positively or negatively.
5- Many factors can affect students' attitude.

1-4 The objectives of the research

The objectives of the study can be summarized in the following points:

1- To study the students' positive attitude towards English language in Alailfoun area.

2- To study the students' negative attitude towards English language in Alailfoun area.

1-5 Significance of the study

The importance of this study is to suggest ways to improve the teaching of English language.

1-6 Methodology

This study is done according to the descriptive analytic method. Consulting some references, previous experiences and questionnaire.

1-7 Delimitation of the Study

This study is delimitated to investigate the attitude of the high secondary school towards English language in Alailfoun area in October 2008. There were seven high secondary school in Alailfoun area three for boys and four for girls. The researcher distinguished the girls schools from boys and then chose two from each randomly.

Chapter Two
Literature Review

2.0 Introduction

There are a lot of view points in the field of attitudes, for the attitudes are in the main issues in directing a person towards an objective, decision or behaviour.

The researcher reviewed what is written in the field of attitudes and discovered that there are a lot of opinion, ideas, criticisms and researches that have discussed attitudes from different angles, besides knowing the best ways that help students to learn the language successfully.

2.1 The Definition of Attitude

The Scientist wrote a lot of definitions of attitude such as Bolivar (1982 : 360) defines attitudes in the following lines:

Attitudes are predispositions to classify sets of objects or event and to react to them with degree of evaluative consistency. Attitudes are mainfested in conscious experience, verbal reports, gross behaviour and physiological symptoms.

Also Dushkin (1970 : 613) says "*attitudes are hypothetical constructs that have cognitive, effective and conative components.*"

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event-- this is often referred to as the attitude object. People can also be conflicted or

ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

"Attitudes are judgments. They develop on the ABC model (affect, behavior, and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment."

2.1.1 Attitude formation

Unlike personality, attitudes are expected to change as a function of experience. Tesser (1993) has argued that hereditary variables may affect attitudes - but believes that they may do so indirectly. For example, if one inherits the disposition to become an extrovert, this may affect one's attitude to certain styles of music. There are numerous theories of attitude formation and attitude change. These include:

- Consistency theories, what imply that we must be consistent in our beliefs and values. The most famous example of such a theory is Dissonance-reduction theory, associated with Leon Festinger, although there are others, such as the balance theory of Fritz Heider.
- Self-perception theory, associated with Daryl Bem
- Persuasion
- Elaboration Likelihood Model associated with Richard E. Petty and the Heuristic Systematic Model of Shelly Chaiken.

- Social judgment theory
- Balance theory

Ellis (1985 : 118) defines classifies attitudes into three types:-

" *Attitudes towards the community and people who speak the L2 (i.e. group specific attitudes'); attitudes towards learning the language concerned; and attitudes towards languages and language learning in general. These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or author. They may also be influenced by the social milieu in which learning takes place. Different attitudes, for instance, may be found in monolingual and bilingual contexts.*"

2.1.2 The Factors that Affect Students' Attitudes

In fact there are a lot of factors that encourage students and direct them to have a positive attitude to over come the difficult of learning a language. that some studies see that a teacher has a positive role in affecting the student's attitude towards an object, "…for his/her success in the classroom is depondent in part on the adoption of suitable attitudes and expectation.

There are several factors that have basic role in students' attitude toward and object. So, some authors have been written about the school environment, the role of the teacher and the home. For they have a main role in directing the students. For the family's role Bandi and Mathews (1988 : 232) assent that, "The home area and the school are the prime focus within which young people define their reference group, which

itern is involved in determining the role expectation of the individual including their attitudes to education.

Learning can be achieved with varieties of institutions and different factors. Moreover to that for some authors that the individuality within the aptitude and attitude can play important role in this area. "Individual students will themselves also interpret the material they study, according to their own individual needs, purposes, background knowledge, attitude…".

Aptitude is not the only factor that affect directly in learning a language, it has to accompany with other factors such as motiviation and attitudes. Stern (1983 : 309) views that :

"*The influence of the initial motivation and attitudes upon success in language learning is widely acknowledged". In other sentences he shows that "Effective and social learning refers to the acquisition of emotional conduct and expression interests, social attitudes, and values.*"

No doubt that positive attitude achieves the aims for the students towards the language. Stern (1983:386) suggests that:

Positive attitudes related to the language and the ethno linguistic community are closely associated with higher levels of language proficiency. Learners, who have positive attitudes. Moreover, recent studies suggest that the kind of attitudinal factors that have so far been investigated may be more influential in early stages of language learning than later.

O'Malley and Chamot)1995 : 205) write about the suggestion of Ruin an Thompson that they see a successful language learner has to built himself with some important items. For their views attitudes are one of the most important factors in learning a language.

On other hand Stern (1983 : 340) writes about the outcomes of language learning. He clarifies that when there is failure in learning language that refers to several factors, such as second language enviroment, isolation or the school and teacher. But for Stern the main factor that leads to failure is the negative attitude to second language, its speakers and language learning generally.

Also Stern (1983 : 412) refers to the difficulties that face language learners, but for him the positive attitudes can overcome that ones.

"*In spite of these difficulties, good language learners approach the task in a positive frame of mind, develop the necessary energy to overcome frustrations, and persist in their efforts they eultives positive attitudes towards the self as language learner, towards the target language and society and culture. It stands to reason that certain personality characteristics and attitudes can predispose learners towards the use of appropriate affective strategies*."

Waston (1985 : 58) writes about the attitudes for they play a main role in directing students' attitudes, "it depends, of course on the attitude of teacher and attention that they give to individual pupils.

Bondi and Mathews (1988 : 232) also add that the failure for the working class towards language and education area in general is their negative attitudes towards the language.

For the learner, not only his motivation and ambitions that encourge him to success in subject of study.

Communications of the students with in the language enviroment beside their experiences in interaction have appositive role in directing the attitudes towards the language. This is touched by Dushkin (1970 : 617). One factor that underlies a person's attitude towards a particular target received from other people in face – to – face conversation or through print or electronic media. It is noticed that Stern and Dush kin have the views about the point that the experiences and communications among the people have appositive role for the students towards a language "Our attitudes are also formed through social influence, that is through the way other people behave toward the attitude object and what say about these objects". Dush Kin (1970 : 618). Beside that there is Bolivar (1982 : 361) who writes about the study which has been done in United States of America in the area of students attitudes and the result is that" "Attitudes are also affected by direct experience".

Another view has stated by Stern (1983 : 380) he discusses the ideas of Durkheim to attitudes and writes that :

The 'anomic' individual, because of his critical attitudes to his own society, is open to the demands of a different language and culture therefore, anomie is appositive predictor of language achievement. In other words, learning anew language demands flexibility and openness to new language norms of social behavior. The work of Gandner and his

colleagues suggests that certain basic social attitudes provide appositive or negative predisposition towards second language learning.

There are other studies discuss the attitudes from another angles, because some authors see that attitudes can be acquired from the life time and not an inna tenses thing. Dushkin (1970 : 614) shows that "*some theorists hold that a person's attitudes are acquired entirely during his own life time and are not in no way inherited*".

In another point the same writer shows that "… there is at least one respect in which genetic factors seem to pay some role in the transmission of attitudes …"

2.1.3 The Measurement of Attitudes

As it is easy for the specialists who study students' attitudes to measure such attitudes for the students towards the language. So, some writers seem to believe that attitudes can be measured with notice of the students' communications among their enviroment.

Bolivar (1982 : 362) discusses that "the major determinant of most of the individual's attitudes is communication from other people". Also for Bolivar attitudes can measured with other instruments such as questionnaire. So he see that attitudes can be measured through surreptitious methods including the use of indices of a person's physiological arousal undisguised instrument include questionnaire that ask one explicitly to state his own attitudes towards specific issues Bolivar (1982 : 362)

2.2 Attitudes Guide to Learn Language

If there are attitudes to the language then the next step is to learn it. There are several of attitudes that have positive role in directing the student to learn the language, such as motivation and attitudes. "There are a number of other factors, however, that have an effect on extrinsic motivation, and most of these have to do with a student's attitude to the language Harmer, (1987 : 4).

Student's attitudes to the language will be positive or negative according to the situation that is around the student. Several ideas involves in determine attitudes as a main factor for the learner towards the language.

Stern's view about attitudes to learn language is "(1) attitudes towards the community and people who speak the L2 (i.e. group specific attitudes;) (2) attitudes towards learning the language concerned; and (3) attitudes towards languages and language and language learning in general" … The learner can succeed in language learning with his motivation and highly attitudes to the language.

Not only the students' attitudes to learn language that motivate him towards language learning but his family, especially the parents who are behind the student Pit Corder (1973 : 205). Shows us a study which is hold for both parents and their learners to successful and unsuccessful attitudes to the language learning, and the result is that "They tell us only that there is some connection between the expression of favourable attitudes to the language and its speakers and success in learning".

There are several of studies that is held by different authors about attitudes especially for the learners and how they are used towards second language learning.

2.2.1 Factors t hat Affect the Students Attitudes Towards

There are different several types of factors that involve in the student's attitudes to learn the language. Stern shows that learning process can be successful among issues such as the attitudes, teacher, syllabus design … etc.

"That the learning process is determined by learner characteristics (chapter 17), the social context (chapter 13) and by the condition of learning. Stern (1973 : 391). Also, it is found that Beul and Peel agree with Stern in some points, for they sign to textbook and characteristics of learner as they the medium for language learning. "That learning takes places through the social medium of language when there is an emphasis on individual or groups as producers of texts rather than as consumers." Bell and Peel (1994 : v).

As it is noticed, that learning process is done throw integration of different columns. These integration clumns are so many of them such as:-

2.2.1.1 Syllabus Design

Syllabus design is one of the most important factor that effects the students' attitudes towards language. it is so necessary for the students' text book to be avialble for them to effect on their attitudes positively to the language. Harmer (1983 : 19) writes that :

The syllabus, in other words, is the frame work for a course of study listing the contents of that course – Once a syllabus exists materials can be written and teachers can decide how long they need to spend on various parts of the syllabus and how long they need to spend on various parts of the syllabus and how long they will need in class to complete it.

Wheeler et at (1983 : 247) also show that the syllabus can be well design to have advantages benefits for the students

The main advantage of a national syllabus usually cited are these : clearly, knowledge of structure and texis (grammatical competence) is not enough to ensure that the student will be able to communicate effectively when required to do so in any given set of circumstances. A functional – notional syllabus if well designed, can overcome this problem. In particular, it can make the student sensitive to the need for opporopriate language in a given situation. Generally, such a syllabus will focus on the more important goal of using the language for a purpose.

The ideas about syllabus shows that writers and course book designers design the syllabus according to selection of issues that add to the learner the benefit concept about the matter which is used to learn. Then the selection of the topics is necessary to be according to the cultural concepts beside the religious believes and values.

When designers put syllabus together they have to consider some basic number of criteria. Harmer (2001 : 296) shows that criteria in the following :-

1- Learn ability

some structural or lexical items are easier for students to learn than other. Thus we teach easier things first and then increase the level of difficulty as the students' language level rises.

2- Frequency

It would make sense, especially at beginning levels, to include item which are more frequent in the language, than ones that are only used occasionally by native speakers.

3- Coverage

Some words and structures have greater coverage than others. Thus we might decide, on the basis of coverage to introduce the going to future before the present continuous with future reference, if we could show that going to could be used in more situations than present continuous.

4- Usefulness

The words like book and pen figure so highly in class-rooms (evnthough they might not be that frequent in real language use) is because they are useful words in that situation.

It is important for the syllabus to consist of some factors that affect on the student, towards the language, such as situation, age of the learners, factors of motivations …. Etc.

"In planning our syllabus we will look very carefully at the situation in which the teaching takes place. Harmer (1987 : 21).

Syllabus designer are responsible to create syllabus, which suits the conditions of the students from generations t o generations with attention to the out look of the views that is going with up-date of learning situation. "The syllabus designer, then takes into account what type of students will use the syllabus, (concentrating especially on the students' age and their educational background". Harmer (1987 : 22).

2.2.1.2 The Teacher

The teacher of English language is another essential factor that guides the students to learn the language. That is because of his motivation and stylistic ways which is important as same as the textbook.

Therefore, the teacher is the most fundamental one that affects the students towards English language by different methods and his behavior.

There are a lot of definitions to the teacher. Some specialists see that he is the controller, other see that the teacher is organizer. That is because of their role and the using of any metaphors to describe what the matter to their students. That is why Harmer (2001 : 56) writes that :

Teachers use many metaphors to describe what they do. Sometime they say they are like actors because we are always on the stage ; other think they are like orchestral conductors 'because I direct conversation and set the pace and tone'. Yet other feel like gardeners 'because we plant the seeds and then water them grow. The ranges of images – these and other – that teachers use about themselves indicate the range of views that they have about their profession.

Stern (1973 : 23) writes about teacher and his view goes with Harmer in some points he says :

Language leachers can be regard themselves as practical people and not as theories, some might even say they are opposed to 'Theory' expressing their opposition in such remarks as 'Its all very well in 'theory', but it won't work in 'practice' or the theoreticians tell us not to translate (or not to explain grammar, or not to show the printed word); but as classroom practitioner ... Wheeleral)1983 : 324) writes about the teacher the following :-

There is simple fact a teacher in a class is a human among humans. No sophisticated teach niques, nor libraries of books on methodology will help the teacher who fails to understand that students do have problems learning languages and that it is his responsibility to try to solve these problems only by mentally putting himself in their place will be achieve insight into own effectiveness as a teacher. And, in the process, he will find that he has generated the right kind of atmosphere for happy and productive language learning.

Beside that Wheeler discuses the teacher's attitudes towards his job especially in correcting the students' errors; his positive attitudes to this point will create positive motivation to language. Wheeler et al (1983 : 143).

Hill and Dobbyn (1979 : 27) agree with Wheeler and his friends that the motivation of the teacher to his student is a fundamental concept for it is guides them towards the language more.

The best motivation the teacher can give them is as sense of success, if the students feel that they are really learning the language successfully, and that what they are learning is really useful (i.e. that it is enabling them to communicate on interesting relavant topics in the target language) they will be encouraged to learn more and more.

Beside that Hill and Dobby (1979 : 30) continues to write available concepts about the successful teacher who affects on his student toward English language. So, they show that successful teacher is the one that can improve a lot by learning to smile, to be enthusiastic and patient and to be constantly looking for new ways of getting his message across to the learners. Also he is the one that spends a little time speaking for he encourages his learners to speak alot. that teacher has to be carefully to use English words to be carefully to use English words to be model for them to let them communicate later on. Also the teacher of English language must not gives difficult tasks for his students unless he want warm-up their minds.

But Ed, O. and Nasr, (1980 : 13) just focus on the teacher to create available sentence and fixed them on the students mind ".. the teacher's first and chief business is to give knowledge and fix it in the pupil's memory : therefore to makes statement and ask questions".

But Harmer (1987 : 3) has better ideas than Ed, D. and Nasr, for he sees that the teacher has to encourage his students.

All leachers can think of situations in which certain 'motivated students do significantly better than their peers, and it seems reasonable to suggest that motivation of the student is perhaps the single most important thing that he brings to the classroom.

This types of motivation that encourages the students towards the language and not only to pass in the exams period, but also to success in extrinsic motivation.

Harmer (2001 : 58) adds several of concepts as the teacher's role which is playing an important role for the students towards the language. Therefore he tells that the teacher must be :

1- Controller

This is the one that design the students according to the activities given and the role of organizing drills read a loud and gives several of transmission of knowledge without difficulties.

2- Organizer

This to show the ability of organizing the pairs and groups work beside the various activities that are involved and tell the students the enough information to do the goo shape of the pairs and groups work.

3- Assessor

The teacher can be assessor y telling the students about their feed and they psis point positively. So, the teacher can tell his student about his outlook and their ability to move to the next level.

4. Prompter

The role of the teacher when the students needing some help; or correction because they face some difficulties while they participate with activity. The teacher can prompt the students some of the words or long phrases or to gesture to let the students build their abilities.

5. Participant

This is done during the period of activities by correcting mistakes or adding some points to the groups work and to participate with that group.

6- Resource

This need from the teacher to be well qualified, because there some accidental questions that may asked by the students or directly ask about a meaning of a word or phrase, or asking to know more about especial topics.

7. Tutor

This is shown when there is individual participating or small groups, which need kind of, help. At this moment the teacher has to share with them or add some information smoothly, which is the tutor way that is beloved for the students.

8. Observer

This is to take care with the activities that are given, especially in the communicative activities, and not to hang every word that is used by the students.

Beside that the teacher can deal with the students as their father and treat them with a brotherhood ways.

This scientific ways are design to be as a teacher's characteristic to affect the students toward the language.

2.3 Culture and Language

Culture is another essential factor that affects the student's attitudes towards the language. Culture is wide broad of knowledge with in the surrounding of the nations that is known by up-date person. "Culture is such a wide subject that it interests scholars from many different areas ranging from anthropology and ethnography to philosophy, sociology, psychology …" Taylor (2004 : 101).

Schaefer (1983 : 52) agrees with Taylor in his view to the culture for him culture is included every thing that is among the people. So it consists of all objects and ideas with in the society including even the music and slang words. "Culture is the totality of learned, socially transmitted behavior. It includes not only item such as sailboats, comic books, and birth control devices, but also the ideas, values and customs of groups of people.

Phillips defines culture when he shows that "Culture is the system of expectation (or thoughts, beliefs, opinions, understandings, speculations, and so on) and goal (or interests, motives, choices, drives and so on) widely shared with in society" Phillips (1973 : 30).

Some sociolinguists define the culture as the transmission of the human being activities. "Culture is a valuable concept which focuses our attention on social behavior and the transmission of knowledge". Schaefer (1983 : 52). But Myers adds the concept of attitudes to his definitions. "Culture is the ending behaviors, ideas, attitudes and traditions shared by a large group of people and transmitted from one generation to next". Myers (1990 : 170). Culture is one of the basic properties of every society, therefore their views of culture is that :

"Culture includes every thing from great works of art to kitchen utensils; from science and technology to toys and children's games; from sacred ceremonies to customs like shaking hands; and from what people believe is right and true to what they consider to be edible and inedible."

A modern dictionary of Sociology has definition of culture that "culture as a social group's total man-made environment , including all the material and non material products of group life that are transmitted from one generation to next" Gelles & Bassis (1980 : 71).

There are a lot of sociolinguists that have defined the culture, several of them agree to one meaning. Hunt and Horton (1980 : 60) define the culture with the same meaning that touch with the other. They say that "The set of rules and procedures, together with a supporting set of ideas and values is called culture".

Malinowski believed that a culture must meet three sets of needs, which are "the basic needs of the individual, the instrumental needs of the society, and the symbolic and integrative needs of both the individual and society; the responses to these three sets of needs needs constitute its culture Stern (1983 : 199).

2.3.1 Culture Guides to Language Learning

As we know before that the attitude is the main factor guides the students towards the language. by contrast, culture is another factor that affect student attitudes towards the language, which is the key word to know about nations' culture. This affects students' attitudes to have extrinsic motivation instead of intrinsic motivation only.

Phillips (1973 : 30) shows that "language is a fundamental tool which we use to pick up information about our culture…."

Whenever there is information about the culture, this is happen with the language Gelles and Bassis (1980 : 77) agree with Schaefer for they say that, "language is special element of non material culture. It has been called "the store house of culture".

Stern's view about culture that "….culture is only transmission through coding, class, classifying and concentrating experience through some form of language." Stern (1983:200). Stern (1983:20) continues to write about others ideas, so he writes, Sapir ideas about the relationship between language and culture "…the relationship between language and culture as an important for anthropology, linguistics, or psychology…" He (1990:203) continues to write about Sapir's ideas especially about his later writing which is "…acknowledged language as a valuable guide to the scientific study of a given culture, because the network of cultural patterns of civilization is indexed in the language which expresses the civilization is guide to social reality and symbolic guide to culture.

Harmer (1987 : 4) discusses the idea of language and culture from the angle of student and teacher, so he shows that teacher's disposition to the target community or their culture affect the students' attitudes towards the language and will be disadvantage when they dislike that culture. "If the teacher is negative about the culture of the target language this will be disadvantage, and it is equally true that positive attitude towards the culture (by which we do not mean uncritical) will help".

Taylor (2004 : 102) pints out that people learn a lot from culture. So, really that are up-dated from culture and history of nations, "we learn what things mean from our culture and individual upbringing; Thus, anyone communicating in their native language will express themselves in language that reflects their cultural upbringing …"

Yule (1986 : 20). He show that the culture is the knowledge. Gives the process of cultural transmission by which language is acquired …."

Ed, D and Nasr (1980 : 155) point out that kowledge of culture orientation gives the students two important points "It helps students understand the foreign language by connecting it with the many peoples of the world, and this is one of the ideals in teaching and learning a foreign language".

Stern adds that "the study of any language spoken by people who live under condition from our own and possess a different culture must be carried out in conjunction with the study of, their culture and of their environment.

Chapter Three
Methodology of the Research

3.0 Introduction

This chapter shows the methodology of the research, so it contains instrument which is a questionnaire for students as a tool for data collection beside how validity and reliability are done for the study. Also this chapter shows how subjects are chosen and then procedures that the researcher followed.

3.1 Instrument

The tool that is designed for the study is a questionnaire for the student. It is written in simple way to be easy for the student to understand. The questionnaire contains fourteen item to measure the attitudes of the students to the language, it divided among four schools in Alaifoun area chosen randomly. (two males schools from total of four schools and two females schools from total of three).

3.2 Validity and Reliability

Validity is conducted by choosing five teachers who have experience in the educational field. So as to comment generally in the instrument that is designed for the research study.

Really, the experienced teacher wrote their comments positively beside all of them considered that questionnaire is valuable, suitable for the students' attitudes. So, the experienced teachers are happy with the simplicity of this instrument and easy, coherence of the sentences, which help the student easily to choose his suitable option without difficult. But they added that the researcher has to translate the meaning of the item to

the students' mother tongue without directing the students to choose a certain option.

One of the experienced teachers sees that English language learning depends on four skills : reading, writing, listening and speaking some do not know how to read and write and some do not know how to speak well. There are some reasons for the above obstacles. The syllabous does not help the pupils to communicate the society. It ignores an important thing such as parts of speech.

Most of the pupils are interested in learning English language because it is the language of science , economic, commerce, low and culture.

Another teacher sees that there is a sameness between item No. (1) and (2). But it is showed clearly that No (2) has the meaning of no monotony to the English lessons even if they are more than two lessons in the school day. There is another view that No. (4) has to be written in present simple tense instead of present continuous. In No. (5) the idea is to used the word voice instead of pronunciation. But it is seen that the word pronunciation is more scientific than the word voice. There is another idea for No. (6) that the phrase free time has to be change into private time. But the phrase free time is more understandable for the students than the phrase private time.

There is another view in No. (8) that is written like this (I love my English language teacher). But it is noticed that the girls of secondary schools understand the meaning as emotional attitudes to the teacher himself.

Reliability

To do the reliability of this study the researcher has chosen twelve of the students randomly from seven different schools, with different levels. Both answers for male and female is shown in column (X) for the first time; but column (Y) shows their chosen answer for the second time after ten days from column (X), So, the first questionnaire was given to the student on 2nd of October 2008, at their school and it is collected between 3rd and 4th of the same month. For the second time the questionnaire is given to the students on 14th of October 2008 and it is collected on 20th of October 2008.

Table (3.1) below is used to s how the answers of the student for both first and second time

Item	X	Y	XY	X^2	Y^2
1	15	16	240	225	256
2	22	22	484	484	484
3	16	23	368	256	529
4	18	17	306	324	289
5	20	20	420	400	400
6	18	21	378	324	441
7	16	25	400	256	625
8	12	24	288	144	576
9	17	20	340	289	400
10	30	32	969	900	1024
Total	222	220	4184	3602	5024

$$R = \frac{12\left(4184 - 222(220)\right)}{\sqrt{12\left(222\right)^2 - \left(222\right)^2 \left(12(220 - 220)\right)}}$$

$$R = \frac{2 - 12\left(4184\right) - 222(220)}{\sqrt{(2664 - 49284)6640 - 48400)}}$$

$$= \frac{50208 - 48840}{\left(46620(45760)\right)}$$

$$= \frac{1368}{\sqrt{2133312}}$$

$$= \frac{1368}{46187998}$$

$$= 0.83$$

3.3 The Subjects

The population of the research consists of both male and female of students of Alailfoun high secondary schools.,

Infact, there a re seven high secondary school in Alaifoun area. Four of them are boys' schools and three are girls.

The researcher selects four schools for the study to be done, two of them are boys' schools and two are girls' schools. This action is done randomly, for the researcher the name of all Alailfoun schools in small papers then the boys school in a cup of tea and the girls' school in another cup, then another one is asked to select two papers from boys' cup and two papers from the other cup.

After that 25 of males students were chosen randomly from that two schools and 35 females from the four schools. So, the procedure for this questionnaire was done like this because of the homogeneous population.

The questionnaire was given to the student between 22nd and 26th of October 2008.

3.4 The Procedure

Really , it was difficult to collect data, for the researcher went along distances to cover the schools in Alailfoun area, the time pressure, because some times the breakfast time is used to move at, beside the special transport which need a lot of money.

Also the translation of the items into the mother tongue of the student is another difficult point and to lead the teacher who are chosen for the validity to understand the hypotheses of the study is another difficult action, because they go over the title of the research to do their job.

The procedures of reliability are the most difficult procedures that are faced. Because even the teachers are asked a lot about the answers of the students for the next time their surprising furthermore, the disappearing about three of the questionnaire that is given to the teacher and more than five of students' questionnaire.

Chapter Four

Data Analysis and Discussion

4.0 Introduction

This chapter shows the tables which are transformed and presented into words and phrase to compare between the different results in each.

The analysis is done according to SPSS program.

See appendix (1)

Table (4.1) : Key to analysis

	Keys	Percentages
1	Majority	60 – 75
2	Half	50
3	Minority	31 - 49
4	Least minority	01 - 29

The above table (4.1) shows the keys and the percentages that are used in the process of analysis.

Table (4.2) : Gender

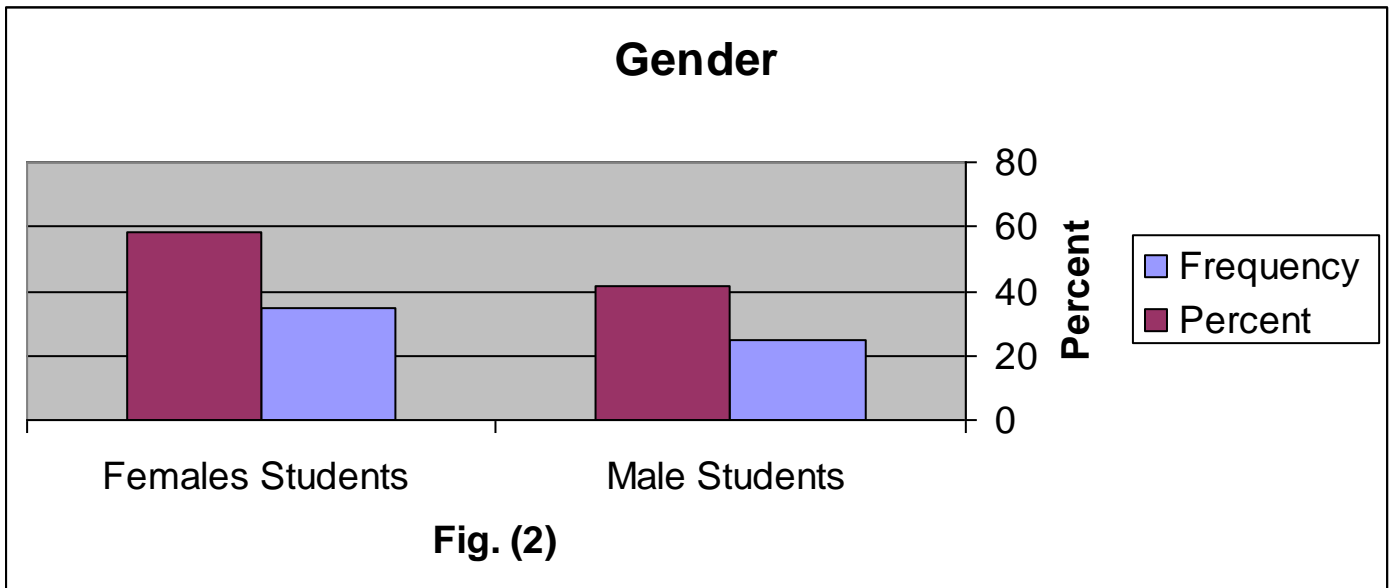| Responses	Frequency	Percentage
Male students	25	41.7%
Female students	35	58.3%
Total	60	100.0%

Fig (2)

Fig. (2)

Table (4.2) and figure (2) show that less than half (41.7) of the students who are chosen for the study are male, while more than half (58.3) is female. Both of them represent the population of the study.

Table (4.3) : Population

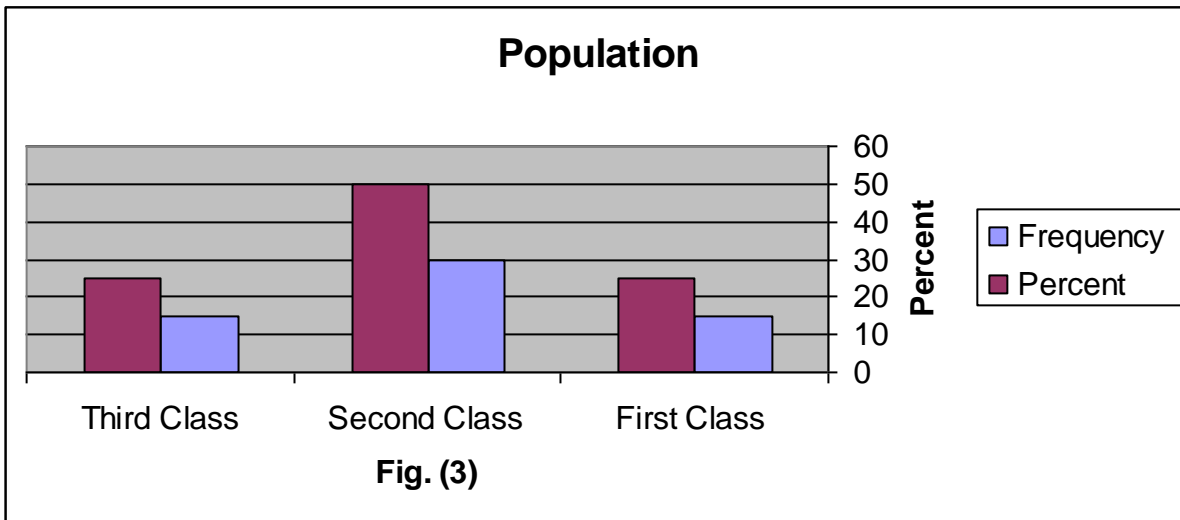| Class	Student	Percentage
First class	15	25%
Second class	30	50%
Third class	15	25%
Total	60	100.0%

Fig (3)

Fig. (3)

Table (4.3) and figures (3) highlight that the least minority (25%(of the population is that study in first class of high secondary school. But half (50%) of the population is students in the second class of high secondary school, while the lest minority (25%) of the same population are students of third class of high secondary school.

Table (4.4) : English language is your favorite subject

Valid Response	Frequency	Percentage
Strongly Agree	16	26.7%
Agree	20	33.3%
Disagree	14	23.3%
neutral	06	10%
Strongly Disagree	04	6.7%
Total	60	100.0%

Fig (4)

English Language is your favourite Subject
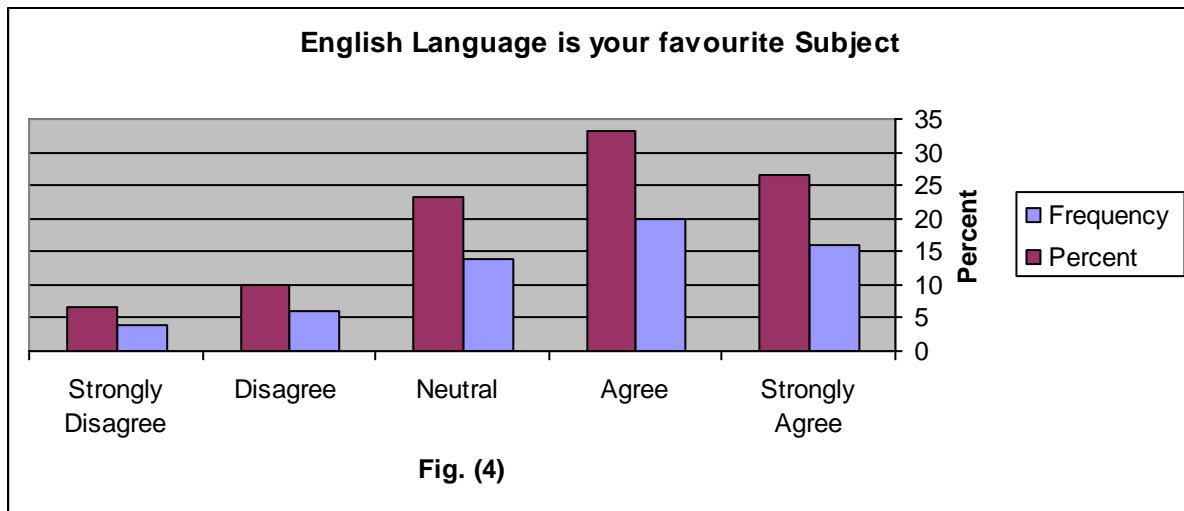
Fig. (4)

   Table (4.4) and figure (4) indicates that the majority (26.7%) of the population strongly agree that English language is their favourite subject, the least minority (33.3%) of them agree with the same item. also the least minority (23.3%) are neutral with English language to be their favourite subject. But indeed, that lest minority (6.7%) is strongly disagreeing with the language to be favorable for them. This idea is supported by Stern (1988 : 379) and also meets what is proposed in hypothesis No. (a). the notice from this result that a lot of the students have attitude towards the language.

Table (4.5) : English language lessons are the best lessons

Valid Response	Frequency	Percentage
Strongly Agree	12	70%
Agree	17	28%
Disagree	11	18.3%
neutral	19	31.7%
Strongly Disagree	01	1.7%
Total	60	100.0%

Fig (5)

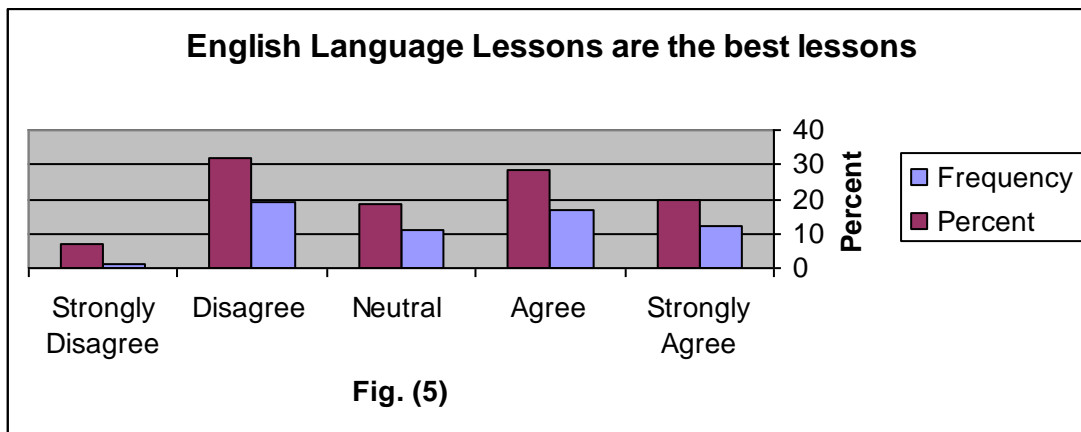
English Language Lessons are the best lessons

Fig. (5)

Table (4.5) and figure (5), it is clear that less than half (20.0%) of the students strongly agree that English lessons are the best lessons for them, also les than half (28.3%) of them agree. While the least minority (18.3%), and also other least minority (31.7%) are neutral and disagree. (But 5%) are disagree when they compare with the others. This idea is signed by Ellis (1985 : 112) and it faces what is proposed in hypothesis No. (d) juding from this result, this item shows the nice attitude of the students to English language.

Table (4.6) : To speak English is your main aim

Valid Response	Frequency	Percentage
Strongly Agree	10	16%
Agree	17	28.3%
Disagree	12	20.0%
neutral	18	30.0%
Strongly Disagree	3	5.0%
Total	60	100.0%

Fig (6)

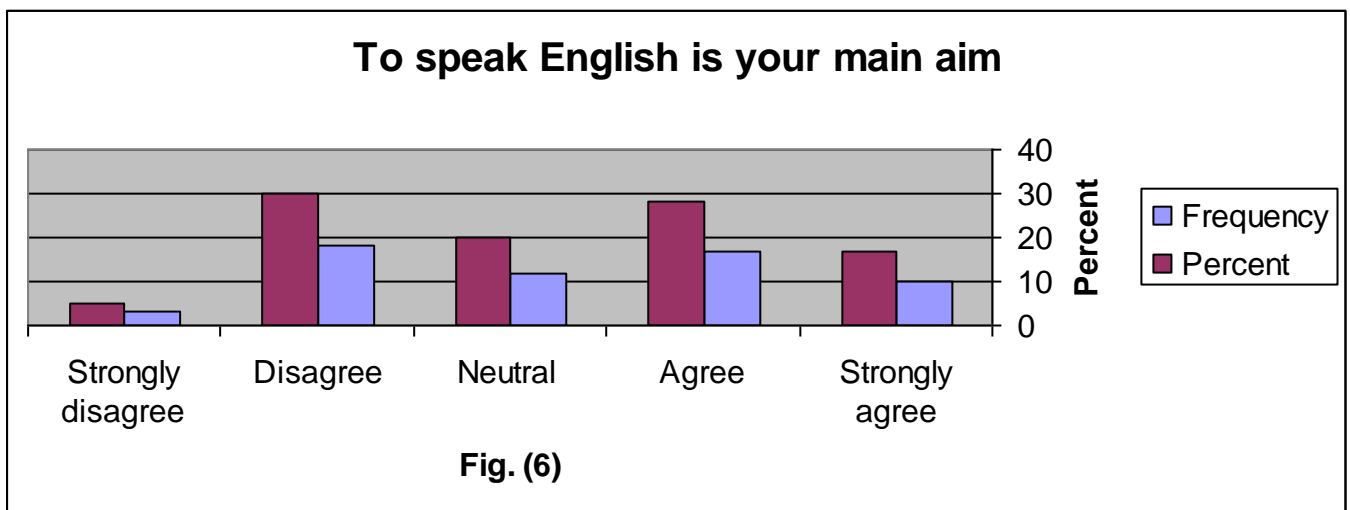**To speak English is your main aim**

Fig. (6)

Table (4.6) and figure (6) measure that (16.7%) of the subject strongly agree that to speak in English is their main aim, but the least of minority 28.3% of them agree that speaking English is their main aim. Beside that the least minority (20.0%) are neutral to speak English is their main aim. Then the least minority (30.0%) then 5.0% are strongly disagree to the English to be their main aim to speak with. This item high lights by Stern (1983 : 386) and also shows a meaning of what is hypothesis in No. (a). So this item reflects the positive attitudes for the students towards English language.

Table (4.7) : It is enjoyable to read English to your friend

| Valid Response	Frequency	Percentage
Strongly Agree	21	35%
Agree	13	21.7%
Disagree	10	16.7%
neutral	12	20.0%
Strongly Disagree	4	6.7%
Total	60	100.0%

Fig (7)

Fig. (7)
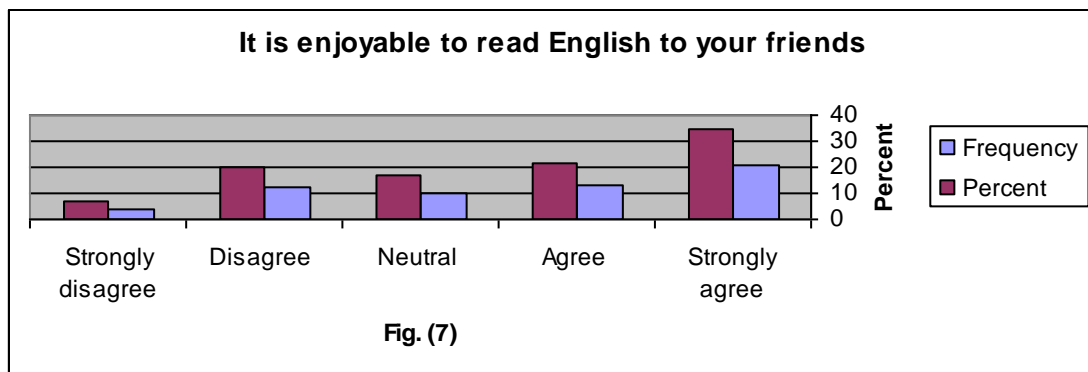
In this table (4.7) and figure (7) is noticed (35%) of the population are strongly agree that they enjoy themselves when they read English among their fries. While the minority (21.7%) of them agreeing that they enjoy reading English among their friends. But only the least minority 16.7% is neutral to the meaning of that item. This idea is supported by papalia and olds (1985 : 602) besides meeting what is proposed in hypothesis No. (d). Hence from the result, this item shows the positive attitude of the students towards English language and culture.

Table (4.8) : The teacher's pronunciation Motivate you learn English

Valid Response	Frequency	Percentage
Strongly Agree	22	36.7%
Agree	21	35%
Disagree	0.7	11.7%
neutral	0.7	11.7%
Strongly Disagree	0.3	0.05%
Total	60	100.0%

Fig (8)

**The teacher's pronunciation motivate you learn English**

Fig. (8)
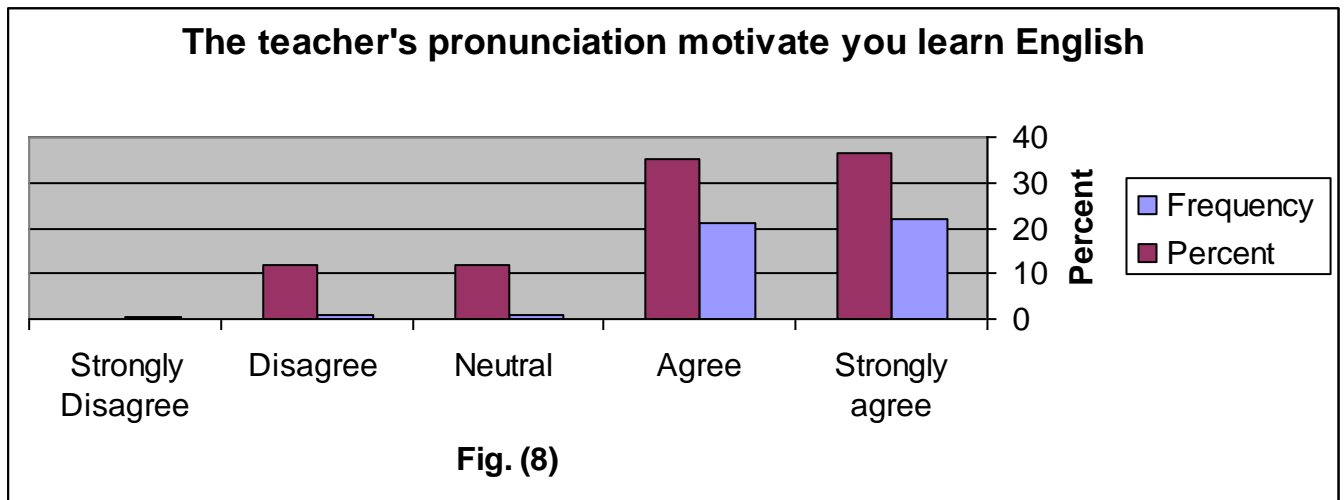
With in table (4.8) and figure 8, it discovered that less than half (36.7%) of student are strongly agree, that English language teacher's pronunciation motivate them learn English language, and the majority (35.%) of them are agree. But the least minority (11.7%) of that sample are neutral and another same percent disagree. This item is supported by Watson (1985 : 58) & Hill and Dobblyn (1979 : 27) and meets hypothesis No. (e). The notice from this result that the teacher is important actor in shaping the students towards English language.

Table (4.9) : You prefer having English lessons in your free time

Valid Response	Frequency	Percentage
Strongly Agree	19	31.7%
Agree	18	30.0%
Disagree	10	16.7%
neutral	12	20.0%
Strongly Disagree	01	1.7%
Total	60	100.0%

Fig. (9)
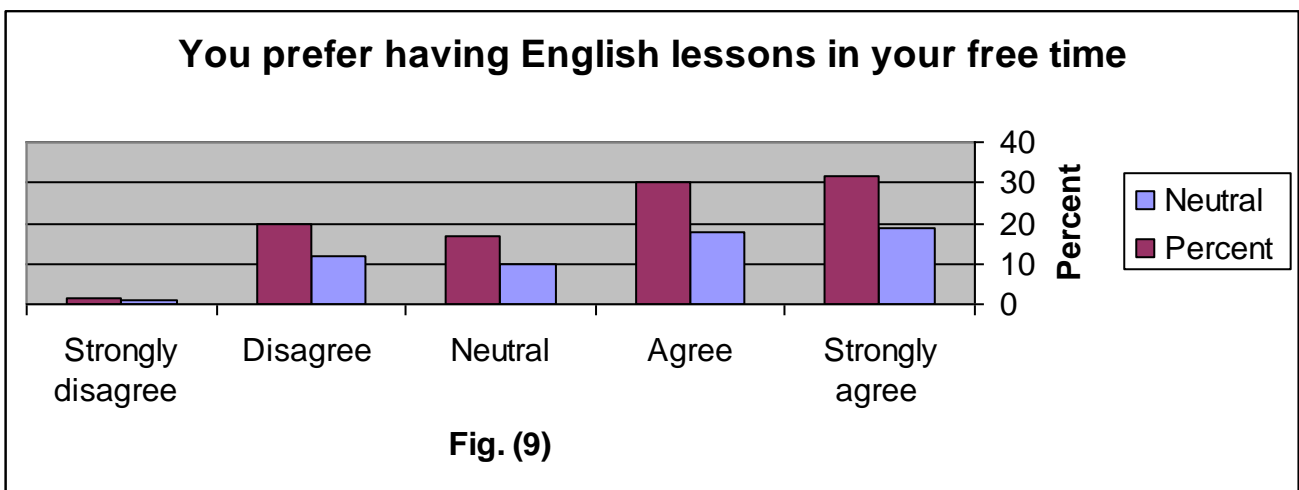
In table (4.9) and figure (9), it is clear that the majority (31.7%) of population strongly agree that they prefer having English lessons in their free time. Also another majority (30.0%) of the population are showing agree option. While the least minority (16.7%) signs neutral idea to the same item and also another least minority 20.0% of the students are disagree. Beside the lest majority (1.7%) who strongly disagree to have English is stated by Hodgson (1987 : 156) beside it meets what is proposed in hypothesis No. (d). So the result from this study that a lot of students prefer to have private lessons, which is a positive attitude.

Table (4.10) : You like to converse in English with your class mates

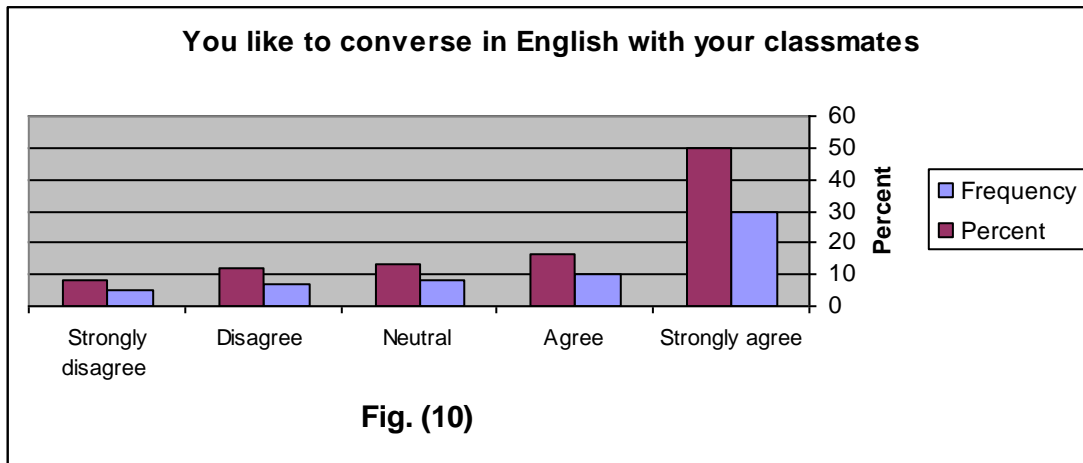| Valid Response	Frequency	Percentage
Strongly Agree	30	50.0%
Agree	10	16.7%
Disagree	8	13.3%
neutral	7	11.7%
Strongly Disagree	5	8.3%
Total	60	100.0%

Fig. (10)

Table (4.10) and figure (10), it is determined the half (50.0%) of the students are like to converse in English with their class mates with in strongly agree measurement. But the least minority (16.7%) of those students is agreeing with that item. But the least minority (13.3%) of the same population have a neutral idea to the same idea, and the least minority (11.7%) have weak option which is disagree to converse in English with their mates. Beside the least minority (8.3%) has very weak option that is strongly disagree with that item. This item is supported by Ellis 91991 :117) and shows what is hypothesis in N (a). hence, the result from this study shows that a lot of the students have an attitude towards the language.

Table (4.11) : You like the English language teacher's period

Valid Response	Frequency	Percentage
Strongly Agree	15	25.0%
Agree	15	25.0%
Disagree	12	20.0%
neutral	10	16.7%
Strongly Disagree	8	13.3%
Total	60	100.0%

Fig. (11)
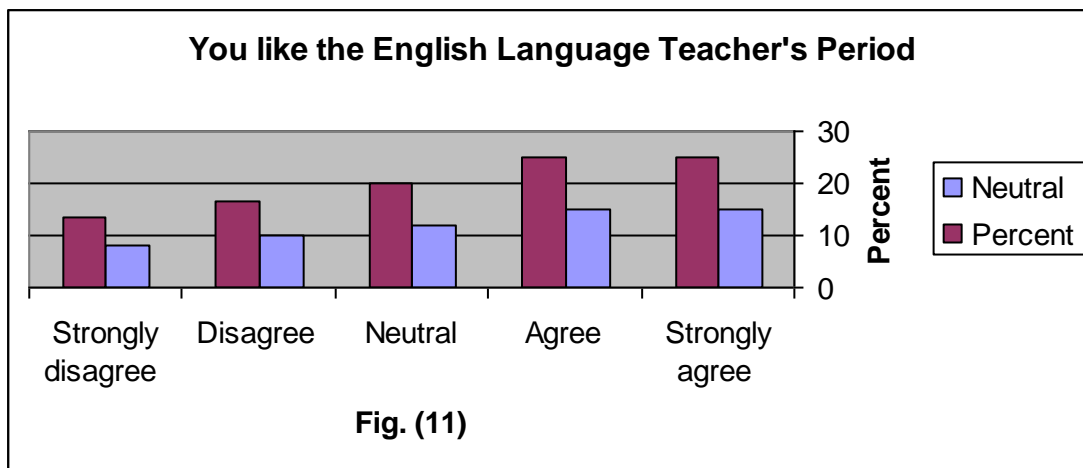
In table (4.11) and figure (11), it is noticed that less than half (25.0%) of the students strongy agree that they like their English language teacher's period. While the minority (25%) agree that they like the English language teacher's period. But leas minority (20%) of the students are neutral and other same percent are disagree with this items and another percent show the option of strongly disagree to like the English language teacher's period. This idea is signed by Ainscow (1991 : 73) and also meets what is proposed in hypothesis (e). So, the result from this study shows the positive attitudes of the students to their English teacher who is important factor that lead the students towards English language.

Table (4.12) : You enjoy English language dialogues in films and T.V.

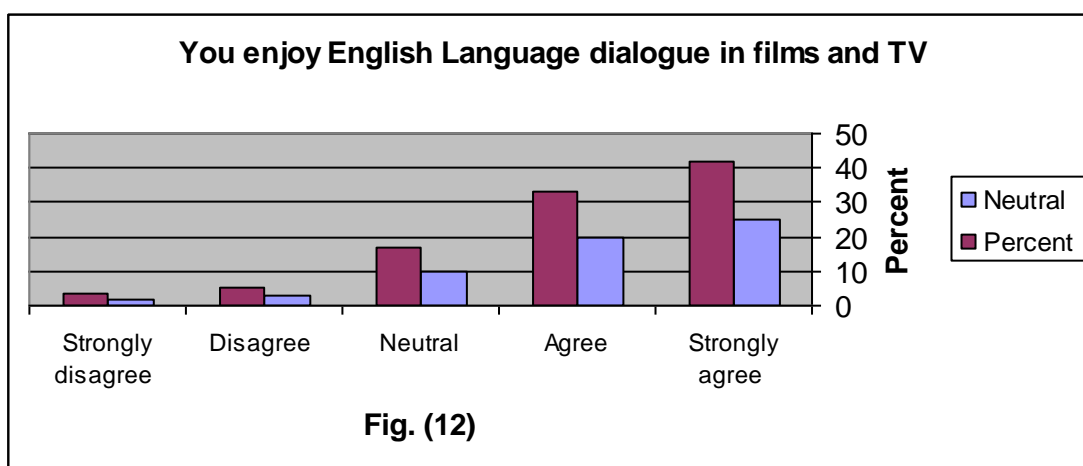| Valid Response	Frequency	Percentage
Strongly Agree	25	41.7%
Agree	20	33.3%
Disagree	10	16.7%
neutral	3	5.0%
Strongly Disagree	2	3.3%
Total	60	100.0%

Fig. (12)

Table (4.12) and figure (12) clearly show that the less than half (41.7%) of population strongly agree that enjoy English language dialogues in film and T.v. and the lest minority (33.3%) agree with the same idea. But the least minority (16.7%) of that students show neutral option then the least minority (5.0%) strongly disagree which is very weak option. This view is stated by Dushkin (1970 : 617) and also meets what is proposed in hypothesis (d). Hence, the result for this study that most of students are encouraging by their positive attitude for them enjoying different types of dialogues.

Table (4.13) : You like to read stories book

Valid Response	Frequency	Percentage
Strongly Agree	17	28.3%
Agree	13	21.7%
Disagree	11	18.3%
neutral	10	16.7%
Strongly Disagree	9	15.0%
Total	60	100.0%

You like to read stories book in English

Fig. (13)
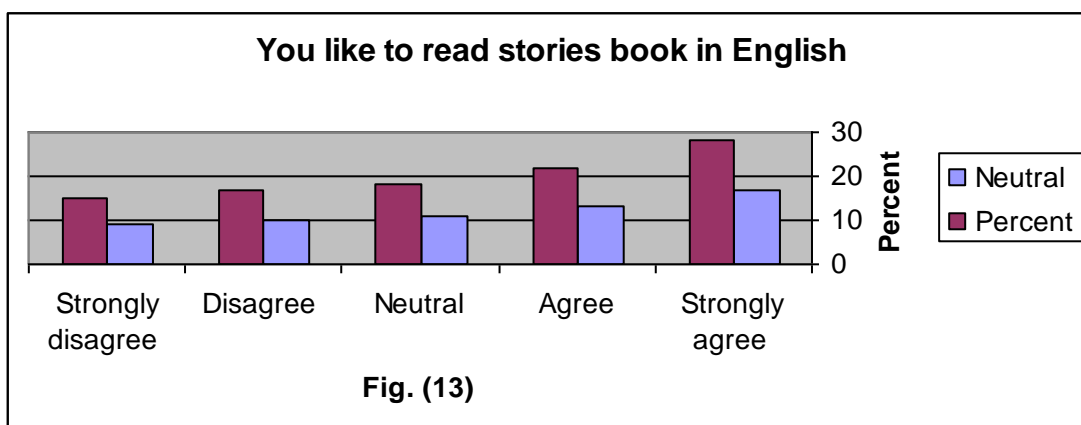
In table (4.13) and figure (13), it is clear that the miority (28.3%) of the students always read stories book in English with very strong option, and the least minority *21.7% of them are agree. While the least minority (18.3%) of the students have neutral option to the idea and the same percent are disagree to read stories book in English. But unfortunately the least minority (165.0%) are strongly disagree this concept is discussed by Harmer (1987 : 3) and also agrees with view of hypothesis (a). The judge for this study that most students have positive attitude which affects on them for they go over some stories book.

Table (4.14) : Your English language teacher's behavior maks you like the language

Valid Response	Frequency	Percentage
Strongly Agree	19	31.7%
Agree	17	28.3%
Disagree	12	20.0%
neutral	7	11.7%
Strongly Disagree	5	8.3%
Total	60	100.0%

Your English language teacher behavior makes you like the language

Fig. (14)
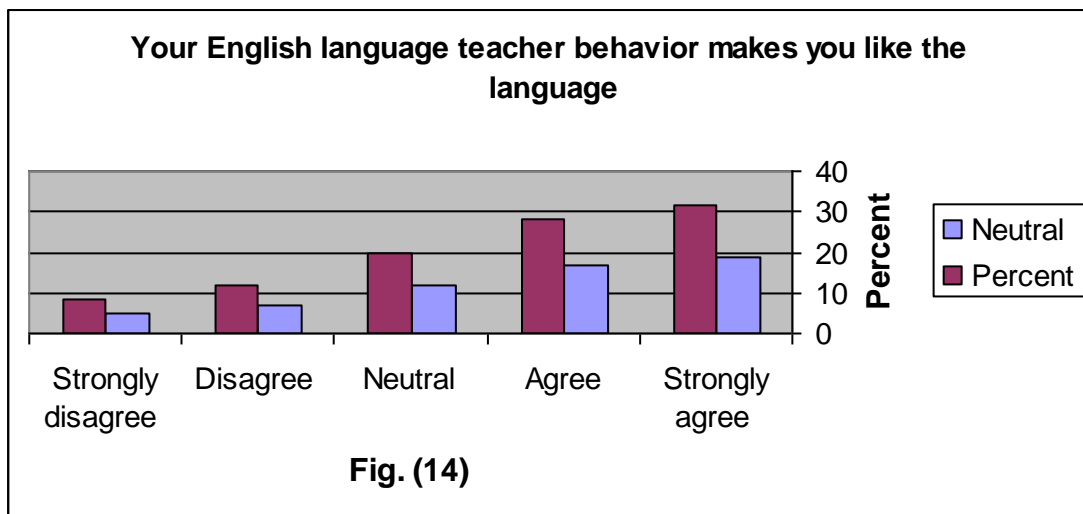
In the above table (4.14) and figure (14) it shows that the minority (13.7%) of the students strongly agree that English teacher makes them love the language and the (28.3%) of them have showing agree option .but the least minority 20.0% of that population show neutral option to the above item. While the least minority (11.7%) of them disagree and the least minority (8.3%) shows strongly disagree option. This view is supposed by Wheeler et al (1983 : 324) and translates the meaning of hypothesis (e). The result for this study, that this item is very important for the students to be available.

Table (4.15) : You always participate in the English lessons

Valid Response	Frequency	Percentage
Strongly Agree	25	38.3%
Agree	14	23.3%
Disagree	10	16.7%
neutral	6	10.0%
Strongly Disagree	5	8.3%
Total	60	100.0%

You always participate in the English lessons
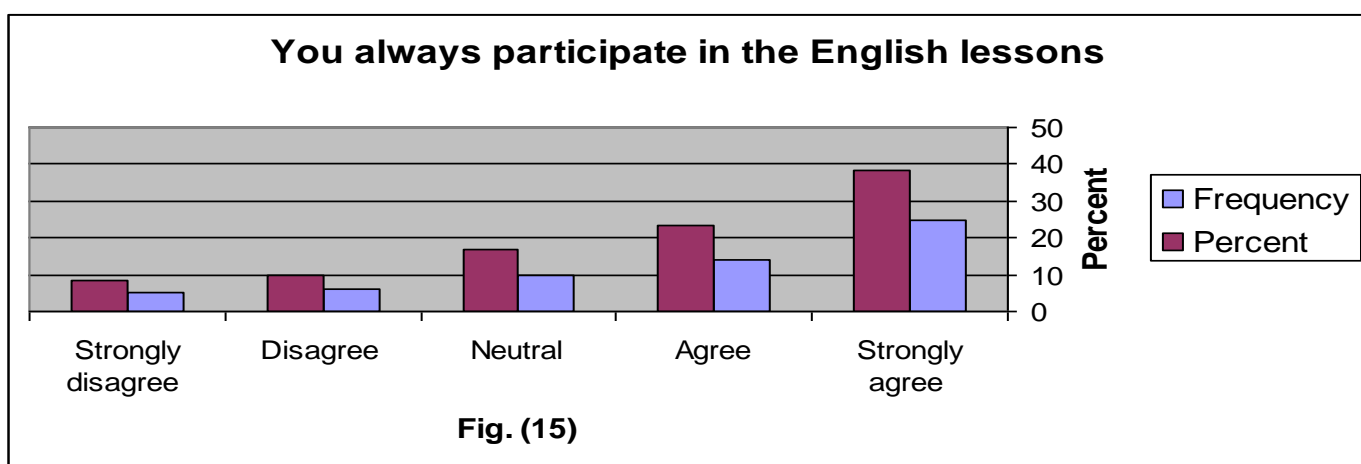
Fig. (15)

Table (4.15) and figure (15) above show that the majority (38.3%) of the students are strongly agree that they always participate in the English lessons, and the lest minority (23.3%) of them are agree when they compare with the first group. Beside the least minority (16.7%) who are neutral, but only (10.0%) which is the least minority are disagree to participate in English lessons. This idea shows by Ellis (1991 : 117) besides its holding the concept of hypothesis (a). Hence, the result for this item that the students participate more in the English lessons for they have that positive attitude.

Table (4.16) : You like English language textbook

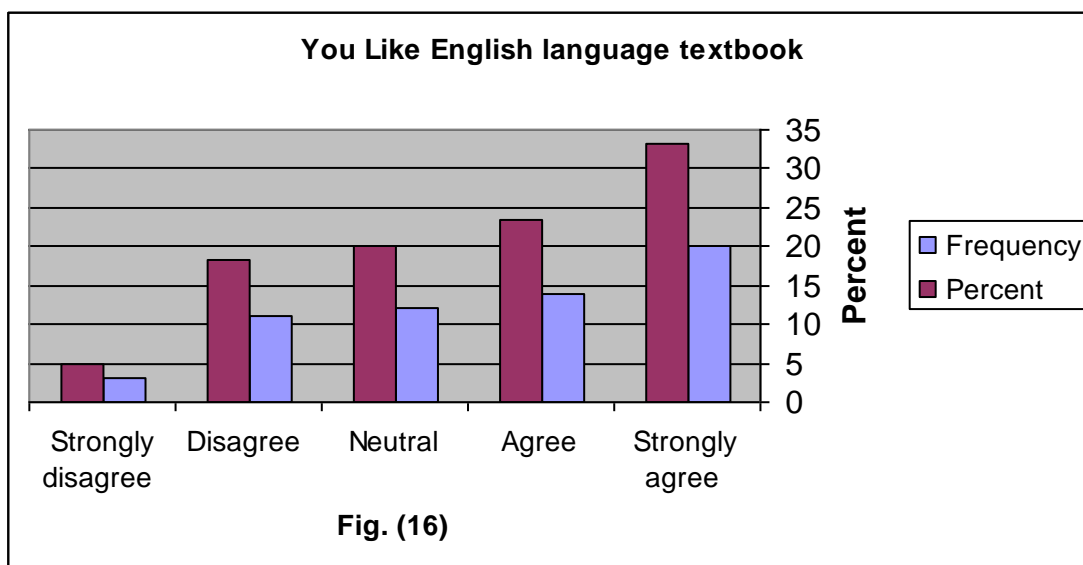| Valid Response	Frequency	Percentage
Strongly Agree	20	33.3%
Agree	14	23.3%
Disagree	12	20.0%
neutral	11	18.3%
Strongly Disagree	3	5.0%
Total	60	100.0%

Fig. (16)

   Table (4.16) and figure 16, it is clear that the minority (33.3%) of the students like their English textbook for they showing it with strongly agree option. While (23.3%) of the them agree with the textbook to be like for them. The least minority (20.0%) of that population show neutral option, then the least minority (18.3%) of the same students are the only one that disagree with the textbook. This concept is supported by Harmer (1983 : 19) and Harmer (2001 : 296) and also takes the meaning of hypothesis No. (e). The judge for this result, this item motivates the students towards.

Table (4.17) : You always do English language tasks

Valid Response	Frequency	Percentage
Strongly Agree	20	33.3%
Agree	19	31.6%
Disagree	13	21.7%
neutral	7	11.7%
Strongly Disagree	1	1.7%
Total	60	100.0%

Fig. (17)
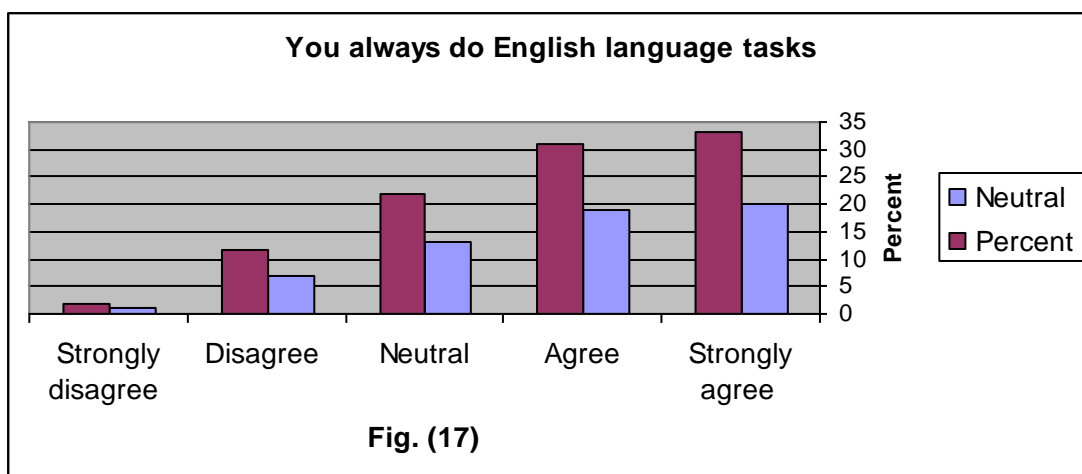
   In the table (4.17) and figure (17) both of them high light that (33.3%) of the students are strongly agree that they do their English language tasks and the minority (31.6%) agree with that. Then the least minority (12.7%) has neutral option to do their homework. Furthermore, the least minority (11.7%) of the student are disagree to do their home-work every time, while only 1.7%) from the least minority are strongly disagree with the last I tem that is written to measure the attitude of student to language. This concept high lights by Bell and Peel (1994 : 4) & Hodgson (1987 : 17) and also holds the purpose of hypothesis No. (d). The result of this study that, the item can contributes positively for the student concept to know the language.

Testing Hypotheses

From the findings in chapter four, the researcher noticed that the students have a positive attitude towards English language which first hypothesis that the student have a positive attitude. Also there are a considerable percent of students show a negative attitude towards English language and its culture which affirmed the important of these factors in evaluating study.

The hypothesis number five many factors an affect students' attitude that cleared by the finding that the environment of teaching (the text book, classroom, staff of the school) and parents play the main role of attitude of the student to the right option also English language teacher is the one of the factors that affect attitude of the students.

Then, the researcher affirmed the testing hypotheses in his study from the finings or through out the conducting of this investigation of the results.

Chapter Five
Summary, Findings, Recommendations and Conclusion

5.0 Introduction

This chapter summarizes the main points which have been discussed earlier; it is divided into four sections. Section one focuses on the research summary. Section two is devoted to findings that the research has come up with section three is about the recommendations. The last section is about conclusions of the study.

5.1 Summary

This study has been carried out for the purpose of discovering the attitude of secondary school students in Alailfoun area towards English language and culture. This study contains five chapters.

Chapter One, is an introduction to the study which deals with the statement of the problem, the questions of the study, the hypotheses, besides the aim for the study, the significance of the study as well as the delimitation.

Chapter Two concentrates on the literature review only. Chapter Three highlights the methodology of the research which shows the population of the study and instrument which is used for collection data within the way of questionnaire to the study. Also the chapter shows the way that validity and reliability are measured.

Chapter Four states the description of data analysis, tabulation charts and discussion.

Chapter Five states the summary, findings and recommendations besides the conclusions.

5.2 Findings

- Attitude is one of the factors that affect the standard of the student.

- There are a lot of students who have a right disposition towards English language.

- Most of the pupils have a desire to learn English language but there are some obstacles which face some of them. (the syllabus does not help the pupils to communicate in the society.

- English language teacher is the one of the factors that affect attitude of the students. He has ability to make the students have a desire to study by his encouragement experience, …

- The environment of teaching (the textbook, classroom, staff of the school) and parent play the main role.

5.3 Recommendations

From the above findings recommendations will contribute a lot to lead the students own …attitude towards English language and its culture. These recommendations are

- English language teachers have to be surely qualified with experience that can gain from the periods of training. These periods of training have to be suitable with more than one time for the trainee to get the experiences.

- Parents have to be informed and up ated to know more about attitude by all the ways of mass-media (hearers and listeners) for they are the main factor that plays the suitable role the students towards English language.

- Students have to be encouraged to read English books (according to their levels), to have reading lessons besides having dialogues out C.Ds and watching video

5.4 Conclusion

The study under investigation that has been carried out to identify the attitude of secondary school students in Alailfoun area. In fact a lot of points that concerning attitudes, language has been practically and theoretically stated, presented, analyzed and discussed widely through out the investigation to come up with the finings and recommendations.

So this study is surely important for the English family to focus on to help the students to be familiar with the English language.

References

Ainscow, M. (1991) : Effective Schools for All. London, Oxford University Press.

Banes, D., Byers, R., Coles, C., Fegusson, A and Rose, R. (1994) : Implementing the whole curriculum for pupils with learning Difficulties. London, Oxford University Press.

Bell, M. and Peel, R. (1994): The Primary Language Leaders Book. London, Cambridge University Press.

Bolivar, A. (1982) Encyclopedia Britannica, United States of America, King Sport Press.

Davidoff, L. (1980) : Introduction Psychology. (second edition). New York, Von Hottman.

D.M./ and Nasr, R. (1980 : Teaching and Learning English. Singapore, Ban Wah Press.

Dobbyn, M and Hill, L. (1979 : A teacher training course. London, Oxford University Press.

Dushkin, D. (1970) Psychology Today. An Introduction. Del Mar, Callifornia, GRM Books

Ellis, R (1985) Understanding Second Language Acquisition. Great Britain, Oxford University Press.

Harmer, J. (1987) The Practice of English Language Teaching. London, Oxford University Press.

-       (2001) The Practice of English Language Teaching. Third edition completely revised and up dated, China, GCC/01.

Harris, M. (1985) : Culture people, Nature An Introduction to General Anthropology fourth Edition. University of Florida, Marvin Harris.

Hunt, C. and Horton, P. (1980) Sociology, New York, von Hottmann House.

Lyons, J. (1981) : Language and Linguistics. London, Cambridge University Press.

Knollmayr, Beate. 2003. *Attitudes towards English as an international language: a focus on pronunciation.* MA thesis, University of Vienna.

Mathews, M. and Bondi, L. (1988) : Education and Society. London, Oxford University Press.

Morrison, K, Marion, Land Cohen, L. (2000) A Guide to Teaching practice. (fourth edition). Great Britain, Oxford University Press

Myers, D. (1990) Psychology. New York, R.R. Donnelly and Sons Company.

Olds, S. and Papalia, D. (1985): Psychology. New York, Von Hottmann.

O'Malley & Chamot (1995) : Learning Strategies in second language Acquisition United Kingdom, Cambridge University Press.

Phillips, B. (1973) Sociology from Concepts to Practice. New York, Random House.

Pit Corder, S. (1983) : Introducing Applied Linguistics. Great Britain, Penguin Education.

Sehaefer, R. (1983) Sociology. United States of America, Kings Port Press.

Snell, R. Mann, S. and Hodgson, V. (1987) Beyond Distance Teaching Towards Open Learning. Great Britain, Oxford University Press.

Steinbrg, D. (1993): An Introduction to Psycholinguistics. New York, Von Hottmann Press.

Stern, H. (1983) Fundamental concepts of language Teaching. Oxford, Oxford University Press.

Taylor, C. (1998) Language to Language. A practical and theoretical guide for Italian/English translators Cambridge (UK), Cambridge UP.

Tesser, A. (1993) On the importance of heritability in psychological research: The case of attitudes. Psychological Review, 100, 129-142.

Waston, K. (1985): Key Issues in Education. London, Oxford University Press.

Wheeler, R, Jones, H. and Hubbard, P. (1983). A Training course for TEFL. London, Oxford University Press.

Yule, J. (1986) The Study of Language. Great Britain, Cambridge University Press.

Appendix (1)
Nile Valley University
College of Graduate Studies
Survey Questionnaire

Dear student :

Please read the following statements then tick (√) the option that sits you best.

The attitude of secondary school students towards English Language and Culture

1- Gender :

    a) Male ☐   b) Female ☐

2- Level :

    a) 1st class ☐   b) 2nd ☐   c) 3rd class ☐

Serial No.	The statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagreee
1	English language is your favourite subject					
2	English language lessons are the best lessons					
3	T o speak in English is your main aim					
4	It is enjoyable to read English					

	language to your friends					
5	The teacher's pronunciation motivates you learn English language					
6	You prefer having English lessons in your free time					
7	You like to converse in English with your class mates					
8	You like the English language teacher's period					
9	You enjoy the English language dialogues in films and T.V.					
10	You like to read stories book in English					
11	Your English language teacher's					

	behavior makes you like the language		57			
12	You always participate in the English lessons					
13	You like your English language text book					
14	You always do English language tasks					

Appendix (2)

No.	Name	Qualification	Years of experience	Place of work
1	Ustaz, Abd Almonem Mohammed Abd Elgadir		30 years	
2	Ustaza, Belgees Abd Al Kareem	University of Khartoum Faculty of Arts	20 years	High Secondary school teacher
3	Ustaz, Al Nur Mohammed Hamad	University of Khartoum B.A (arts) English language 1985	23 years	Khartoum Channel
4	Ustaz, Mohammed Abd Elwahid	B.A in English language	7 years	Oderman Alahlia University