

Students' Attitudes towards Learning English in the North of Iraq

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ABSTRACT

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This research investigates students' attitudes towards learning English in Nawroz University. The main purpose of this research is to reveal students' attitudes towards learning English and find out how to make their attitudes positive. A questionnaire was developed and validated as an instrument for data collection. The population of the study includes the students of English at Nawroz University. The sample of the study was drawn based on the random sampling technique. It included all the first and second year students at English department of the college in Nawroz University comprising 214 participants in total. The data obtained was analyzed using appropriate statistical tools. The study revealed the fact that students have negative attitudes towards learning English in terms of emotional, behavioral and cognitive aspects. Thus, the first hypothesis is supported. As there is a statistically significant difference in Nawroz University students' attitudes towards learning English language by gender, the second hypothesis is supported. The third hypothesis is supported by the fact that there is a statistically significant difference in Nawroz University students' attitudes towards learning English language according to the duration of the study. According to the correlation test, the researcher came to the conclusion that there is correlation between three attitude factors: cognitive, behavioral and emotional.

1. Introduction

Education is considered to be a powerful method which aids to change the behaviour of the students based on their needs and expectation of the society. Student attitude is considered an essential part of learning; consequently, it becomes an important element of second language learning. English language has an important role in many societies as it is the language which separates influential class from the rest of individual who lives in society (as stated by Akram A. and Yasmeen R. (2011:12). According to Candlin & Mercer, (2011:2) Concerning Individual's attitudes towards the learning English language, they state that it is the learning context that might explain their success in learning a language. Many lecturers have different strategies used in their class in order to recognize the target students' attitudes (as stated by Ahmed, C.M. Yossatorn, Y. and Yossiri, V. (2012:158). According to Youssef, A.S. (2012:367) attitudes towards a specific language could be either positive or negative. Attitudes towards learning English language have an impact on behaviours such as choosing and reading books, listening to English radio, watching English channels etc. Particularly in academic, in case a student has a positive attitude towards learning English language, they will be able to attain many things in that particular area.

Many Iraqi students begin learning English from primary school; some others from kindergarten or even from day care; however, the issue is that many of them are not able to accomplish the desired level of English proficiency, the main reason is de-motivation of students in all levels. 'Attitude' is as somebody's thoughts or emotional state regarding to something,

particularly as exposed in their behaviour. Section two of this research consists of Literature Review that will look into various studies, theories, attitude definitions, importance of attitudes and attitude components. Learning a new language is the powerful instrument which aids to adjust the behaviour of the student with regard to their desires and expectation of the society. Student's attitude is an essential portion of learning; consequently, attitude is considered a vital factor of language learning. Attitude towards learning English is supposed to affect attitude for instance choosing and reading the right material, communicating with a native English speaker and so on. Particularly in University, if students have a positive attitude towards a particular topic, they will be able to attain numerous things in that particular field. There is a relation between learning language and the environmental mechanisms in which the students were grown up. Both positive and negative attitudes will have a huge influence on the achievement of learning the English language. According to Yamashita (2013:251) several factors that have impact on learning the English language process for instance, attitude, age, anxiety, aptitudes, gender, personality and so on (Lehmann, 2006 and Gardner, 1960). Taval (2009) argue that learning a new language could aid students in demonstrating their idea, thoughts and opinion. This research concentrates on the idea of attitude as the main affective aspects for achievements in learning a new language. In more detail, it examines Nawroz University students' attitudes towards learning English language, focusing on three aspects of attitude (emotional, behavioural and cognitive). Furthermore, it attempts to define the effect of students' demographic profile for instance, gender, field and year of study on attitudes towards learning English. Section two of this research will introduce literature review regarding the definition of 'attitude', the importance of attitude and three main attitude components. Section three that consists of methodology used by the researcher attempts to explain the fundamental approaches of students' attitudes towards learning English through using qualitative method to obtain data from the participants in Nawroz University, and to provide information about the sample size, duration of survey and instruments. Section 4 refers to the data, the analyses of the gathered data. Last section consists of the recommendations and Conclusion.

As for the students learning English as a foreign language in Nawroz University, it is significant that students have positive attitudes towards the target language, which is English. Lambert and Gardner (1972) proved that positive attitude is correlated with success in learning English and high level of student's attitude will generate more effective language learners. In addition, second language learners get advantages from positive attitudes which lead to successful accomplishment of proficiency, on the other hand negative attitude of students will lead to decrease motivation and unsuccessful accomplishment of proficiency (as stated by Soleimani and Hanafi.2013:3818). Therefore, the researcher points out the main research problem are that students in Nawroz University are not encouraged and they have negative attitudes towards learning English. Students at Nawroz University feel they are forced to learn English. This is one the factors which lead to decrease effectiveness and result in inefficient language learning. Many students in the north of Iraq have difficulties in learning English language due to the lack of motivation which leads to negative attitude towards learning English resulting inefficient language learning. Currently, the problem is whether students are willing or unwilling to learn English. It is important to show whether there is a statistically significant difference between students' attitudes towards learning English and their gender or their years of study.

This study provides visions for English education providers who are educating English as second language to show whether the methods used by education providers in their classes are effective and valuable for their students. So that their current teaching skills can be improved and help to create positive attitudes in students towards learning English. Therefore, the study provides those language educators with information to recognize students' attitudes and perceptions towards learning English. Based on the above-mentioned statement, education providers in Nawroz University will be able to choose the right technique or method to provide their students with the highest learning process and also to create positive attitude towards learning English. Through providing insights into attitudes of Nawroz University students 'towards learning English, presenting the importance of the English language and English teaching method.

2. Literature Review

Attitude is considered to be one of the key factors one of the key successes for language learning, therefore several research studies have been conducted in the field of students' attitudes towards learning language (as stated by Bui and Intaraprasert, 2013:1). Abidin et al. (2012:120) discussed the significant relation between the nature student and the importance of language use. Though, information regarding the language attitudes of students in Northern Iraq is not sufficient. Therefore, this research examines the students' attitudes towards learning English at University in the North of Iraq.

2.1 Definitions of Attitude

Attitude has several definitions from the perspective of diverse aspects and contexts. Kasprzyk & Montano (2008) defined Attitude as person's belief regarding an attribute of executing the behaviour, prejudiced by assessments of attributes. Consequently, an individual has great belief that confidently valued consequences will outcome from. Gardner (1985) defined attitude as connected to an individual's beliefs and values (as stated by Lawrence and Lawrence, 2013:66). According to Kurihara, N. (2006:38) attitude is modified individual's behaviour". The Macmillan English Dictionary (2002) defined the attitude as "somebody's thoughts or emotional state regarding to something, particularly as exposed in their behaviour". All individuals have some attitudes towards everything, it could be negative or positive therefore, pupils' attitudes towards learning English will not vary with mentioned statement, pupils could have negative attitudes towards learning English language on the other hand they could have positive attitudes towards the English language (as stated by Al Noursi, 2013:2).

According to Yamashita, J. (2013:249), attitude is a complex psychological construct. According to Sadighi, F. and Zarafshan, M. (2006:73) and Petrides, J.R. (2006:3) There are many factors that play a role in students' success, and attitude is considered as one of the most influential factors. Also, teachers' attitude plays a role in teaching English language such as teachers' commitment and motivation (as stated by Vasudevan, H., 2013:12). According to Fakeye, D.O., (2010:206), Students' attitude to the language is one of the personal variables that affect the learning of English language.

Wenden (1991) pointed out that attitude consist of three components: cognitive, affective and behavioural. The cognitive component includes the thoughts regarding the object of the attitude. The affective component is related to the individual's emotions and feelings towards an object, and the behavioural component contains the propensity to accept specific learning behaviours. Likert (1932) defined the attitude as "an implication created on the basis of a compound of beliefs about the attitude object". McGuire (1969) argued the possibility of the three attitude components are so strictly interconnected. According to Van Els et al. (1984) discussed that no matter if three components or only. The link between all components is so strict that sufficient information on attitudes could be achieved by evaluating only a component. Paltridge & Starks (1996) stated that language learning is linked to individual's attitude towards the target language. Karahan (2007) mentioned that positive language attitudes will have positive effects on learner to have positive direction towards learning language. Positive attitude will play positive role in learning language, also will be the main key for success concerning learning language (as stated by Abidinet al. (2012:121)).

2.2 Attitude towards Language Learning

According to Eren (2012:289) several social and psychological features and attitude of learning the language towards second language impact the capability of the learners. Baker concentrated on the significance of the study regarding the impact of attitude on learning language (as stated by Yao, 2011:20). According to Sokuet, al. (2011:20) argued the importance of affective component and its effect on learning language behaviour, the main reason the importance of affective component such as values, interests and attitude of pupils related to effect of future behaviour. This explains the main reason of paying attention to positive attitudes for pupils towards learning language because positive attitude will have positive impact on pupil's future learning. According to Youssef (2012:370) Pupil's capability, strategy and attitude clarify their accomplishment for learning language. Gardner and Lambert (1972) mentioned that the capability of the pupils to learn a second language does not only effect by the language and mental skills, nonetheless likewise on the pupils' attitudes and opinions to the aimed language. Also

they pointed that the perception of the attitude can improve the whole language learning process, inducing the environment of pupil's belief and behaviours to the target language, its community and culture, and also it would classify their propensity to obtain the target language. Baker (1992) pointed a theoretical model, concentrating on the significance of accompanying attitudinal study in the field of learning language.

De Bot et al. (2005) showed that language education providers, scholars and pupils should recognize that a positive attitude and positive motivation of pupils enable language learning. Therefore, in case if the pupil does not have the propensity and concentration in obtaining the target language to connect with others, in such case pupil will face a negative attitude and not be encouraged and excited in language learning. Consequently, pupil's attitudes might include in language learning, the reason is it might have the impact on their performance in obtaining the aimed language (as stated by Samson, 2012:272). Gvozdenko and Bernat(2005) explain the present matters, pedagogical consequences and new instructions in belief regarding the language learning comprising cognitive, cultural, personal factors, contextual, affective, and social among which attitudes have a significant affect. There are many studies regarding the attitude towards the altered languages (Malallah 2000, Balcazar 2003, Marley 2004, Villa 2002,), to varieties of English and other languages (Al-Kahtany 1995, Assaf 2001, Gibb 1999, Zhou 2002, Shaw 1981, Wyler et al. 1982, Dalton-Puffer and Kaltenböck 1995, Starkes & Paltridge 1994, Birnie 1998, Cooper and Fishman 1977, Matsuura et al. 1994, Karstadt 2002, El-Dash and Tucker 1975, Benson 1991), on learners' belief regarding learning the target language(as stated by Al-Tamimi and Shuib ,2009:759).

Many features of language attitude towards learning a new language have been explored and examined(Williams et al. 2002, Donitsa-Schmidt et al. 2004, Bernaus et al. 2004,) the following scholars have been studied different aspects of attitude and its impact on learning new language, for instance, Gan (2004), studied the relationship between strategy of learning language and pupil's attitude, Levine (2003), attitude and belief regarding learning aimed language, Yang and Lau (2003), attitudes towards learning language and language itself at tertiary and secondary stages, White (2002), using peers to learn English language as attitude aspect, Lee (2001), attitudes towards arguable practices between education providers and their pupils(u,2010:58-59). Hartiala (2000) argued that the main objectives in educating pupils through contented and language combined learning models is to inspire learner's positive attitude towards the aimed language. Based on the above mentioned it clarifies whether the objectives have been accomplished or not (Lawrence and Lawrence, 2013:67).

Kansikas (2002). Many decades ago, the studies of attitudes have been examined in different languages. Also, Kansikas mentioned that there are many views regarding language attitudes, at the present time the most common view is an integration of 10 older opinions. This theory proposes that attitude towards altered languages is not stable nevertheless always varying and therefore there is no specific determination regarding attitudes towards learning language (Samson, 2012:274).

2.3 Aspects of Language Attitude

According to Kara (2009), Learning process is considered as a positive amendment in the person's personality regarding the cognitive behavioural and emotional attitude, meanwhile when an individual has learned a particular matter, therefore, an individual starts to behave and think in various ways and person's belief has been distinguished. Moreover, beside cognitive method, the learning process also has psychological and social aspects (Youssef, 2012:371). Wenden (1991) states that attitude comprises three components; the first component is about the attitudes related to the cognitive component. This might include perception /belief regarding the situation or an object connected to the attitude. The second component is the evaluative component. This indicates that the situation/object connected to the attitude might produce dislike/like. The third component is related to the attitudes that have a behavioural component for instance; specific attitude tends to motivate pupils to accept specific learning behaviours (Soleimani and Hanafi, 2013:3820).

2.3.1 Cognitive Attitude

This aspect contains the belief of the language learners in terms of the information that they can gain and their sympathetic in the process of language learning. The cognitive aspect could be categorized into four phases of linking the earlier information and the new information, producing new information, examining new information, and implementing the new information in different circumstances (Gajalakshmi, 2013:1).

2.3.2 Behavioural Aspect of Attitude

The behavioural aspect determines the way an individual reacts and behaves in specific circumstances. In detail, the effective language learning improves the pupils to recognize themselves with the native English speakers and adopt or obtain numerous features of behaviours which describe the participants of the aimed language community. Kara (2009) proved that, an individual with positive attitude will result with the demonstration of positive behaviour towards learning new language. Such individuals are perceived to be extra enthusiastic problem solving, to obtain the knowledge and competencies valuable for day-to-day life and to motivate emotionally (Gajalakshmi, 2013:1).

2.3.3 Emotional Aspect of Attitude

Chen and Feng (2009) argued that, learning process consider as an emotional process. Usually, it effect by several emotional elements. Choy & Troudi (2006), the education provider and his pupils involve in numerous emotional actions in it and diverse fruits of emotions are yield. Attitude could assist the pupils to show their feeling whether they dislike/like the matters or circumstances. It has been agreed that the internal emotion and feeling of learning new language affect their viewpoints and their attitude towards the aimed language (Gajalakshmi, 2013:2).

2.4 Related Studied

Numerous scholarships have been showed to examine the nature of pupils' attitudes towards learning language (Al-Zahrani, 2008). For example, Shams (2008) showed a study trying to explore pupils' attitudes, inspiration and nervousness towards the learning of English. The results highlighted that the pupils had positive attitudes and high eagerness towards English. This also emphasized that most of pupils presented positive attitudes towards English language, in turn, highlighted the worth of English language effectiveness in day-to-day life Al-Tamimi and Shuib (2009) found that Engineering pupils' attitudes and motivation towards learning English had positive attitude to English language usage in Yemeni educational situations as well as social aspects (AL-Nofaie, 2010:67). Momani (2009) examined the attitudes of secondary stage pupils towards learning English as a second language and their accomplishments in reading comprehension. The results presented that the participants were neutral positive attitudes towards learning English. Likewise, a strong correlation had been found between pupil's performance in reading comprehension and the pupils' attitudes towards learning English (Khamkhien, 2010:762).

Al-Zahrani (2008) presented study regarding the year of study determined the attitudes of Saudi pupils towards English. The results exposed that no difference any in stage of years of study towards learning English language, all levels were same. Fakeye (2010), discussed in terms of gender variable, he examined the association between accomplishment in English and attitude among 400 secondary pupils, and participants were selected randomly from different secondary schools a total of five schools. The results exposed a significant relationship between accomplishment and attitude. Moreover, it was discovered that pupils' attitude is not gender-related. Therefore, the study did not show a statistically significant difference in the male attitudes and female attitudes (by Samson, 2012:275).

3. Methodology

3.1 Design of the study

The researcher used questionnaire in order to be able to analyze the current study. The questionnaire was divided into two sections, the first section consisted of demographic questions; starting with respondent's age, gender and years of study. The second part of questionnaire consisted of 26 questions regarding student's attitude towards learning the English language.

3.2 Duration of the study:

The researcher distributed questionnaires in hard copies in Nawroz University and particularly in the first and second years of the English department of Language College. The researcher started gathering data from March 25, 2014 till April 3rd, 2014.

3.3 Sampling size and target population

The aim of sample design is to clearly determine set of objectives, the sampling technique will be random sampling method, where all first- and second-year students in English department of the college of language in Nawroz University will have equal chances of being selected for the sample. The English department currently has 214 students in first and second years. The population of this study will be 214 participants and the target population of this study is 138 participants (as shown in the formula). The following formula presents the sample size calculation:

$$\text{Sample size} = \frac{z^2 \times P \times (1-P)}{c^2}$$

Z = Z value (1.96 for 95% confidence level)
 p = percentage picking a choice
 c = confidence interval

$$\text{Sample size} = \frac{(1.96)^2 \times 0.5 \times (1-0.5)}{(0.05)^2}$$

$$\text{Sample size} = \frac{0.9604}{0.0025}$$

$$\text{Sample size} = 384.16$$

$$\text{New sample size} = \frac{\text{Sample size}}{1 + \left\{ \frac{\text{sample size} - 1}{\text{population}} \right\}}$$

$$\text{New sample size} = \frac{384.16}{1 + \left\{ \frac{384.16 - 1}{214} \right\}}$$

$$\text{New sample size} = 138 \text{ participants}$$

3.4 Instrument for measuring (scales)

The questionnaire structured in the form of multiple-choice questions were designed by the researcher. The participants were asked to mark each item on five-point likert scales. This research instruments were validated by earlier researchers to be appropriate for measuring student's attitude towards learning English language (Shah, 2008, Alenezia, 2010, Al-Tamimi and Shuib, 2009, and Tsudam, 2003).

4. Results and Discussion

4.1 Demographic analysis

Table 1: Age

	Age groups	Frequency	Percent	Valid Percent	Cumulative Percent
	18-20	68	49.3	49.3	49.3
	20-22	68	49.3	49.3	98.6
	23 and above	2	1.4	1.4	100.0
	Total	138	100.0	100.0	

Created by the researcher, April, 2014

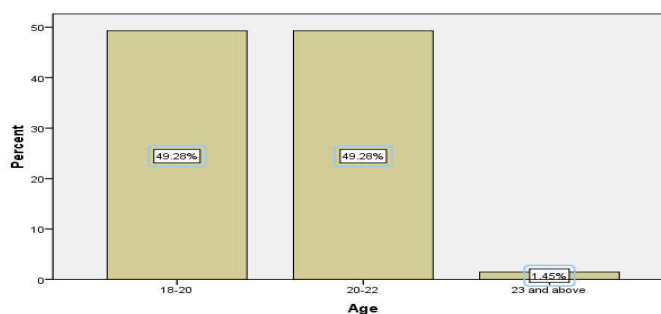


Figure 1, Created by the researcher, April, 2014

As seen in table (1) and figure (1) the frequency and percentage of respondent's age, based on the statistical results of SPSS program, the researcher found the following results; 49.3% of respondents from total of 136 respondents fall into group 18-20 years old, 49.3% of respondents from total of 136 respondents fall into group 20-22 years old and 1.4% of respondents from total of 136 respondents fall into group 23 years old and above.

Table 2: Gender

	Gender groups	Frequency	Percent	Valid Percent	Cumulative Percent
	Male	71	51.4	51.4	51.4
	Female	67	48.6	48.6	100.0
	Total	138	100.0	100.0	

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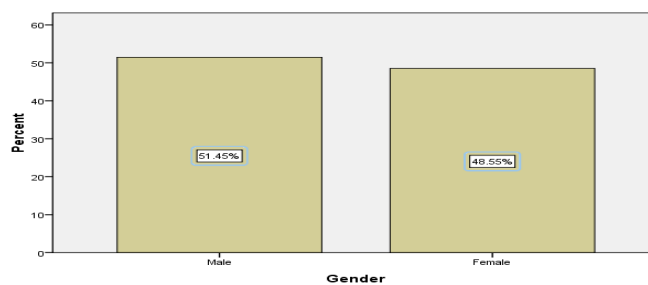


Figure 2, Created by the researcher, April, 2014

As seen in table (2) and figure (2) the frequency and percentage of participant's gender in this study, according to SPSS program, the researcher was able to find out the following results; 51.4% of participants were male and 48.6% of participants were female.

Table 3 Year of study

	Year groups	Frequency	Percent	Valid Percent	Cumulative Percent
	1st year	74	53.6	53.6	53.6
	2nd year	64	46.4	46.4	100.0
	Total	138	100.0	100.0	

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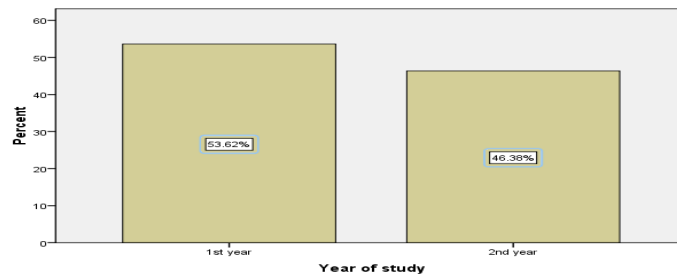


Figure 3, Created by the researcher, April, 2014

After analyzing the demographic study, as for respondent's education level, the researcher found out the following results; 53.6% of respondents out of 136 were in the first year of the study and 46.4% of respondents out of 136 were in the second year of the study as shown in table and figure (3).

4.2 Data analysis

4.2.1 Comparison Male/Female

Table 4: I prefer native English teachers.

1. I prefer native English teacher Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q1	Male	-	8	19	37	7	71	3.61	0.819
	Female	3	12	12	37	3	67	3.37	0.982

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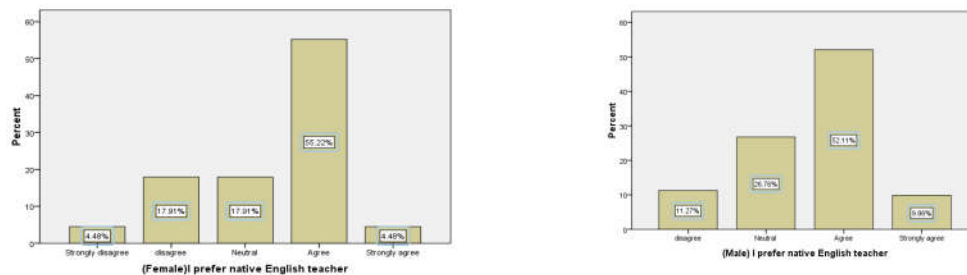


Figure 4, Created by the researcher, April, 2014

As seen in table (4) and figure (4), show the comparison between the male and female in terms of their attitude towards the native English teacher. Their attitudes towards native English teachers were found to be positive. When learners were asked whether they would prefer to have native English speaker, eight male students rated as 'disagree', 19 male students rated as 'neutral', 37 male students rated as 'agree' and seven male students rated as 'strongly agree'. In terms of the female students' attitude; three female students rated as 'strongly disagree', 12 female students rated as 'agree', 19 female students rated as 'neutral', 37 female students rated as 'agree' and three female students rated as 'strongly agree'. The mean of Male group is 3.61 and mean of Female group is 3.37, this indicates that the majority of both groups were in agreement and preferred to have a native English teacher.

Table 5: My teacher motivates me to speak in English

2. My teacher motivates me to speak in English Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q2	Male	10	34	17	10	-	71	2.38	.900
	Female	6	16	12	25	8	67	3.19	1.196

Created by the researcher, April, 2014



Figure 5, Created by the researcher, April, 2014

As seen in table (5) and figure (5), show the comparison between the male and female students' attitude towards motivation to speak in English. Male students' attitudes were found to be negative whereas female students' attitudes were found to be positive. When learners were asked whether their teachers motivated them to speak in English, 10 male students rated as 'strongly disagree', 34 male students rated as 'disagree', 17 male students rated as 'neutral' and 10 male students rated as 'agree'. As for female students' attitude; six female students rated as 'strongly disagree', 16 female students as 'disagree', 12 female students rated as 'neutral', 25 female students rated as 'agree' and eight female students rated as 'strongly agree'. The mean of the male group is 2.38. This indicates that the majority of male students rated as 'disagree' as to whether they were motivated by their teachers to speak in English. The mean of the female group is 3.19, which indicates that the majority of female students rated as 'agree' concerning teacher's motivation to speak in English. According to the above results we can see the difference students' attitudes towards their teachers and its motivation.

Table 6: My teacher engages us in dialogues for the practice of speaking skills.

3. My teacher engages us in dialogues for the practice of speaking skills. Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Groups									

Q3	Male	6	30	21	14	-	71	2.61	0.902
	Female	3	21	14	25	4	67	3.09	1.055

Created by the researcher, April, 2014

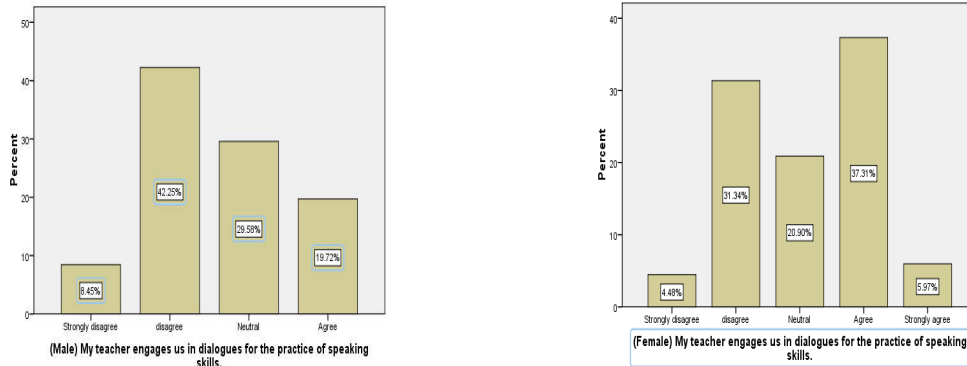


Figure 6, Created by the researcher, April, 2014

As seen in table (6) and figure (6), show the comparison between the male and female students' attitude towards their engagement in dialogues. The attitudes of male students were found to be negative. When learners were asked whether their teachers engage them in dialogues for the practice of speaking skills: six male students rated as 'strongly', 30 male students rated as 'disagree', 21 male students rated as 'neutral' and 14 male students rated as 'agree'. As for female students' attitude; three female students rated as 'strongly disagree', 21 female students rated as 'disagree' in, 14 female students rated as 'neutral', 25 female students rated as 'agree' and 4 female students rated as 'strongly agree'. The mean of the male group is 2.61, which means that most of male students rated as 'disagree' in about the engagement of students in dialogues by their teacher for practising speaking skill. The mean of female group is 3.09, which means that most of female students rated as 'agree' in terms of students' engagement in dialogues by their teacher for practising speaking skill. This shows the difference between male and female students' attitudes towards their engagement in dialogues by their teacher for practising speaking skill. As a result, it can be said that female students are engaged more in dialogues by their teacher for practising speaking skill.

Table 7: Native English teacher makes it more difficult for me to practise my English-speaking skills

4. Native English teacher makes more difficult for me to practise my English-speaking skills									
Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q4	Male	8	28	21	14	-	71	2.58	0.936
	Female	3	20	16	25	3	67	3.07	1.020

Created by the researcher, April, 2014

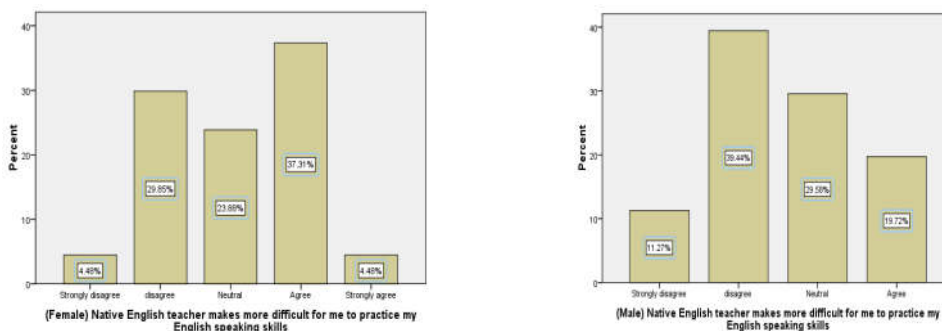


Figure 7, Created by the researcher, April, 2014

As seen in table (7) and figure (7), the attitudes of the male and female students towards the native English teachers were found to be negative as they thought those teachers were the source of difficulty. When learners were asked whether native English teachers make it more difficult to practise the English-speaking skills: eight male students rated as 'strongly disagree', 28 male students rated as 'disagree', 21 male students rated as 'neutral', 14 male students rated as 'agree'. As for the female students' attitude; three female students rated as 'strongly disagree', 20 female students rated as 'disagree', 16 female students rated as neutral, 25 female students rated as 'agree' and three female students rated as 'strongly agree'. The mean of male group is 2.58 whereas the mean of female group is 3.07. This indicates that the majority of the male students rated as 'disagree' while the greatest part of female students rated as 'agree'. This means that the male and female students' attitudes towards the same are different.

Table 8: I prefer English to the other languages

5. I prefer English to the other languages Comparison Male/Female									
Groups	1	2	3	4	5	Total	Mean	Std. Deviation	
Q5	Male	-	4	17	28	22	71	3.96	0.885
	Female	2	8	20	24	13	67	3.57	1.033

Created by the researcher, April, 2014

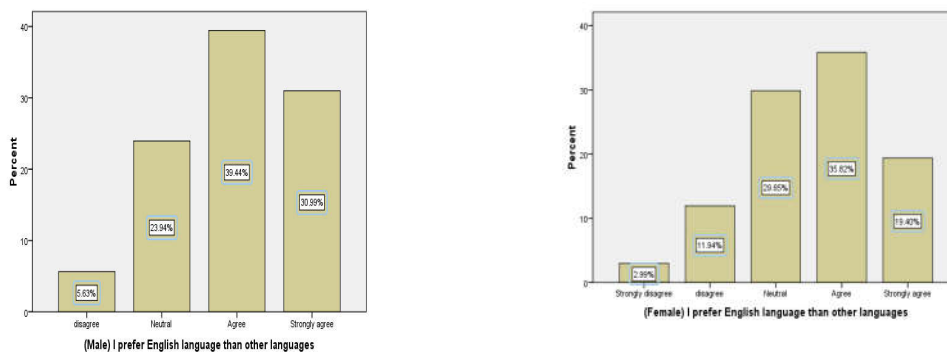


Figure 8, Created by the researcher, April, 2014

As seen in the table 8 and figure 8, both male and female students prefer to study English. As for the distribution of students' answers; four male students rated as 'disagree', 17 male students rated as 'neutral', 28 male students rated as 'agree' and 22 male students rated as 'strongly agree'. As for the female students; two female students rated as 'strongly disagree', eight female students rated as 'disagree', 20 female students rated as 'neutral', 24 female students rated as 'agree' and 13 female students rated as 'strongly agree'. The mean of male group is 3.96, which indicates that the majority of male students rated as 'agree' as to whether they prefer to study English. The mean of the female group is 3.57. This indicates that the majority of female students rated as agree. In other words, female students also prefer studying English to studying another language.

Table 9: I prefer English to the other subjects

6. I prefer English subject than other subjects Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q6	Male	-	4	21	27	19	71	3.86	0.883
	Female	-	6	13	26	22	67	3.96	0.944

Created by the researcher, April, 2014

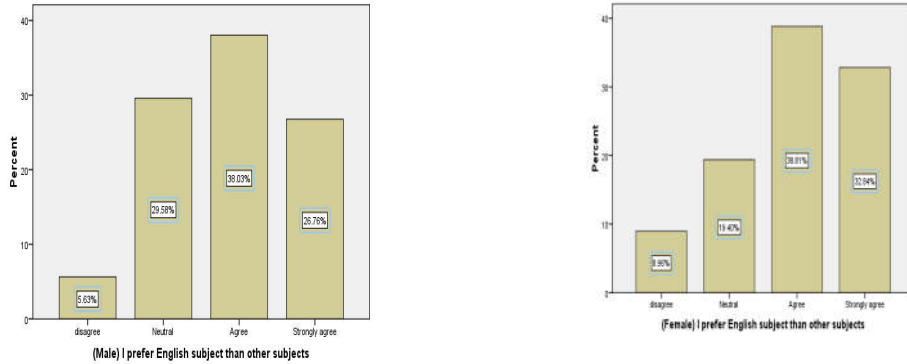


Figure 9, Created by the researcher, April, 2014

As seen in table (9) and figure (9), show the comparison between the male and female student's attitude towards the desirable of English subject were found to be positive. When learners were asked whether they prefer English subject than other subjects: four male students rated as 'disagree', 21 male students rated as 'neutral', 27 male students rated as 'agree' and 19 male students rated as 'strongly agree'. In terms of the female students' attitude; six female students rated as 'disagree', 13 female students rated as 'neutral', 26 female students rated as 'agree' and 22 female students rated as 'strongly agree'. The mean of male groups is 3.86 this indicates that the majority of male students rated as 'agree' concerning student's attitude towards the desirable of English subject comparing with other subjects and the mean of female group is 3.96 this indicates that the majority of female students rated as 'agree' concerning student's attitude towards the desirable of English subject comparing with other subjects.

Table 10: My teacher teaches me how to write Standard English

7. My teacher teaches me how to write standard English Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q7	Male	5	31	27	8	0	71	2.54	0.790
	Female	5	21	20	16	5	67	2.93	1.078

Created by the researcher, April, 2014

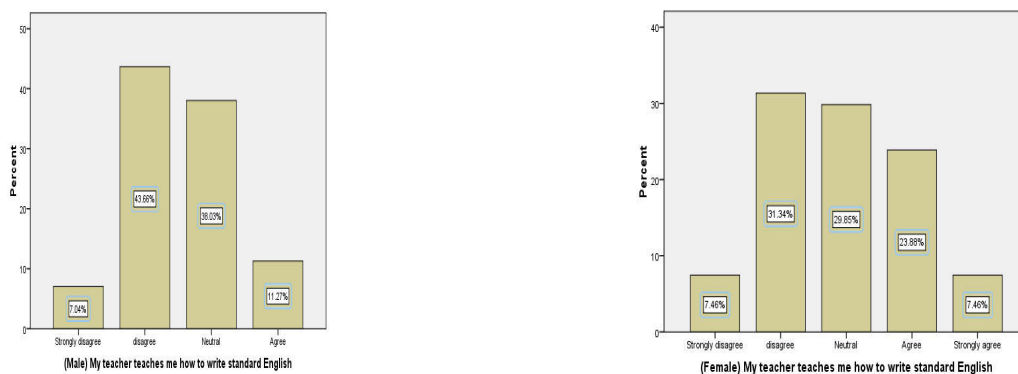


Figure 10, Created by the researcher, April, 2014

As seen in table (10) and figure (10), show the comparison between the male and female students' attitude towards learning Standard English were found to be negative. When learners were asked whether their teachers teach them how to write Standard English: five male students rated as 'strongly disagree', 31 male students rated as 'disagree', 27 male students rated as 'neutral' and eight male students rated as 'agree'. in terms of the female students' attitude: five female students rated as 'strongly disagree', 21 female students rated as 'disagree', 20 female students rated as 'neutral', 16 female students rated as 'agree' and five female students rated as 'strongly agree'. The mean of male group is 2.54 this means that most of male students rated as 'disagree' concerning student's attitude towards learning standard English writing by their teacher, and the mean of female group is 2.93 this means that most of female students rated as 'disagree' concerning student's attitude towards learning standard English writing by their teachers as well.

Table 11: My teacher allows me to discuss and ask any ambiguities in English

8. My teacher allows me to discuss and ask any ambiguities in English									
Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q8	Male	7	31	20	13	-	71	2.55	0.907
	Female	7	28	22	10	-	67	2.52	0.877

Created by the researcher, April, 2014

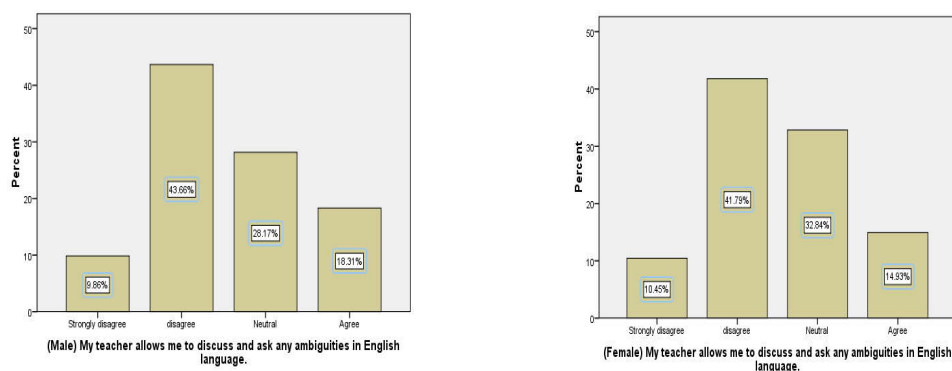


Figure 11, Created by the researcher, April, 2014

As seen in table (11) and figure (11), show the comparison between the male and female students' attitude towards students' discussion and participation were found to be negative. When learners were asked whether their teachers allow them to discuss and ask any ambiguities in English: seven male students rated as 'strongly', 31 male students rated as 'disagree', 20 male students rated as 'neutral' and 13 male students rated as 'agree'. in terms of the female students' attitude: seven female students rated as 'strongly disagree', 28 female students rated as 'disagree', 22 female students rated as 'neutral', 10 female students rated as 'agree' and five female students rated as 'strongly agree'. The mean of male group is 2.55 this means that most of male students rated as 'disagree' concerning student's attitude towards learning standard English writing by their teacher, and the mean of female group is 2.52 this means that most of female students rated as 'disagree' concerning student's attitude towards learning standard English writing by their teachers as well.

students rated as 'neutral' towards allowing students to participate in class discussion, 13 male students as 'agree'. seven female students rated as 'strongly disagree', 28 female students rated as 'disagree', 22 female students rated as 'neutral' and 10 female students rated as 'agree'. The mean of male group is 2.55 this means that many of male students rated as 'disagree' towards allowing students to participate in class discussion and the mean of female group is 2.52 this means that many of female students rated as 'disagree' towards allowing students to participate in class discussion.

Table 12: I feel shy to practice my English skills in class discussions

9. I feel shy to practice my English skills in class discussions									
Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q9	Male	-	2	2	51	12	67	4.09	0.570
	Female	-	6	15	41	9	71	3.75	0.788

Created by the researcher, April, 2014

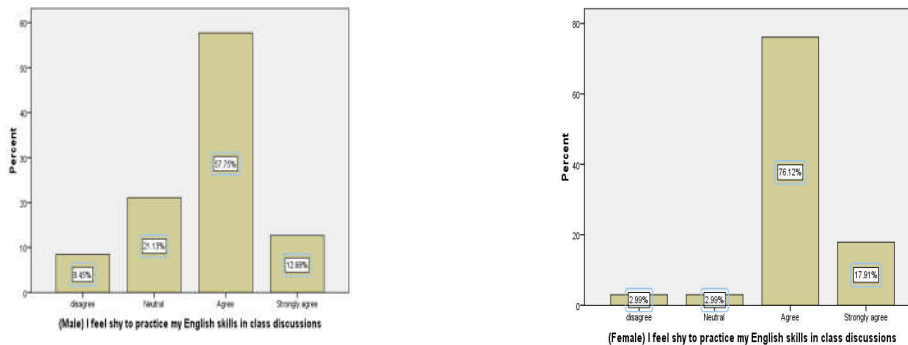


Figure 12, Created by the researcher, April, 2014

As seen in table (12) and figure (12), show the comparison between the male and female students' attitude towards feeling were found to be negative, when learners were asked whether they feel shy to practice their English skills in class discussions: two male students rated as 'disagree', 2 male students rated as neutral, 51 male students rated as 'agree' and 12 male students rated as 'strongly agree'. In terms of the female students' attitude; six female students rated as 'disagree' regarding, 15 female students rated as 'neutral', 41 female students rated as 'agree' and nine female students rated as 'strongly agree'. The mean of male group is 4.09 this means that the majority of male students rated as 'agree' regarding feeling shy while practising English skill in class discussion and the mean of female group is 3.75 this means that the majority of female students rated as 'agree' regarding feeling shy while practising English skill in class discussion.

Table 13: My teacher makes me comfortable to participate in class discussions

10. My teacher makes me comfortable to participate in class discussions									
Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q10	Male	5	25	31	10	-	71	2.65	0.812
	Female	-	19	28	29	-	67	3.01	0.769

Created by the researcher, April, 2014

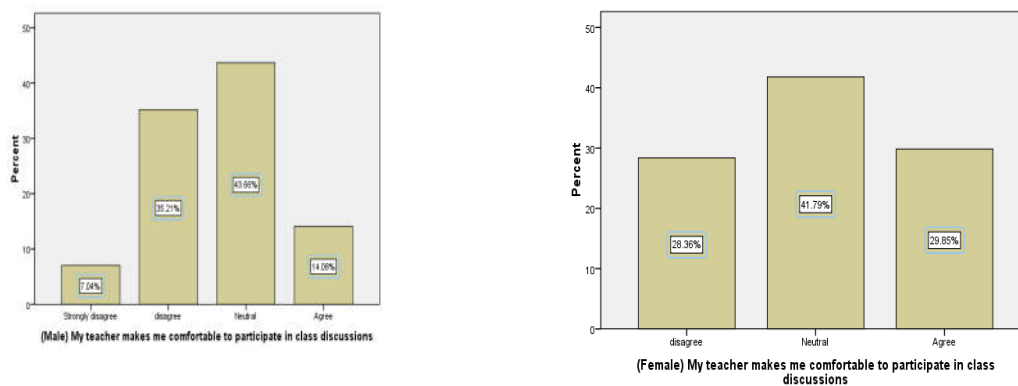


Figure 13, Created by the researcher, April, 2014

As seen in table (13) and figure (13), show the comparison between the male and female students' attitude towards feeling comfortable were found to be negative for the male students and to be positive for the female students. When learners were asked whether their teachers make them comfortable to participate in class discussions: five male students rated as 'strongly disagree', 25 male students rated as 'disagree', 31 male students rated as 'neutral', 10 male students rated as 'agree'. 19 female students rated as 'disagree', 28 female students rated as 'neutral' and 29 female students rated as 'agree' regarding. The mean of male group is 2.65 this indicates that the majority of male students rated as 'disagree' towards feeling comfortable in class participation by their teacher while the mean of female group is 3.01 this indicates that the majority of female students rated as 'agree' towards feeling comfortable in class participation by their teacher.

Table 14: I cannot memorize English words

11. I cannot memorize English words Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q11	Male	-	8	18	34	11	71	3.68	0.875
	Female	8	31	24	4	-	67	2.36	0.773

Created by the researcher, April, 2014

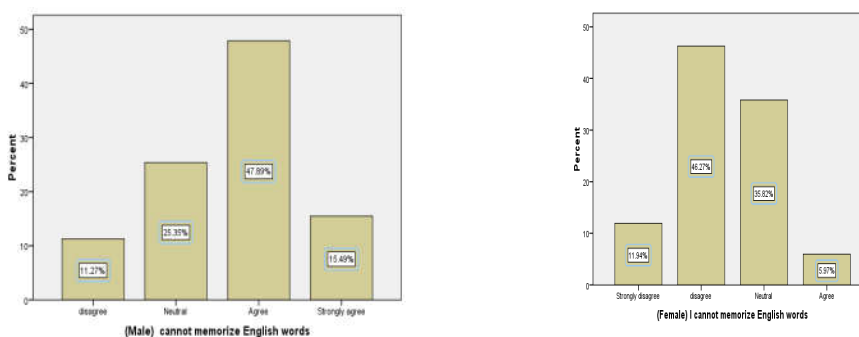


Figure 14, Created by the researcher, April, 2014

As seen in table (14) and figure (14), show the comparison between the male and female students' attitude towards memorizing words were found to be positive for the male students and to be negative for the female students: eight male students rated as 'disagree', 18 male students rated as 'neutral', 34 male students rated as 'agree', 11 male students rated as 'strongly agree'. In terms of female students' attitude: eight female students rated as 'strongly disagree', 31 female students rated as 'disagree', 24

female students rated as 'neutral' and four female students rated as 'agree'. The mean of male group is 3.68 this means that most of male students rated as 'agree' regarding their ability to memorize English words and the mean of female group is 2.36 this means that many of female students rated as 'disagree' regarding their ability to memorize English words.

Table 15: I enjoy English homework

12. I enjoy English homework Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q12	Male	8	26	19	15	3	71	2.70	1.061
	Female	2	12	17	28	8	67	3.42	1.017

Created by the researcher, April, 2014

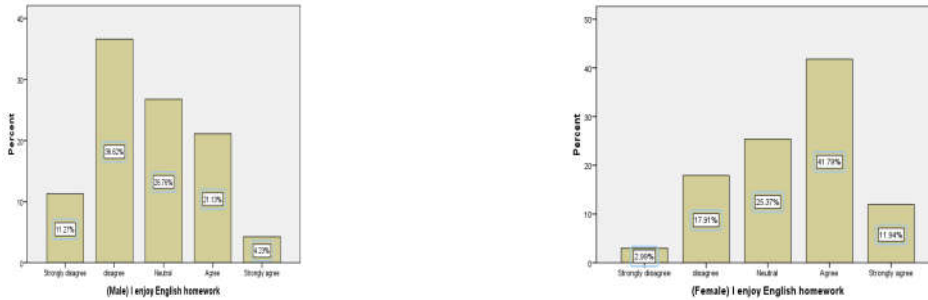


Figure 15, Created by the researcher, April, 2014

As seen in table (15) and figure (15), show the comparison between the male and female students' attitude towards English homework. Their attitudes were found to be negative for the male students and positive for the female students according to the answers they gave to the item whether they enjoy their English homework. Eight male students rated as 'strongly disagree', 26 male students rated as 'disagree', 19 male students rated as 'neutral', 15 male students rated as 'agree', 15 male students rated as 'agree' and three male students rated as 'strongly agree'. In terms of female students' attitude: two female students rated as 'strongly disagree', 12 female students rated as 'disagree', 17 female students rated as 'neutral', 28 female students rated as 'agree' and eight female students rated as 'strongly agree'. The mean of male group is 2.70. This means that the greatest part of male students rated as 'disagree' regarding their interest in English homework and the mean of female group is 3.42, which means that the greatest part of female students rated as 'agree' regarding their interest in English homework.

Table 16: English materials are interesting for me

13. English materials are interested for me Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q13	Male	-	13	12	34	12	71	3.63	0.975
	Female	-	8	13	36	10	67	3.72	0.867

Created by the researcher, April, 2014

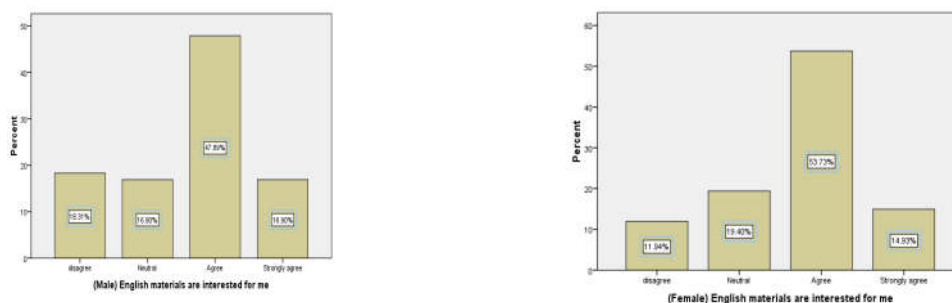


Figure 16, Created by the researcher, April, 2014

As seen in table (16) and figure (16), show the comparison between the male and female in terms of their attitude towards English materials. Their attitudes towards English materials were found to be positive. When learners were asked whether they found English materials interesting, 13 male students as 'disagree', 12 male students rated as 'neutral', 34 male students rated as 'agree', 12 male students rated as 'strongly agree'. In terms of female students' attitude: eight female students rated as 'disagree', 13 female students rated as 'neutral', 36 female students rated as 'agree' and 10 female students rated as 'strongly agree'. The mean of Male group is 3.63 and mean of Female group is 3.72, this indicates that the majority of both groups were interested English material.

Table 17 class activities are interested for me

14. Class activities are interested for me Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q14	Male	11	31	13	13	3	71	2.52	1.094
	Female	3	11	4	29	20	67	3.78	1.178

Created by the researcher, April, 2014

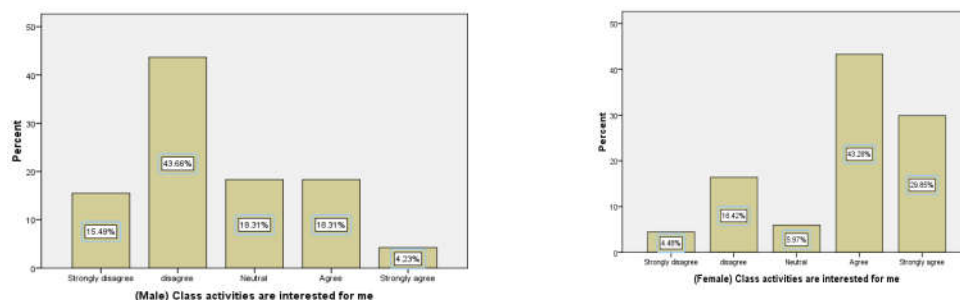


Figure 17, Created by the researcher, April, 2014

As seen in table (17) and figure (17), show the comparison between the male and female students' attitude towards class activities. Male students' attitudes were found to be negative whereas female students' attitudes were found to be positive. When learners were asked whether they found class activities interesting, 11 male students rated as 'strongly disagree', 31 male students rated as 'disagree', 13 male students rated as 'neutral', 13 male students rated as 'agree' and three male students rated as 'strongly agree'. In terms of the female students' attitude: three female students rated as 'strongly disagree', 11 female students rated as 'disagree', four female students rated as 'neutral', 29 female students rated as 'agree' and 20 female students rated as 'strongly agree'. The mean of the male group is 2.52. This indicates that the majority of male students rated as 'disagree' as to

whether they were interested in class activities. The mean of the female group is 3.78, which indicates that the majority of female students rated as 'agree' concerning class activities. According to the above results we can see the difference students' attitudes towards their class activities interesting.

Table 18: My teacher organizes class activities in proper way

15. My teacher organizes class activities in proper way Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q15	Male	9	35	17	10	-	71	2.39	0.886
	Female	9	26	18	14	-	67	2.55	0.974

Created by the researcher, April, 2014

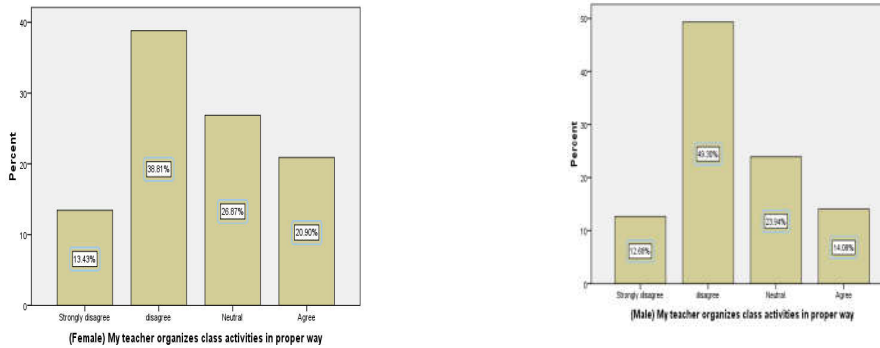


Figure 18, Created by the researcher, April, 2014

As seen in table (18) and figure (18), the attitudes of the male and female students towards the organizing class activities by their teacher were found to be negative. When learners were asked whether their teachers organize class activities in proper way, nine male students rated as 'strongly disagree', 35 male students rated as 'disagree', 17 male students rated as 'neutral', 10 male students rated as 'agree'. Regarding female students' attitude: nine female students rated as 'strongly disagree', 26 female students rated as 'disagree', 18 female students rated as 'neutral', 14 female students rated as 'agree'. The mean of Male group is 2.39 and mean of Female group is 2.55, this indicates that the majority of both groups found unorganized class activities by their teachers.

Table 19: I improve my English skills by listening to English radios

16. I improve my English skills by listening to English radio Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q16	Male	4	8	14	33	12	71	3.58	1.078
	Female	3	7	10	35	12	67	3.69	1.033

Created by the researcher, April, 2014

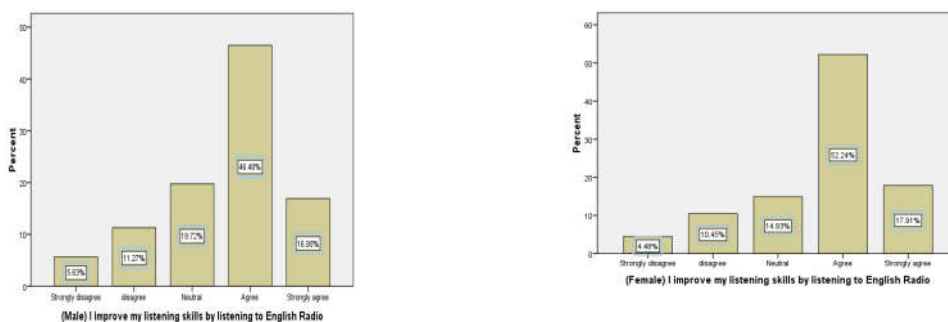


Figure 19, Created by the researcher, April, 2014

As seen in table and figure (19) show the comparison between the male and female student's attitude towards English skills improvement were found to be positive. When learners were asked whether they found listening to English radio improve their English skills. four male students rated as 'strongly agree', eight male students rated as 'disagree', 14 male students rated as 'neutral', 33 male students rated as 'agree' and 12 male students rated as 'strongly agree'. In terms of the female students' attitude: three female students rated as 'strongly disagree', seven female students rated as 'disagree', 10 female students rated as 'neutral', 35 female students rated as 'agree' and 12 female students rated as 'strongly agree'. The mean of male groups is 3.58 this indicates that the majority of male students rated as 'agree' concerning student's attitude towards listening English radio to improve their language skills and the mean of female group is 3.96 this indicates that the majority of female students rated as 'agree' concerning student's attitude towards listening English radio to improve their language skills.

Table 20: I improve my reading skills by reading English newspapers and magazines

17. I improve my reading skills by reading English newspaper and magazines Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q17	Male	4	12	23	25	7	71	3.27	1.041
	Female	2	8	16	31	10	67	3.58	0.987

Created by the researcher, April, 2014

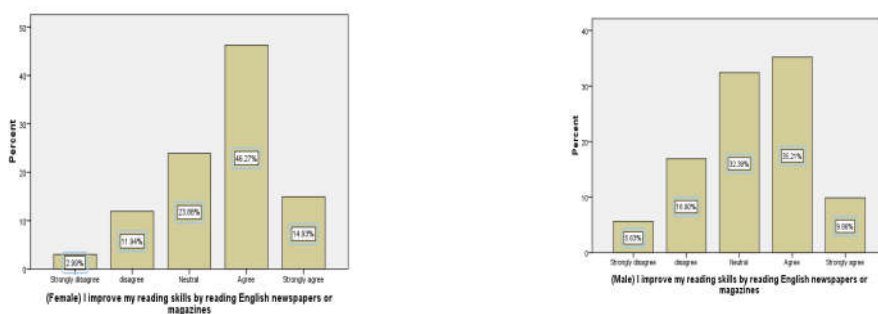


Figure 20, Created by the researcher, April, 2014

As seen in table (20) and figure (20), show the comparison between the male and female students in terms of their attitude towards improving reading skills. Their attitudes towards improving their reading skills by newspaper and magazines were found to be positive, when learners were asked whether they found English newspaper and magazines were useful. four male students rated as 'strongly disagree', 12 male students rated as 'disagree', 23 male students rated as 'neutral', 25 male students

rated as 'agree' and seven male students rated as strongly agree. In terms of the female students' attitude: two female students rated as 'strongly disagree', eight female students rated as 'disagree', 16 female students rated as 'neutral', 31 female students rated as 'agree' and seven female students rated as 'strongly agree'. The mean of Male group is 3.27 and mean of Female group is 3.58, this indicates that the majority of both groups rated as 'agree' regarding improving their reading skills by reading English newspaper and magazines.

Table 21: I improve my English skills by watching English movies or series

18. I improve my English skills by watching English movies or series		1	2	3	4	5	Total	Mean	Std. Deviation
Comparison Male/Female									
Q18	Male	-	7	12	40	12	71	3.80	0.839
	Female	-	7	13	35	12	67	3.78	0.867

Created by the researcher, April, 2014

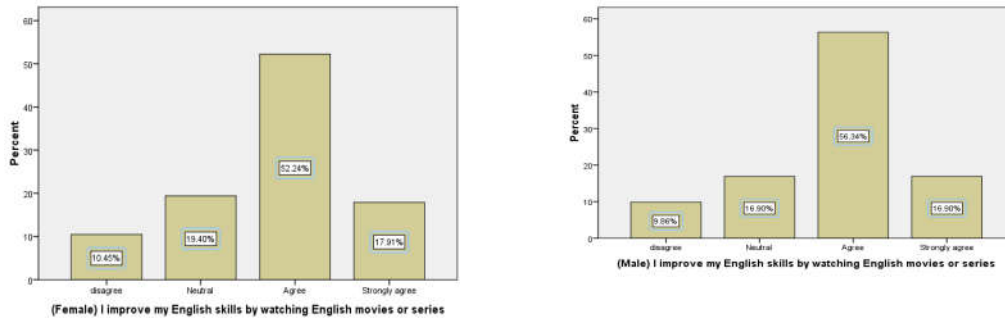


Figure 21, Created by the researcher, April, 2014

As seen in table (21) and figure (21), show the comparison between the male and female students in terms of their attitude towards improving English skills. Their attitudes towards improving their English skills by watching English movies and series were found to be positive, when learners were asked whether they found English movies and series were useful. seven male students rated as 'disagree', 12 male students rated as 'neutral', 40 male students rated as 'agree' and 12 male students rated as 'strongly agree'. In terms of female students' attitude: seven female students rated as 'disagree', 13 female students rated as 'neutral', 35 female students rated as 'agree' and 12 female students rated as 'strongly agree'. The mean of Male group is 3.80 and mean of Female group is 3.78, this indicates that the majority of both groups rated as 'agree' regarding improving their English skills by watching English movies and series.

Table 22: I memorize English words by pictures

19. I memorize English words by pictures		1	2	3	4	5	Total	Mean	Std. Deviation
Comparison Male/Female									
Q19	Male	5	10	20	28	8	71	3.34	1.082
	Female	4	12	23	20	8	67	3.24	1.074

Created by the researcher, April, 2014

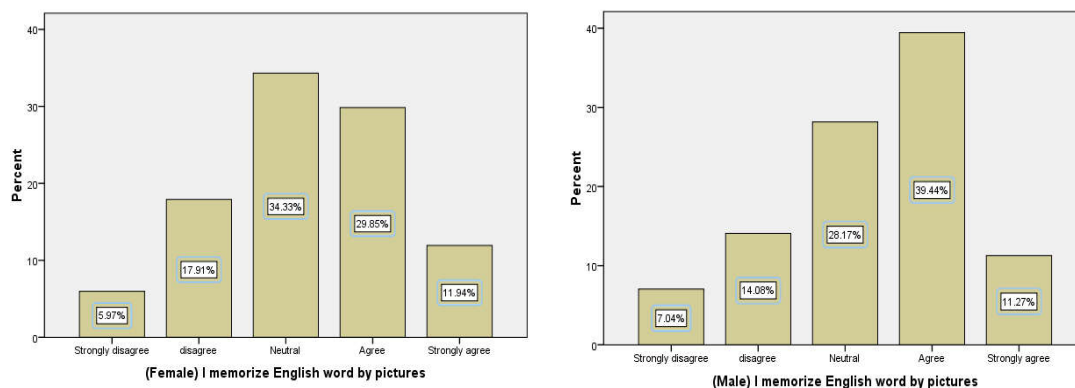


Figure 22, Created by the researcher, April, 2014

As seen in table (22) and figure (22), show the comparison between the male and female student's attitude towards the ability of memorizing English words were found to be positive. when learners were asked whether they found images useful for memorizing English words: five male students rated as 'strongly disagree', 10 male students rated as 'disagree', 20 male students rated as 'neutral', 28 male students rated as 'agree' and eight male students rated as 'strongly agree'. In terms of female students' attitude: four female students rated as 'strongly disagree', 12 female students rated as 'disagree', 23 female students rated as 'neutral', 20 female students rated as 'agree' and eight female students rated as 'strongly agree'. The mean of male groups is 3.34 this indicates that the majority of male students rated as 'agree' concerning student's attitude towards the ability of memorizing English words comparing with other subjects and the mean of female group is 3.24 this indicates that the majority of female students rated as 'agree' concerning student's attitude towards the ability of memorizing English words.

Table 23: I prefer to be taught only in English

20. I prefer to be taught only in English Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q20	Male	-	7	22	30	12	71	3.66	0.877
	Female	-	7	25	24	11	67	3.58	0.890

Created by the researcher, April, 2014

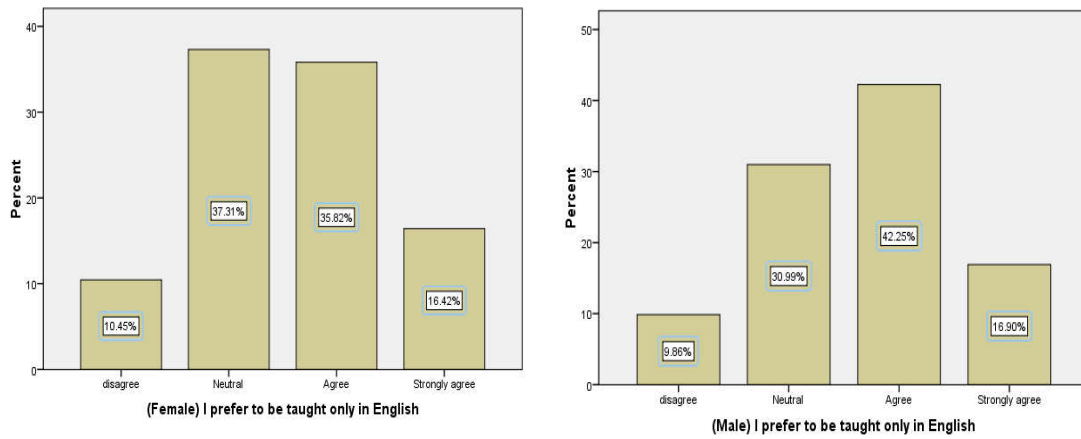


Figure 23, Created by the researcher, April, 2014

As seen in table (23) and figure (23), the attitudes of the male and female students towards the desire of being taught only in English were found to be negative, when learners were asked whether they prefer to be taught only in English. seven male students rated as 'disagree', 22 male students rated as 'neutral', 30 male students rated as 'agree' and 12 male students rated as 'strongly agree'. In terms of female students' attitude: seven female students rated as 'disagree', 25 female students rated as 'neutral', 24 female students rated as 'agree' and 11 female students rated as 'strongly agree'. The mean of Male group is 3.66 and mean of Female group is 3.58, this indicates that the majority of both groups were preferred to be taught only in English.

Table 24: I get confused when my teacher teaches me in English and Kurdish at the same time

21. I get confused when my teacher teaches me in English and Kurdish at the same time Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q21	Male	-	7	35	22	7	71	3.41	0.803
	Female	-	3	15	30	19	67	3.97	0.834

Created by the researcher, April, 2014

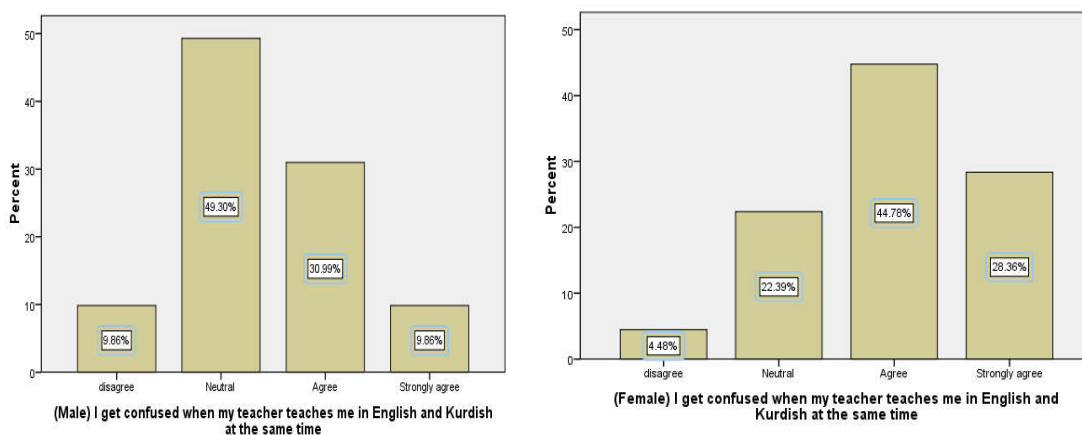


Figure 24, Created by the researcher, April, 2014

As seen in table (24) and figure (24), show the comparison between the male and female in terms of their attitude towards combining two languages in teaching. Male students' attitudes were found to be negative as they thought combining two languages were the source of confusion whereas female students' attitudes were found to be positive, when learners were asked whether teaching in English and Kurdish at the same time confuse them. seven male students rated as 'disagree', 35 male students rated as 'neutral', 22 male students rated as 'agree', seven male students rated as 'strongly agree'. In terms of the female students' attitude: three female students rated as 'disagree', 15 female students rated as 'neutral', 30 female students rated as 'agree' and 19 female students rated as 'strongly agree'. The mean of male group is 3.41 whereas the mean of female group is 3.97. This indicates that the majority of the male students rated as 'disagree' while the greatest part of female students rated as 'agree'. This means that the male and female students' attitudes towards the same are different.

Table 25: I prefer to be taught in English and Kurdish at the same time

22. I prefer to be taught in English and Kurdish at the same time Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q22	Male	15	36	13	6	1	71	2.18	0.915
	Female	11	34	15	6	1	67	2.28	0.901

Created by the researcher, April, 2014

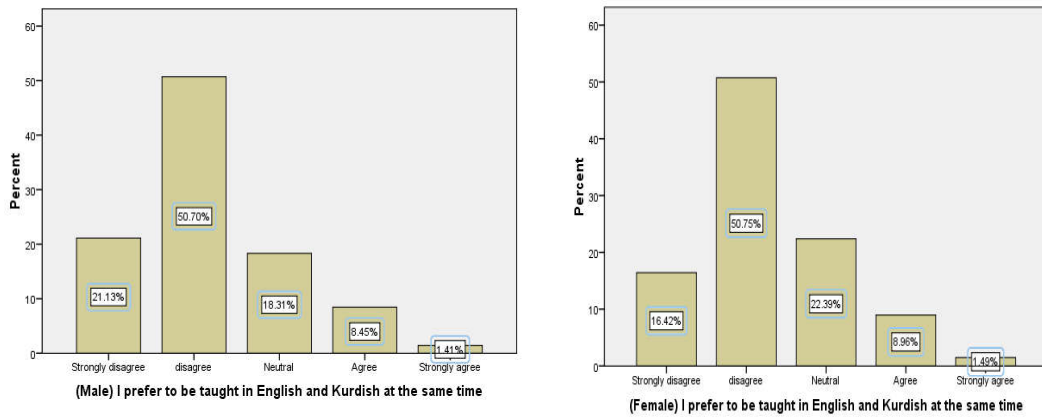


Figure 25, Created by the researcher, April, 2014

As seen in the table (25) and figure (25), both male and female students do not prefer to be taught English and Kurdish at the same time. As for the distribution of students' answers; 15 male students rated as 'strongly disagree', 36 male students rated as 'disagree', 13 male students rated as 'neutral', six male students rated as 'agree' and one male student rated as 'strongly agree'. In terms of female students' attitude: 11 female students rated as 'strongly disagree', 34 female students rated as 'disagree', 15 female students rated as 'neutral', six female students rated as 'agree' and only one female student rated as 'disagree'. The mean of male group is 2.18, which indicates that the majority of male students rated as 'disagree' as to whether they prefer to study English. The mean of the female group is 2.28. This indicates that the majority of female students rated as 'disagree'. In other words female students also do not prefer to be taught in English and Kurdish at the same time.

Table 26: I prefer to learn English to carry my tasks more efficiently

23. I prefer to learn English to carry my tasks more efficiently									
Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q23	Male	4	6	30	27	4	71	3.30	0.916
	Female	-	3	20	33	11	67	3.78	0.775

Created by the researcher, April, 2014

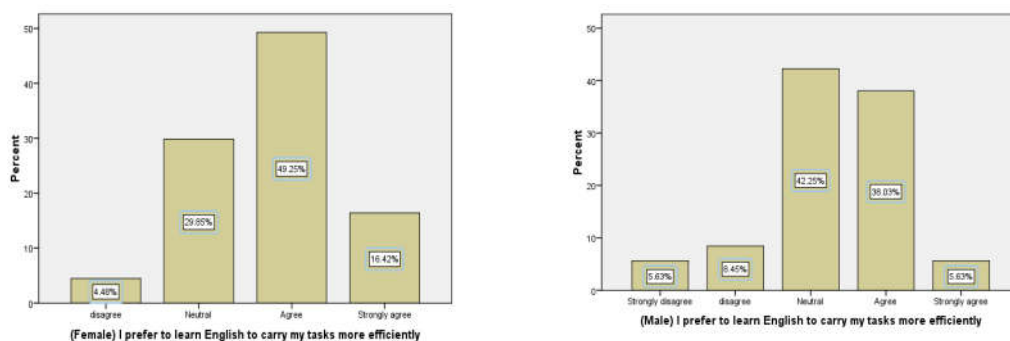


Figure 26, Created by the researcher, April, 2014

As seen in table (26) and figure (26), show the comparison between the male and female students' attitude towards carrying tasks more efficiently were found to be positive, when learners were asked whether they found learning English lead to carry their tasks more efficiently. four male students rated as 'strongly disagree', six male students rated as 'disagree', 30 male students rated as 'neutral', 27 male students rated as 'agree' and four male students rated as 'strongly agree'. In terms of the female students' attitude: three female students rated as 'disagree', 20 female students rated as 'neutral', 33 female students rated as 'agree' and 11 female students rated as 'strongly agree'. The mean of male group is 3.30 this means that the greatest part of male students rated as 'agree' regarding of the desire of learning English to carry their tasks more efficiently and the mean of female group is 3.78 this means that the greatest part of female students rated as 'agree' regarding of the desire of learning English to carry their tasks more efficiently.

Table 27: Teaching English should start at first grade

24. Teaching English should start at first grade Comparison Male/Female									
Groups		1	2	3	4	5	Total	Mean	Std. Deviation
Q24	Male	-	3	27	32	9	71	3.66	0.755
	Female	-	-	15	38	14	67	3.99	0.663

Created by the researcher, April, 2014

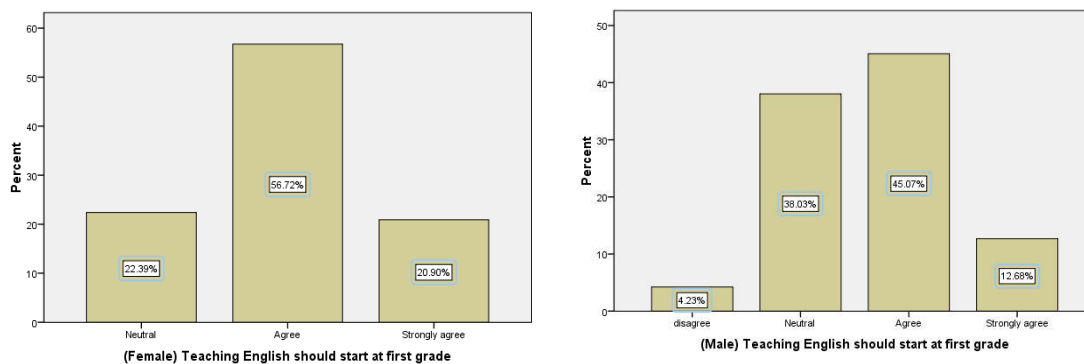


Figure 27, Created by the researcher, April, 2014

As seen in table (27) and figure (27), show the comparison between the male and female in terms of their attitude towards teaching English should start from the first grade. As for the distribution of students' answers; three male students rated as 'disagree', 27 male students rated as 'neutral', 32 male students rated as 'agree' and nine male students rated as 'strongly agree'. In terms of female students' attitude: 15 female students rated as 'neutral', 38 female students rated as 'agree' and 14 female students rated as 'strongly agree'. The mean of Male group is 3.66 and mean of Female group is 3.99, this indicates that the majority of both groups were in agreement and preferred to have English from the first grade.

Table 28: when I hear a native English speaker, I wish I could speak like her or him

25. When I hear a native English speaker, I wish I could speak like her or him Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q25	Male	-	-	23	37	11	71	3.83	0.676
	Female	-	5	17	33	12	67	3.78	0.832

Created by the researcher, April, 2014

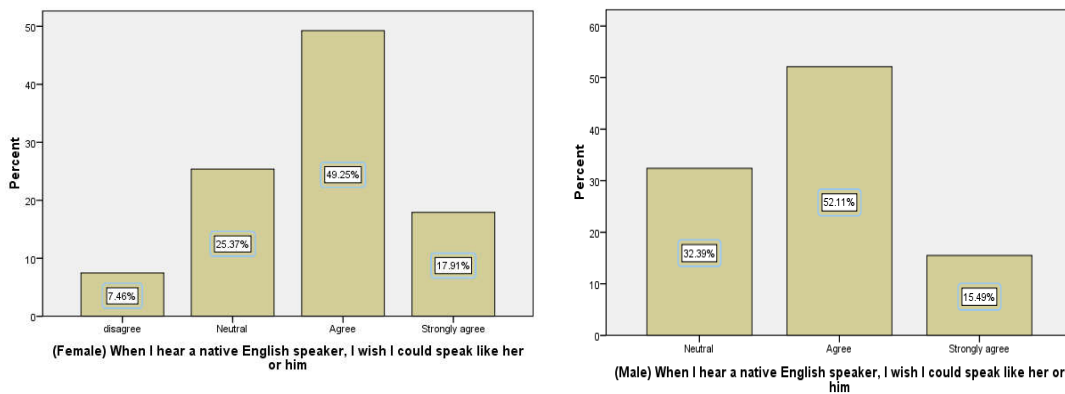


Figure 28, Created by the researcher, April, 2014

As seen in table (28) and figure (28), show the comparison between the male and female students' attitude towards imitating English speaker found to be positive, when learners were asked whether they found speaking with native English speakers interesting: 23 male students rated as 'neutral', 37 male students rated as 'agree' and 12 male students rated as 'strongly agree'. In terms of the female students' attitude: five female students rated as 'disagree', 17 female students rated as 'neutral', 33 female students rated as 'agree' and 12 female students rated as 'strongly agree'. The mean of male group is 3.83 this means that the greatest part of male students rated as 'agree' regarding of the ability of imitating native speaker and the mean of female group is 3.78 this means that the greatest part of female students rated as 'agree' regarding of the ability of imitating native speaker.

Table 29: I would prefer English language to be an official language in the northern Iraq

26. I would prefer English language to be an official language in northern Iraq Comparison Male/Female		1	2	3	4	5	Total	Mean	Std. Deviation
Q26	Male	-	5	27	34	5	71	3.55	0.733

Female	-	9	20	29	9	67	3.57	0.891
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Created by the researcher, April, 2014

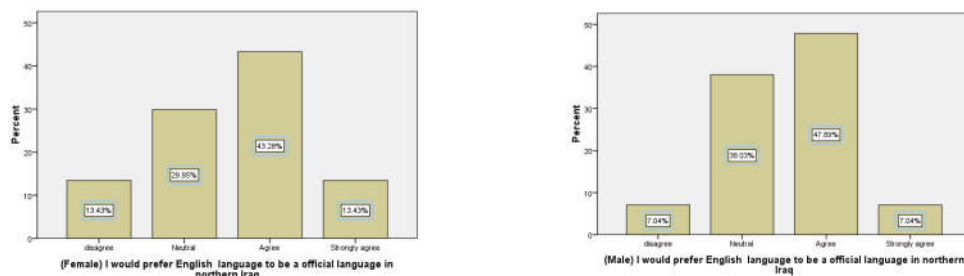


Figure 29, Created by the researcher, April, 2014

As seen in table (29) and figure (29), show the comparison between the male and female students' attitude towards English language official were found to be positive, when learners were asked whether they found English language to be an official language in the northern Iraq is essential. five male students rated as 'disagree', 27 male students rated as 'neutral', 34 male students rated as 'agree' and five male students rated as 'strongly agree'. In terms of the female students' attitude: nine female students rated as 'disagree', 20 female students rated as 'neutral', 29 female students rated as 'agree' and nine female students rated as 'strongly agree'. The mean of male group is 3.55 this means that the greatest part of male students rated as 'agree' regarding of the desire of considering English language as an official language in Northern Iraq and the mean of female group is 3.57 this means that the greatest part of female students rated as 'agree' regarding of the desire of considering English language as an official language in Northern Iraq.

5. Conclusion

Many students have negative attitudes towards English. This indicates that students are not aware of the significance of the English language. 'Attitude' is considered as a necessary factor in language learning. Therefore, it is important to create a positive atmosphere in English classes to develop positive attitude in learners. University lecturers should take account of the beliefs, feelings and behaviors of the learners of English. Students' attitudes significantly vary with respect to their gender and the years of language education that they have had. This evidently emphasizes the need for particular attention in this area. Based on the statistical results, the researcher came to the conclusion that current students have negative attitude towards the learning English language, therefore the first hypothesis is supported. As can be seen in the following tables, the comparison of male attitudes towards learning English with those of females indicates the significant difference between the two. Thus, it can be stated that the second hypothesis is supported.

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