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**ATTITUDES OF NON-ENGLISH-MAJOR STUDENTS  
AT UNIVERSITIES IN HEBRON  
TOWARDS ENGLISH SERVICE COURSES**

By

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## **Dedication**

*This work is dedicated*

*To my dear parents, wife and children,*

*To my dear brothers, sister and their children,*

*To my dear school and university teachers,*

*To my dear colleagues and friends,*

*And to my dear students.*

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## **List of Abbreviations**

CV	Curriculum Vitae
D. G.	Design Guide
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
EIL	English as an International Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
FP	Foundation Program
FYP	Foundation Year Program
HU	Hebron University
IELTS	International English Language Testing System
L2	Second/Foreign Language
LSRW	Listening, Speaking, Reading and Writing
N	Negative
n	Neutral
P	Positive
PPU	Palestine Polytechnic University
PTC	Palestine Technical Colleges
QOU	Al-Quds Open University
SE	Standard English
SLA	Second Language Acquisition
UK	The United Kingdom
UNRWA	The United Nations Relief and Work Agency
USA	The United States of America

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## **Abstract**

# **ATTITUDES OF NON-ENGLISH-MAJOR STUDENTS AT UNIVERSITIES IN HEBRON TOWARDS ENGLISH SERVICE COURSES**

This study aims at investigating the attitudes of non-English majors at universities in Hebron towards English service courses offered by these universities. It attempts to find answers to a set of research questions. These include: the philosophy of Palestinian universities behind requiring these courses; the attitudes of the students at the four universities towards these service courses; whether there is a correlation between students' attitudes and final grades in these courses; to what extent there are differences in the students' attitudes due to the differences in the language of instruction; to what extent there are differences in the students' attitudes due to the differences their gender; and what graduates of the four universities say about these courses.

The population of the study included about 1,000 non-English major students enrolled at the four universities in Hebron in the second semester of the academic year 2008-2009. They were taking the required English service courses at these educational institutions. A three-part questionnaire and two interviews were designed to investigate the attitudes of these students. A sample of 189 participants was selected randomly to answer the questionnaires: 74 males and 115 females. Moreover, 33 students from HU and 30 graduates from the four universities were interviewed. In addition, the grades of 389 students taking these courses were obtained.

In general, the results showed that the participants had positive attitudes towards the English language, but different attitudes towards the English service courses. Their attitudes towards these courses were determined by different factors, such as the major,

the gender and the language of instruction used in the student's field. The results also showed that female students, and students enrolled in majors where English is the language of instruction had positive attitudes towards these courses. This is very clear in the cases of PPU and a part of HU. On the other hand, the male students, and students enrolled in majors where English is not the language of instruction had negative attitudes towards these courses. This is clearly noticed in the cases of QOU, PTC/Al-Arroub and the other part of HU. It is obvious that the students with positive attitudes towards these courses were more motivated to learn English, and in turn, they learned better and got higher grades. By contrast, the students who were less motivated to learn English and had negative attitudes towards these courses got lower grades, and they even might fail these courses.

In accordance with these results, a set of recommendations are suggested, such as promoting the students' positive attitudes towards the English language at the different stages of their lives; simplifying the materials of these courses for students whose majors are not taught in English; following-up university graduates in order to be aware of the changing needs of the students of different majors; and conducting further studies in the field.

## **Chapter I**

### **Introduction**

Palestinian universities and colleges offer a number of English courses. These courses are usually of three kinds: university or college requirements, faculty requirements and major or minor requirements. The focus of this study is on the English service courses offered to non-English-major students at the universities in Hebron. Such English service courses are university/college requirements or faculty requirements.

These universities and colleges require certain English courses of all their students, including non-English majors. These courses are considered part of the requirements needed for graduation. Believing that English is a very important language, especially in academic life, these institutions of tertiary education require one, two, three or more English service courses to enable their students to cope with the most up-to-date curricula. This is because English is the medium of instruction for a number of majors, especially those involving sciences, technology and administration.

Despite the importance of English, non-English-major students at different universities, especially those in the faculty of arts, often say: "English used to be our worst nightmare at school! Now, we are at the university, and we are not English majors, so why should we take English courses?"

Such a question has made the researcher feel that a large number of students have a real problem with these courses; a problem which is worth studying. In fact, such a question has provided the researcher with a number of thoughts to investigate the attitudes of non-English-major students towards these courses. Consequently, these thoughts have formed the background of this study. Therefore, the researcher began to

ask more and more students, at Hebron University and other universities, about these courses and their attitudes towards them.

This chapter includes the background of the problem, a statement of the problem, the purpose of the study, the study research questions, the rationale of the study, limitations of the study, the significance of the study, the definition of some key terms, why universities require such service courses, and the contents of the remaining chapters.

### **1.1 Background of the Problem**

English plays an important role in tertiary education as it is the medium of instruction in certain majors. Despite this fact, many non-English-major students at different universities, especially those in the faculty of arts, often fail the required English service courses or delay such courses until the last semester. Moreover, a number of students have real concerns about these courses and demand to be exempted from them.

### **1.2 Statement of the Problem**

English is a means of international communication. This importance makes different educational institutions in many non-English-speaking countries offer English service courses to non-English major students. However, a large number of non-English-major students at the four universities in Hebron have negative attitudes towards the required English service courses.

### **1.3 Purposes of the Study**

This study attempts to serve a number of purposes. These are as follows:

1. To examine the policies and philosophy of the universities in Hebron behind requiring the English service courses of all their students
2. To study the descriptions of the English service courses at the universities in Hebron
3. To investigate the students' attitudes at the four universities in Hebron towards these courses
4. To find if there is a correlation between students' attitudes and the final grades in these courses
5. To investigate whether there are differences in students' attitudes due to the differences in the language of instruction
6. To investigate whether there are differences in students' attitudes due to the differences in their gender
7. To find out the opinions of graduates from the four universities and point out what they think now about the English service courses

#### **1.4 Research Questions**

This study aims to answer the following questions:

1. What is the philosophy of the universities in Hebron behind offering English service courses?
2. What are the attitudes of the students at the four universities towards English service courses?
3. Is there a correlation between students' attitudes and final grades in these courses?
4. Is there a relation between the students' attitudes and the language of instruction in their majors?
5. Is there a relation between the students' attitudes and their gender?
6. What are the views of the graduates of the four universities about the English service courses?

## **1.5 Hypotheses of the Study**

The following are the null hypotheses corresponding to the research questions 2-6:

1. There are no differences between the attitudes of the students at the four universities towards these service courses.
2. There is no correlation between students' attitudes and final grades in these courses.
3. There is no correlation between the students' attitudes and the language of instruction in their majors.
4. There is no correlation between the students' attitudes and their gender.
5. There are no differences between the attitudes of the students enrolled at the four universities and their graduates' attitudes.

## **1.6 Rationale**

At the end of the tenth grade, students are streamed, according to their averages, in academic or vocational streams, such as scientific, humanities, industrial, commercial, agricultural, etc. Based on the researcher's relatively long experience in teaching and school administrative arrangements, some students choose the vocational streams on their own volition, whereas those who do not get the required grades to qualify them for the scientific stream are obliged to go into the humanities stream. In this respect, it could be said that most students qualifying for the scientific stream are better at scientific subjects and languages, including Arabic and English. This is congruent with what Pimsleur (1966) suggests that "if someone is good at school, then he tends to be good at languages." (Cited in Edmondson 1999: 131)

On the other hand, as it is stated above, students, who are not qualified to be in the scientific stream, are obliged to be in the Humanities stream. In general, most of them are not good at school subjects and languages, especially English. To these students,

English is their irremediable problem. This is obvious in the results of the General Certificate Secondary Examinations (Tawjihi). On different occasions, English supervisors from the Directorate of Education in Hebron said that the real passing percentage of literary-stream students in English would range from 25% to 30%. \*

Therefore, when students join a university, it is expected that students enrolled in scientific majors will not face much difficulty in coping with the required English service courses. By contrast, students enrolled in Humanities majors, other than English, will face more difficulties in these courses.

### **1.7 Significance of the Study**

The significance of this study stems from the fact that many students have concerns about English service courses. These concerns are represented in two main aspects. The first is that some students fail these courses, and the second is that some postpone taking them till the last semester of their studies. Actually, the researcher has often heard a number of students complain about these courses and wish that the university would not require them. Moreover, as far as the researcher knows, the attitudes of non-English-major students in the Palestinian context have never been investigated before. In addition, the researcher thinks that the findings of this study suggest a set of recommendations, which he hopes will be beneficial to both universities and students.

### **1.8 Limitations of the Study**

1. This study covers the non-English-major students enrolled in a section taking one of these courses at each of these four universities

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\* One of these supervisors is Mr. Muhammad Rasheed. He talked about these percentages during formal teacher-training courses, for example, in 1999 and 2001.

2. It investigates the attitudes of non-English-major students towards the required English service courses during the second semester – 2009 at the four universities in Hebron: (1) Hebron University (HU), (2) Palestine Polytechnic University PPU), (3) Al-Quds Open University (QOU) and (4) Palestine Technical Colleges/Al-Arroub (PTC).
3. It is restricted to universities in one district in the West Bank.
4. This may imply that if another study is conducted in another semester in another academic year, the population and the sample of the study may be different. Therefore, the results of this study may have limited generalizations.
5. The study investigates only the general attitudes towards the English service courses without any specifications, such as the textbooks, teaching methods, testing, number of students in each section, etc.

## **1.9 Definition of Key Terms**

### ***1. Attitudes***

Attitude is defined as "a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person or situation." Rasti (2009)

[[www.asian-efl-journal.com/September\\_2009\\_ir.php](http://www.asian-efl-journal.com/September_2009_ir.php)]

### ***2. Required courses***

According to the *Student Guide of Hebron University* (2007), "Required courses are those courses which the student has to complete successfully in accordance with his/her study plan in order to graduate. They include university requirements, faculty requirements, and department requirements." (p. 8)

### ***3. English service courses***

English service courses are those English courses offered to university students regardless of their majors. They aim to equip students with language skills needed to function effectively in an academic context.

### ***4. Non-English-major students***

They are those students enrolled at a university, and whose major is not the English language or literature.

### ***5. Universities in Hebron***

They are the institutions of tertiary education located in Hebron District. They are accredited by the Palestinian Ministry of Education and Higher education, and are entitled to grant a degree in a number of majors. In this study, these institutions are: (1) Hebron University, (2) Palestine Polytechnic University, (3) Al-Quds Open University and (4) Palestine Technical Colleges/Al-Arroub.

In addition to the present chapter, this thesis includes another five chapters. Chapter two presents an overview of the required English service courses at the four universities in Hebron, and some general trends of these courses. Chapter three reviews the literature related to the study. Chapter four describes the methodology and procedures used in conducting the study. In chapter five, the findings of the study are presented and discussed. Finally, chapter six summarizes the first four chapters and suggests a set of recommendations.

## **1.10 Conclusion**

The universities in Hebron, as many other universities in Palestine and the Arab World, require certain English service courses of their students. These educational institutions believe that these courses are very important as they equip their students

with the necessary skills needed for keeping up with the specializations where English is the medium of instruction. They also believe that English is necessary even for those students enrolled in specializations where English is not the language of instruction. Such students may need English for their future careers or for pursuing higher education so that they can get their Master and Doctoral degrees.

However, since English is not the language of instructions for certain majors, such as History, Arabic, Sharia, etc., many students of such majors have real concerns about these courses, and they demand that they should be exempted from them.

The next chapter presents the description of the required English service courses, and their general trends, at the four educational institutions in Hebron: (1) Hebron University, (2) Palestine Polytechnic University, (3) Al-Quds Open University and (4) Palestine Technical Colleges/Al-Arroub.

## **Chapter II**

### **English Service Courses at the Universities in Hebron**

#### **2.1 Introduction**

The four universities in Hebron have a policy that requires all their students to take a number of English service courses in partial fulfillment of the requirements for their graduation. Each university has its own courses that are consistent with the majors it offers. Moreover, universities where English is the medium of instruction, especially the faculties of science, computer science and business administration, require certain courses. These courses aim at providing students of different majors with certain vocabulary, collocations and technical terms to enable them to comprehend the textbooks in their respective fields.

In order to achieve their objectives and enable their students to achieve the intended learning outcomes, English departments or language centers at the four universities included in this study usually try to select the most appropriate textbooks. These textbooks contain relevant topics aiming to provide the students with opportunities to practice the different language skills proposed in the course descriptions. Besides, these departments and language centers recommend other relevant textbooks and websites for further reading.

This chapter presents an overview of the English service courses at the four universities in Hebron: their description, objectives and outcomes. There is no doubt that having a background about these courses will give a complete idea about their nature. Consequently, this will make it easier for both the researcher and the reader: for the first to discuss the results and suggest recommendations; and for the latter to have a clear picture about these courses.

Finally, it should be pointed out that the information, which was collected about these courses, depended on interviews with different members at the English departments and language centers, the most recent course outlines and guidebooks prepared by these universities. (See also appendix A, p. 98)

The following section will present the role of English service courses from the perspective of the role of Foundation Programs used in Oman.

## **2.2 The Role of English Service Courses**

It seems that using English service courses is a general practice followed in many non-English speaking countries, including Palestine. The researcher thinks that English service courses are similar to those which Al-Husseini (2006) calls 'Foundation Programs' (FPs). He cites a number of studies to point out the importance and objectives of these programs. He believes that, in order to enhance student language proficiency, the institutions of tertiary education, such as universities, colleges of technology, colleges of administration and business studies, and institutions of health studies should all have a special English language teaching program named the Foundation Year Program (FYP or FP). Flowerdew (1993), Kormos *et al.* (2005) and Al-Husseini (2004) believe that the overall aim of the FP is to provide learners with the level and type of English (e.g. listening/speaking, reading/ writing; EGP, EAP or ESP) that they need to pursue academic specializations in which subjects are taught in English. Moreover, Kobeil (2005) states that the FP is designed for access by students whose English language ability is very basic.

Additionally, Al-Jamoussi and Al-Bedwawi (2005) state that the FP is a bridging year between the secondary school and the new specializations in which English is the medium of instruction. They also point out that such programs aim to improve the

students' linguistic competence. As Al-Hinai (2005) believes, this competence is necessary in order to meet their immediate academic needs and prospective labor market requirements. Finally, Ryan (2005) believes that although FPs are mainly structured around language needs, they also typically include subjects such as mathematics, computer skills, learning skills, and thinking skills to facilitate the students' adaptation and integration into the academic institution.

### **2.3 English Service Courses Required by Hebron University**

Hebron University offers a total of six English service courses to its students enrolled in different majors.

#### ***2.3.1 English Language (22106)***

This is a required course of all university students. The course integrates the four language skills and aims at improving the students' language skills in preparation for their university study. The reading component focuses on the reading strategies needed to increase students' reading speed. The writing component focuses on answering and formulating questions, on self-editing and revision skills as well as on evaluating the structural integrity of paragraphs. In listening, the focus is on listening for main ideas and for specific details. The oral component focuses on asking questions and on answering teacher and student-initiated questions. Issues pertaining to grammar will be addressed only as needed.

#### ***2.3.2 English I (22101)***

This course is required of all students in the Faculty of Arts. It is intended to develop the students' fluency in spoken English and to increase their listening comprehension skills. Students will be exposed to a variety of spoken English. Stress

will be on active manipulation of information contained in listening exercises. Students will also practice communication skills in small group discussions, role-plays, etc

### ***2.3.3 English for Science and Technology (22105) (EST)***

This course provides students with a broad but firm basis in scientific English of general nature integrating the four language skills. It introduces students to the basic reading strategies needed to decode scientific texts and to the basic vocabulary and grammar most likely to be used for lab reports and other written assignments for scientific and technological courses.

### ***2.3.4 Medical English (22109)***

This course is intended exclusively for nursing students who need to develop their proficiency in the English language used both in studying nursing subjects and in performing the nursing profession. It integrates the four language skills, but the emphasis is on providing reading practice in the English of the medical science and on introducing students to new vocabulary items (both general and specialized) within the most frequent grammatical structures. Besides, the course should focus on developing the language fluency of students through practicing in small group discussions and role-playing exercises.

### ***2.3.5 Business English (65112)***

This course is designed to aid business students in both their studies and future careers. It is designed to integrate language skills used in a business context. By the end of the course, students should have better knowledge of business English, and become familiar with the basic mechanics and strategies of face-to-face meetings, phone calls, job interviews, etc.

### ***2.3.6 English for Journalism (25263)***

This course is designed for the students of journalism at Hebron University. Students enrolled in this course are supposed to have a good level of English language that will enable them to deal with reading and writing in the field of journalism. The course will include a class discussion of basic concepts in media and news writing in English. Critical readings of timely news stories will be carried out throughout the course.

## **2.4 English Service Courses Required by Palestine Polytechnic University**

PPU requires three English service courses for the regular students who pass the placement test. However, those students who fail this test will have two additional courses. The information describing these courses has been provided by the director of the Language Center at PPU.

On the other hand, the English service courses required for the diploma students are determined by the Ministry of Higher Education. They are similar to those offered by Palestine Technical Colleges/ Al-Arroub. Therefore, they will not be dealt with here.

### ***2.4.1 English I (4003)***

This course is intended to help first-year students improve their English language skills, specially reading. Students need to rely heavily on their reading abilities to cope with the requirements of the university studies. An important objective of the course is to enhance the students' vocabulary repertoire along with providing them with a number of selected reading strategies.

### ***2.4.2 English II (4070)***

This course is a continuation of English I. It aims to train students to use effective reading and writing strategies, which readers and writers employ in dealing with various

types of texts. Moreover, the course attempts to provide students with the necessary skills needed for writing assignments.

### **2.4.3 English in Use (5073)**

This course is designed to help junior and senior university students improve their English language proficiency in general. However, the emphasis will be on speaking and writing, as they need these two important skills either for their advanced assignments, such as project writing, or for job searching preparation, such as interviewing. The speaking component will include different forms of communicative activities, such as group discussion, debates and presentations. The writing section will train them on skills and assignments necessary for project writing, such as paragraph writing, documentation, organizing information, proposals, abstracts, etc.

## **2.5 English Service Courses Required by Al-Quds Open University**

According to *The Guide of Al-Quds Open University (2008-2009)*, there are two required English services courses for all the university students.

### **2.5.1 English I (0113)**

It is a general remedial course, intended to upgrade the student's overall proficiency in English, particularly in reading and written communication, on the one hand, and in using library resources in English, on the other hand. Furthermore, English 0113 is instrumental in nature (a service course). In that, it aims at developing the student's skills demanded in the other courses for which English is a requisite. (p. 18)

### **2.5.2 English II (0114)**

At this stage, students are expected to have become familiar with the system of distance education, and to have benefited from English 0113.

English 0114 is a continuation of English 0113. However, it remains a general remedial course, intended to upgrade the student's overall proficiency in English, particularly in reading and written communication, on the one hand, and in using library resources in English, on the other hand. Like English 0113, this course should make use of available audio-visual materials and educational technology. (pp. 18-19)

## **2.6 English Service Courses Required by Palestine Technical Colleges/ Al-Arroub**

The English service courses at Palestine Technical Colleges/ Al-Arroub are determined by the Ministry of Higher Education. The diploma students are required to take two courses: a general English course, which is required of all students, and a technical English course, which corresponds to the student's major. There are two such technical English courses for the diploma students: one for the computer-studies program and the other for the business program; whereas the bachelor students are exempted from the general English and are required to take only one technical English course.

Each of these technical-English courses aims at equipping students with specific vocabulary, items, idioms and abbreviations, which cope with the student's major, whether it is related to computer-studies, business, science or technology. Therefore, a description of one of these courses will be presented.

### ***2.6.1 General English***

According to a brochure issued by the Ministry of Higher Education in 2000, General English is a three-credit hour, one semester course offered as a college requirement to all first year community college students, preferable in the first or second semester. It is a skill-development course for the students of English as a foreign language. It is designed to give students practice in effective use of English to promote

their language skills and help them communicate successfully in English. It is designed to make maximum use of the limited time of the semester system. It is addressed to students whose level of English can be placed at the intermediate level.

Generally, this course aims at upgrading students' language proficiency level and discourse skills both receptively and productively in both spoken and written forms. It also exploits the genuine communicative language situations for meaningful language practice.

### ***2.6.2 Technical English***

As it has been mentioned above, a description of one of these technical-English courses will be presented. This course, which is related to computer-studies, is a three-credit hour course in the computing program. It aims at meeting the needs of the computer-studies students: developing their reading comprehension skills; upgrading their listening, speaking and study skills competence; building up their specified vocabulary in computer-related topics; informing them of the most up-to-date technological development in the field of computing; and giving them an opportunity to read extensively about topics related to computer industry, the hardware and software systems and computer networks.

## **2.7 General Trends of these Courses**

Having a look at the descriptions, objectives and outcomes of the English service courses, it could be said that they have a number of common features. First of all, each of the English service courses required by the universities in Hebron is allotted three credit hours. Moreover, they are used in teaching English for Academic Purposes (EAP) and English for Specific Purposes (ESP). This is obvious in most of the courses

mentioned above, such as Medical English, Business English, EST, Technical English, etc.

In addition, the main common objectives of these courses are:

1. To develop and upgrade the four main language skills: LSRW
2. To provide students with necessary and appropriate vocabulary repertoire to help them cope with their majors
3. To provide students with the most frequent grammatical structures to help them speak and write more accurately and more proficiently

Furthermore, it is expected, by the end of these courses, that students will have improved their skills, been able to use a good repertoire of vocabulary and a number of grammatical structures.

## **2.8 Conclusion**

As a summary, each of the educational institutions involved in this study requires a number of English service courses. These courses are:

1. Hebron University: English Language (22106), English I (22101), EST (22105), Medical English (22109), Business English (65112) & English for Media (25263)
2. Palestine Polytechnic University: English I (4003), English II (4070) & English in Use (5073)
3. Al-Quds Open University: English I (0113) & English II (0114)
4. Palestine Technical Colleges/ Al-Arroub: General English & Technical English

Each of the universities mentioned above has set a number of objectives and expected a number of learning outcomes to be achieved. In their attempt to do so, they usually select the most appropriate textbooks to provide their students with

opportunities to practice all the language skills. Moreover, a number of other relevant textbooks and websites are also recommended.

It could be said that the decision makers at these university are entirely aware of the needs of their students. This is obvious in the kind of the required materials, the description of these courses, their objectives and expected outcomes. They aim at preparing these students for their studies at university, as well as for their life of work after graduation.

The next chapter presents the most relevant studies pertaining to the topic of the present thesis, especially the students' attitudes towards certain courses and programs. It will review such relevant studies, which are mainly based on the Palestinian context, as well as other non-Palestinian contexts.

## **Chapter III**

### **Literature Review**

#### **3.1 Introduction**

Although a large number of studies have been conducted on attitudes towards English and related aspects in the Palestinian context, the attitudes of non-English-major students towards the English service courses at Palestinian universities have never been investigated before. However, a number of studies in the Palestinian context have been conducted on relevant topics. Some of these studies have dealt with the attitudes of students or learners towards certain English courses, programs and other issues pertaining to EFL. Therefore, attempts have been made by the researcher to review such relevant studies based on the Palestinian context, as well as other non-Palestinian contexts.

Consequently, the works under review will be divided into four sections. The first section presents the only study which dealt with the English service courses in the Palestinian context. The second presents the attitudes of non-English majors towards certain aspects pertinent to English. Moreover, the third section presents the attitudes of English majors towards learning and teaching English. Finally, the fourth section presents the attitudes of learners/ students towards English and related aspects.

#### **3.2 One Study on English Service Courses**

The only study which investigated the English service courses at Palestinian universities is El-Sayeh (1986). He investigated the English service courses at Bethlehem University with regard to their syllabuses, materials, tests and methods of teaching.

As for the syllabus, he found that all teachers at Bethlehem University agreed that there was no written syllabus for these courses, whereas the materials and texts were chosen by the course coordinator in consultation with his/her team. These materials could be structural, functional, situational or communicative. Regardless of the selected materials, the main focus in teaching language skills was on reading and writing skills, because most teachers believed that listening and speaking skills were automatically practiced through listening to teachers and participating in class discussion.

Moreover, as for the approaches and methods of teaching, he found that very few teachers had heard of the communicative approach. He also found that most of their lessons were teacher-centered. Furthermore, after checking different tests designed for these courses, he found that there was no link whatsoever between the objectives set for these courses and the questions on these tests. Finally, he found that there were similarities and differences between the teachers' answers in the interview and the forms of the questions.

It could be said that El-Sayeh's (1986) was the first study to investigate the English service courses in the Palestinian context. Despite tackling the English service courses, the researcher did not investigate the attitudes of non-English major students towards these courses. Moreover, although the researcher admitted that most universities did not cooperate with him, it was not wise to conduct a study at one university and generalize the results to include all the universities in the West Bank.

### **3.3 Attitudes of non-English Majors towards Learning English**

In this respect, the researcher also reviewed one study, which dealt with non-English majors in the Taiwanese context. Lin and Warden (1998) investigated the attitudes of non-English majors towards learning English in Taiwan. They found that

different majors showed preferences for different language skills and teaching methods. They also found that different majors had different attitudes, interests and outlooks.

As in the case of the present study, the above mentioned study investigated the attitudes of non-English majors. However, it did not investigate their attitudes towards English service courses, but it investigated their attitudes towards learning English.

### **3.4 Attitudes of English Majors towards Learning and Teaching English**

Concerning the attitudes of English majors, two studies were reviewed. These were Tushyeh (1985) and Khatib (2003). On the one hand, Tushyeh (1985) investigated the attitudes of English major students at An-Najah National University towards learning English with regard to the English language and English-speaking people. He found that the majority of the students expressed very positive attitudes towards the English language. Similarly, those students also expressed positive attitudes towards the English-speaking people and described them as good, clever, intelligent, punctual, educated, etc.

On the other hand, Khatib (2003) investigated the attitudes of English majors at the Palestinian universities towards teaching, and whether there were differences in their attitudes due to the differences in the students' gender, their place of residence, university and achievement. In general, the researcher found that most of the English major students in the Palestinian universities had positive attitudes towards teaching career in the four domains. As for the first domain, he found that there were differences between the attitudes of males and females in favor of females. Similarly, there were differences in their attitudes in favor of An-Najah National University. By contrast, their attitudes were not affected by the place of residence and achievement.

It is clear that the two studies mentioned above investigated the attitudes of English major students towards English learning and teaching career. It should be borne in mind that the findings of both studies were expected since they reflected the attitudes of English major students, who had most likely been good at English as school students, and who had chosen English as their major. Moreover, there is no doubt that the attitudes of English major students towards English and pertinent aspects are different from those of non-English majors, such as Lin and Warden (1998).

### **3.5 Attitudes of Learners/ Students towards English and Related Aspects**

More studies have dealt with the attitudes of students/ learners towards the English language and other aspects related to it. In the Palestinian context, Mousa (2000) investigated the attitudes of the UNRWA college students in Ramallah District towards the English language, and whether there were any significant differences in their attitudes due to their gender, place of living, kind of school and parents' education. She found that the female students had more positive attitudes towards English than males. She also found a significant difference in their attitudes due to the differences between parents' education, in favor of fathers. As for the kind of school and place of residency, there were no significant differences in the students' attitudes due to these two variables.

Not only have the attitudes of college students been investigated, but also the attitudes of school students. For example, Hassan (2001) investigated the attitudes of the tenth grade students in Salfet District towards speaking English as a Foreign Language, and whether there were any significant differences according to their gender, place of living and parents' education. She found that the students had positive attitudes towards speaking EFL in certain domains, such as self-efficacy, motivation, perceptions, feedback and evaluation, and teaching and management. As for the students' gender, she

found no significant differences between males and females regarding self-efficacy, motivation, and class teaching and management, whereas there were significant differences regarding their perceptions and evaluation and feedback in favor of males. There were no significant differences between males and females regarding all the domains due to their place of living. Similarly, there were no significant differences between males and females due to mother's education, but there was a significant difference due father's education, except for self-efficacy in favor of primary students.

Similarly, Omar (2000) investigated whether there was a significant positive difference in the tenth grade students' attitudes towards reading to the whole language literature-based reading instruction due to gender and method of instruction. He found that there was no significant difference in the tenth grade students' attitudes towards reading due to the interaction between the students' gender and their group. He also found that there was no significant interaction between the students' group and gender. This means that the method of instruction was equally suitable for males and females.

Another study, which examined the attitudes of school students, is Hammad's (2001). He investigated the attitudes of the ninth grade students in the governmental schools in Jerusalem towards using drama techniques in TEFL, and whether there were differences in their attitudes due to their gender and methods of teaching. As for the first variable, the researcher found no significant difference in the students' attitudes due to their gender. However, there was a significant difference in their attitudes between the drama method and traditional method in favor of the first.

One of the common aspects between the present study and the studies reviewed above in this section is the investigation of gender differences. It is clear that the issue of gender differences has been one of the important aspects to be taken into consideration by researchers investigating TEFL and related aspects.

In the non-Palestinian context, Petrides (2006) investigated the attitudes and motivation and their impact on the performance of young EFL learners in Cyprus. She found that children who liked the lesson of English at school and thought of it as interesting and fun did not find it hard and performed better than others. She also found that pupils who thought that they would need English in the future were more competent than others. The issue of attitudes and motivation in ESL/EFL is apparent in both the present study and Petrides (2006).

Moreover, Al-Husseini (2006) investigated the students' attitudes towards the English foundation programs (FPs) at three higher education institutions in Oman: Nizwa University, Ibra College of Technology and Sur College of Applied Sciences. He found that the participants did not have a clear picture whether specialization learning differed from or seemed similar to FP learning. Most of them agreed that learning in a FP was different from learning in the academic specialization. On the other hand, some students who were still in the FP thought that studying in the specialization was not going to be different from studying in the foundation in terms of teachers, students, or exams.

It seems that English foundation programs are to a certain extent similar to English service courses. Therefore, reviewing such a study about FPs would make it clear for Palestinian readers to be aware of similar programs in Palestine and other Arab countries.

Inozu & Ilin's (2007) is another study, which examined the attitudes of learners enrolled at Cukurova University – Turkey towards e-language learning programs, the extent to which learners think these programs contribute to their language learning and on-line versus traditional language courses.

The findings of the study showed that about two thirds of the participants were willing to set time to communicate on the net. Moreover, a similar percentage of them confessed that they were not good at studying without support; about 43% felt the need for feedback. Furthermore, about 71% of the participants found that the experience in e-language learning program interesting and fun. Besides, over 60% of the participants stated that the program did not contribute to their language proficiency, neither in language skills nor in grammar and vocabulary. In addition, about 65% stated that they would not choose the e-language program if they were given a choice between a regular English class and on-line course; a similar percentage agreed that traditional classes would give a deeper understanding of language as opposed to e-language classes.

On the other hand, the interviews showed that 71% of the respondents did not enjoy the course. Moreover, about 73% of them said that they had not benefited from the program, as they needed constant teacher support and guidance to be successful. They believe that e-language course is good only for those with previous knowledge of English. This was supported by the fact that many forgot what they had learned in the e-language course. Thus, the e-language course was not helpful for retention either. Thirteen students thought the e-language course was useful for revising old knowledge. Furthermore, they thought that the e-language learning was bad because it lacked motivation and interaction. They also complained about the limited opportunities for learning everyday English. Finally, only six students out of 48 said that they would choose an e-language course rather than a traditional course.

It could be said that this study is similar to the present study since they investigated the participants' attitudes towards English programs: Inozu & Ilin's (2007) investigated students' attitudes towards the e-language course at Cukurova University; the present study investigated the attitudes of non-English-major students towards English service

courses at the four universities in Hebron. The authors used both tables and detailed explanations to show the findings of data analysis. Such things would provide the readers with accurate figures and make it easier for them to understand the article.

Another study which investigated the status quo of the English language in the Palestinian context is Barghouthi (2008). She investigated the attitudes of different people in the field, including students, towards different aspects of English language, mainly their perceptions of global English hegemony over first language and culture, global English as the legacy of the UK and USA colonialism, spread of English as the language of advanced sciences, and fascination of English as an attractive language.

Concerning the first aspect, the researcher found that all students expressed concerns over the harmful consequences of global English on the first language and culture. Indeed, they believed that global English brutally influences the national language and culture; it weakens them. As for the second aspect, they considered the UK and USA colonialism and hegemony as a direct reason behind English language hegemony. They also considered the competition between these two political powers another reason behind the English language hegemony in the Palestinian educational context.

As for the third aspect, they agreed on the idea that English high serviceability and functionality, as a language of technology and advanced science, was another imperative reason behind the language's global hegemony. They believed that most publications on recent and developed technology and sciences are in English. Therefore, they believed that the experience of teaching science in Arabic under the umbrella of worldwide English language hegemony would be helpless in the local context.

In the non-Palestinian context, Wighting, Nisbet and Tindall (2005) conducted a pioneering study to explore the attitudes of Chinese learners and Chinese and visiting-

American teachers towards summer English language camps in China. The findings of the study showed that all the groups of participants benefited from this experience. They indicated that the camp was effective in its primary objective of teaching spoken English. It was found that Chinese students favored learning English with native speakers and benefited from the instructional methods employed. They also praised the atmosphere in which instruction and activities took place. They described it as caring, relaxed, fun-filled, with low teacher-student ration and teaching assistants who were peers.

As Barghouthi (2008), Wighting, Nisbet and Tindall (2005) investigated the attitudes of different people in the field. However, Barghouthi (2008) investigated attitudes towards different aspects of the English, whereas Wighting, Nisbet and Tindall (2005), as the present study, investigated attitudes towards one thing, i.e. summer English language camps in China.

Rasti (2009) investigated the attitudes of Iranian candidates towards the International English Language Testing System (IELTS) test; whether there was a significant relationship between the testees' characteristics including their sex, age, and educational background and their attitudes towards IELTS test; and whether there was a significant relationship between Iranian IELTS candidates' scores (performance) and their attitudes.

The researcher found that almost 80% of the participants had a positive attitude towards IELTS. However, he found that there was no significant relationship between testees' characteristics including their sex, age, and educational background and their attitude towards IELTS. Nor did he find a significant relationship between Iranian IELTS candidates' scores (performance) and their attitudes. It should be stated here that

both Rasti (2009) and the present study investigated whether there was a significant relation between students' attitudes and their performance.

### **3.6 Conclusion**

As a summary, attitudes of non-English-major students towards English service courses at Palestinian universities have never been investigated before. However, the present study has reviewed a number of relevant studies in both Palestinian and non-Palestinian contexts. The only study which investigated English service courses at Palestinian universities is El-Sayeh (1986). Another study, Lin and Warden (1998), investigated the attitudes of non-English majors towards certain aspects pertinent to English. Moreover, studies, such as Tushyeh (1985) and Khatib (2003) investigated the attitudes of English majors towards learning and teaching English. Finally, other studies, such as Mousa (2000), Hassan (2001), Omar (2000), Hammad's (2001), Petrides (2006), Al-Husseini (2006), Inozu & Ilin's (2007), Barghouthi (2008), Wighting, Nisbet & Tindall (2005), and Rasti (2009) investigated the attitudes of learners/ students towards English and related aspects.

Once more, after reviewing the studies mentioned above, it is clear that none of them investigated the attitudes of non-English major students towards English service courses. However, as in the case the present study, some of them tackled one or more issues, such as gender difference, the relationship between motivation and attitudes, different English programs, etc.

Although the present study has followed some studies in investigating such issues, it has also filled an important gap in the field of students' attitudes towards learning EFL/ESL. This importance stems from the fact that it has shed light on non-English-major students' concerns about English service courses: it has investigated to what

extent they liked English classes, to what extent they thought that these courses were useful, and to what extent they wanted to avoid these courses.

The next chapter describes the methodology of the study, especially regarding the subjects, the instrumentation, data collection and data analysis.

## **Chapter IV**

## **Methodology**

### **4.1 Introduction**

This study was carried out through six stages. The first stage involved collecting information about the required English service courses at the educational institutions included in the study: the number of these courses, their descriptions, their objectives and outcomes, and the philosophy of these establishments behind requiring them.

The second stage involved designing and answering a three-part questionnaire. The first part aimed to get personal information about the participants, such as their gender, level, name of university, major and the language of instruction. The second part contained ten items. These items aimed at measuring the participants' general attitudes towards the required English service courses. The third part was optional and asked the participants to provide their notes and suggestions about the English service courses.

The third stage involved interviews with students from Hebron University enrolled in specializations where English is not the language of instruction, such as Arabic, Shari'a, History and Geography.

The fourth stage was getting the students' final grades in these courses. The fifth stage involved interviews with thirty graduates from the four universities. The last stage involved analyzing the collected data.

### **4.2 Description of the Research Methodology**

The present study adopted a multi-fold methodology. Firstly, it is empirical since it depends on collecting information through two main instruments: questionnaires and interviews. Secondly, it attempts to find connections between: students' attitudes towards English service courses and final grades in these courses; between students'

attitudes and the language of instruction used in their majors; and between students' attitudes and their gender. Finally, it is descriptive since it describes some issues involved, such as the philosophies behind teaching English service courses, course outlines, and the students' notes and suggestions.

### **4.3 Subjects**

The population of the study was about 1,000 students at the four universities in Hebron (HU, PPU, QOU and PTC) in the second semester of the academic year 2008-2009 who were taking the required English service courses at their respective institutions. They were enrolled in different scientific and literary majors. The number of these courses was thirteen: six at Hebron University; three at Palestine Polytechnic University; two at Al-Quds Open University; and two at Palestine Technical Colleges/Al-Arroub. The sample of the participating students was selected randomly. The number of the students who answered the questionnaire was 189. The sample comprised about 19% of the population. The number of those who were interviewed was 33 students and 30 graduates. The number of the subjects was as follows:

1. Hebron University: 65 students (22 M and 43 F) taking six different English service courses (25263, 65112, 22109, 22105, 22101 and 22106) answered the questionnaires. The grades of 214 students taking these courses were obtained. A total of 33 students (21 M and 12 F) and 12 graduates were interviewed.
2. Palestine Polytechnic University: 40 students (14 M and 26 F) taking English 4003, 4070 and 5073 answered the questionnaire; the grades of 59 students taking these courses were obtained; and 6 graduates were interviewed.

3. Al-Quds Open University: 40 students (13 M and 27 F) taking English 0113 and 0114 answered the questionnaires; the grades of 65 students taking these courses were obtained; and 6 graduates were interviewed.
4. Palestine Technical Colleges/Al-Arroub: 44 students (25 M and 19 F) taking General English and Technical English answered the questionnaires; the grades of 51 students taking these courses were obtained; and 6 graduates were interviewed.

These numbers are displayed in the following table.

**Table 4.1**  
Number of subjects

University	Number of Questionnaire Participants			Number of Interviewees			
				Students			Graduates
	Total	M	F	Total	M	F	
HU	65	22	43	33	21	12	12
PPU	40	14	26	-	-	-	6
QOU	40	13	27	-	-	-	6
PTC	44	25	19	-	-	-	6
<b>Total</b>	<b>189</b>	<b>74</b>	<b>115</b>	<b>33</b>	<b>21</b>	<b>12</b>	<b>30</b>

#### 4.4 Instrumentation

Data were gathered through two main instruments: a questionnaire and interviews.

##### 4.4.1 The questionnaire

A three-part questionnaire was designed. The first part aimed to get personal information about the participants, such as their gender, level, name of university, major and the language of instruction. The second part contained ten items. These items aimed at measuring the participants' general attitudes towards the required English service courses. The following are the ten items:

1. I like English language classes.
2. The English syllabus is interesting.
3. I have difficulty in understanding English.
4. I think that the required English service courses are useless.
5. I think that these courses help me understand my major courses.
6. I suggest that the required English service courses should be elective.
7. The grades of these courses affect my accumulative average negatively.
8. I suggest that the grades of these courses should not be included in the accumulative average.
9. I suggest that the university should exempt me from these courses.
10. I suggest that the university should reduce the passing grade of these courses.

The participants were asked to rate the extent to which they agree with each item on a five point Likert-scale ranging from "strongly agree" to "strongly disagree". They were asked to check the place on the scale that would best reflect their feelings about the item. Besides, the third part included optional notes and suggestions to be added by the participants to reflect their feelings and opinions towards these courses. (See appendices B and C, pp. 103 & 104)

It should be pointed out in this respect that a good number of participants who were interviewed or answered research questionnaires often got bored and showed unwillingness to cooperate, due to the length of time. Therefore, the researcher, as recommended by Edmondson<sup>\*</sup>, decided to design a one-page questionnaire with the fewest number of items, which would measure the participants' attitudes.

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\* Personal communication.

There is no doubt that the participants' cooperation is very important to the credibility of the research. El-Sayeh (1986) expressed this concern by saying that "The success or failure of a research depends on the cooperation and help of the people concerned and the amount of truth in the information they supply." (p. 2)

#### ***4.4.2 Interviews***

Three kinds of interviews were carried out. The first was with a number of officials at the educational institutions involved in the study, such as the head of the English department, the director of the language center, the academic vice president and the instructors. The aim of these interviews was to collect information about the required English service courses at these educational institutions: the number of these courses, their descriptions, their objectives and outcomes, and the philosophy of these establishments behind requiring them. It should be stated here that these data were gathered not only through personal interviews, but also through phone calls, e-mails, course outlines, bulletins and guidebooks.

The second kind of interviews was with non-English-major students from Hebron University enrolled in specializations where English is not the language of instruction, namely Arabic, Shari'a, History and Geography. It should be pointed out that they did not answer the questionnaire. The researcher decided to interview this section of students from Hebron University for two main reasons. Firstly, English was the language of instruction for the majority of the students involved in answering the questionnaire. Therefore, the attitudes of students enrolled in majors where English is not the language of instruction was necessary. Secondly, since all, or at least most, of the students at PPU were enrolled in scientific specializations and those at the other three educational institutions had both humanities and scientific ones, a sample enrolled in Humanities studies was necessary. Therefore, this would mean having a clearer

picture about the attitudes of the students whose major courses are not taught in the English language. The interviewees were asked the following ten close-ended questions:

1. Do you like the English language class?
2. Is the English syllabus interesting?
3. Do you find difficulty in understanding English?
4. Do you think that the required English service courses are useless?
5. Do you think that the required English service courses help you understand your major courses?
6. Do you suggest that these courses should be elective?
7. Does the grade of these courses affect your accumulative average negatively?
8. Do you suggest that the grade of these courses should not be included in the accumulative average?
9. Do you suggest that the university should exempt you from these courses?
10. Do you suggest that the university should reduce the passing grade of these courses?

The interviewees were asked to provide the following answers: yes, uncertain or no. Besides, they were also asked to provide some information about themselves, such as their gender, major, level, language of instruction in their majors etc. Additionally, they were asked to provide any notes or suggestions about these courses. (See appendices D and E, pp. 105 & 106)

The third kind of interviews was with thirty BA and B.Sc. graduates from the four universities. Most of them had 1-10 year work experience. They were teachers of different subjects, accountants, engineers, secretaries, architects, managers and businesspersons. They were asked the following three open-ended questions:

1. To what extent is your attitude now towards the English service courses has changed from the time you were a student?
2. What would you say to university students of your major about the English service courses?
3. What would you say to university administration about English service courses?

#### **4.5 Data Collection**

The present study involves collecting data from different sources for different reasons. For example, the policies of the universities requiring these courses were collected from the English departments, coordinators of English courses, directors of language centers, instructors and guidebooks in order to shed light on the philosophy of these universities behind requiring these courses.

Since a background about the English service courses under research was necessary, the description of these courses were collected from the English departments, the language centers and the most recent course outlines and guidebooks prepared by the educational institutions included in this study. The aim of collecting such data was to make it easier for the researcher to deal with them, and to give the reader a clear picture about these courses.

Moreover, the information collected from the questionnaires was to investigate the attitudes of non-English-major students at different universities towards English service courses. In order to involve a larger number of non-English-major students, the researcher decided to interview other students studying Arabic, Shari'a, History and Geography at Hebron University to have a clearer picture about the students' attitudes in different faculties.

Besides, the final grades of the students taking English service courses at the four educational institutions in Hebron were collected in order to see how many of them passed or failed these courses, and to see if there was any correlation between students' attitudes and these grades. In fact, procuring these grades was the most challenging and difficult as half of the educational institutions involved in this study considered such information as something "top confidential". However, the other half of these institutions offered their cooperation and expressed their willingness to provide these grades. Eventually, the researcher had to request more than once to obtain these grades in order to bring this important part of the study into being. These were the final grades of 389 students enrolled in these English service courses.

Finally, the opinions of some graduates from the four universities about English service courses were collected to point out their attitudes after leaving the university and entering the world of work.

After designing and preparing the questionnaire, the researcher showed it to two arbitrators. Although they approved of it, they asked the researcher to make some changes. Having the changes made, the researcher produced an Arabic version so that the participants would not face any difficulty in understanding the instructions and the items, and, therefore, would answer them easily. About 200 copies of the questionnaire were Xeroxed. The researcher asked the Dean of Arts at Hebron University to provide him with letters directed to the other educational institutions included in the study to offer their help and supply him with the necessary information required for the research purposes. These institutions showed their cooperation and willingness to help. Then the researcher explained to the instructors and the directors of the language centers there, that the questionnaire would be answered, anonymously, by the non-English-major students, who were taking the required English service courses.

After explaining the purpose and instructions to them, all the respondents from the four universities answered the questionnaire inside the classrooms during their normal classes in the second semester of the academic year 2008-2009. This was carried out under the supervision of their instructors. It took most participants about 15 minutes to answer the questionnaire.

As for the interviews, semi-structured interviews were conducted with 33 male and female students from Hebron University enrolled in specializations where English is not the language of instruction, such as Arabic, Shari'a, History and Geography. This sample was selected randomly with the help of some HU students. As it has been mentioned before, they did not answer the questionnaire. They were asked ten close-ended questions similar to those in the questionnaire. These questions aimed at measuring their attitudes towards the English service courses. The participants were asked to provide "yes, uncertain or no" answers to these questions.

Finally, thirty graduates from the four universities were interviewed to point out their attitudes after leaving the university and entering the world of work. They were selected randomly, with the assistance of the researcher's colleagues.

#### **4.6 Data Analysis**

The analysis of data in this study is limited to the data obtained from the responses of the questionnaires and the interviews, as well as the students' final grades. As for the questionnaire and the interviews, their answers were processed manually. They were analyzed in special tables to show the numbers and percentages of the data which the participants provided. Similarly, the students' grades were also presented in tables to show the numbers and percentages of the students who passed or failed these courses;

those whose grades were acceptable, good, very good or excellent. In addition, the participants' notes and suggestions were also discussed.

Moreover, it was decided to categorize the participants' attitudes as 'P' for Positive, 'N' for Negative and 'n' for neutral. This categorization depended on the participants' percentages of their attitudes. That is, the higher percentage determined the appropriate category 'P' or 'N', whereas approximate percentages were given the category 'n'. This is compatible with the "principle of absolute majority".

While analyzing the data collected from the questionnaires, the students' answers were considered of two categories instead of five. The first included the answers of "strongly agree", "agree" and "undecided"; the second included the answers of "strongly disagree" and "disagree". There is no doubt that dealing with two scales is much easier for data analysis.

It should be pointed out in this respect that the researcher adopted Linacre's (2005) conservative approach in reducing the five-point Likert scale to only two categories. This is based on Farrah (2006) when he cites Linacre's (2005) procedure to treat Likert's five-point scale. Two approaches are suggested: conservative and liberal. The first suggests treating the three categories: "strongly agree", "agree" and "neutral" as "agree", whereas the second suggests treating the three categories: "strongly disagree", "disagree" and "neutral" as "disagree". (pp. 82-84)

#### **4.7 Conclusion**

As it has been stated above, the population of the study was the non-English-major students. They were students enrolled at the four universities in Hebron in the second semester of the academic year 2008-2009. They were taking the required English service courses at these educational institutions. A sample of 189 participants was

selected randomly to answer the questionnaires: 74 males and 115 females. Moreover, 33 students from HU and 30 graduates from the four universities were interviewed. In addition, the grades of 389 students taking these courses were collected. Their numbers were as follows:

1. Questionnaire respondents: 65 students from HU; 40 from PPU; 40 from QOU; and 44 from PTC – Al-Arroub.
2. Interviewees: 33 students from HU and 30 graduates from the 4 universities.
3. Grades: 214 students' grades from HU; 59 from PPU; 65 from QOU and 51 from PTC/ Al-Arroub.

Furthermore, the data were gathered from different sources and through different means for different purposes. These data were mainly collected from the English departments, the language centers, the instructors and the students at the four educational institutions included in this study. Moreover, the data were collected through questionnaires, interviews, e-mails, telephone calls and transcripts.

The next chapter will present and discuss the results of the present study.

## **Chapter V**

### **Results and Discussion**

#### **5.1 Introduction**

The results of this study are divided into six parts. Each part is an answer to one of the research questions. The first part presents the philosophy of the universities in Hebron behind offering English service courses and the significance of this philosophy. The second part presents the results of all the participants' attitudes at the four educational institutions included in the study.

The third part presents the students' final grades in one of each of the English service courses at the four universities and discusses the correlation between these grades and the students' attitudes. As for the grading system in this respect, the passing grade in the required English service courses at Hebron University and Palestine Polytechnic University is 60%, whereas it is 50% at Al-Quds Open University and Palestine Technical Colleges/ Al-Arroub. Accordingly, the grade from 60-69 is acceptable; from 70-79 is good; from 80-89 is very good; and from 90-100 is excellent.

The fourth part investigates whether there is a correlation between the students' attitudes and the language of instruction in their majors. Similarly, the fifth part investigates whether there is a correlation between the students' attitudes and their gender.

The last part investigates the opinions of thirty graduates from the four universities and checks whether there are differences between their attitudes when they were students and now, after entering the world of work. Finally, the results of each part will be discussed.

## **5.2 Research Question No. 1:**

What is the philosophy of the universities in Hebron behind offering English service courses?

Requiring English service courses stems from the policies of these universities. All of these universities chosen for this study agree on the importance of the English language in academic life. Tushyeh (1990) claims that "... No written philosophy or objectives exist for the departments of English at the West Bank and Gaza universities." Because of the absence of such written philosophy, the researcher had to check the opinions of some officials at the universities in Hebron, such as the head of the English department, the director of the language center, the academic vice president and the instructors, explain this philosophy and these policies.

### ***5.2.1 Hebron University (HU)***

An ex-member at the English department, who took part in discussing the philosophy behind teaching English service courses at Hebron University, agrees with Tushyeh (1990) when he said that there is no stated or documented philosophy behind teaching English service courses. However, it could be said that the ultimate broad objective is to enable the graduate to communicate effectively in English in professional contexts. This communication takes place through language and discussion, and it encourages the language of dialogue among different human groups. Besides, the University Language Center tries to cater for the community needs... by offering English language service courses as well as courses in English for Specific Purposes (ESP). These courses cover the full range of language preparation for academic and professional needs of the graduates.

Moreover, since English is the language of instruction in certain majors, there is a need for good language proficiency, as it is a key for success in academic life and in the

professional one after graduation. Finally, Jaber stated that, by the end, graduates will be capable of reading, writing, listening and speaking in English language fluently and accurately. (An e-mail received on June 16, 2009)

### ***5.2.2 Palestine Polytechnic University (PPU)***

The director of the Language Center at the PPU said that the university rationale behind requiring the English service courses is quite obvious. He pointed out that the PPU administration believes that it is important to empower its students with advanced skills in the English language. This is because most textbooks used in different majors are in English. Moreover, the PPU administration believes that graduates with advanced English skills will have a better opportunity to compete for jobs. English is also very important in helping graduates to pursue graduate studies. Finally, proficiency in English language provides students with opportunities to compete in getting scholarships, since all countries offering such scholarships require high English proficiency. (Personal communication on June 1, 2009)

### ***5.2.3 Al-Quds Open University (QOU)***

After sending several e-mails to the coordinator of the English courses at QOU without receiving any responses, the researcher has decided to depend on the university's guidebook (2008-2009) to infer its policy. Accordingly, it could be said that the English service courses are remedial and instrumental. They intend to upgrade the student's overall proficiency in English, particularly in reading and written communication. Moreover, they aim at developing the student's skills demanded in the other courses for which English is a requisite. (pp. 18-19)

### ***5.2.4 Palestine Technical Colleges/ Al-Arroub***

The policy of the Palestinian Ministry of Education and Higher Education is not different from those of the institutions mentioned above. On the contrary, it goes in

accordance with them. With a long experience as a schoolteacher, an English language supervisor, and a university instructor, Abdel-Jawad Al-Atrash, currently an instructor of English at Palestine Technical Colleges/ Al-Arroub, restated this policy. He said that the policy of requiring such service courses has been discussed several times by a number of officials at the Ministry. This policy stems from the importance of English as a language of international communication, a language of modern sciences and technology.

Therefore, students need to be equipped with some necessary structures, vocabulary, technical terms and collocations to help them understand the courses of their specializations. Moreover, students need a satisfactory background of English to enable them to pursue their higher education to get Master's or Doctoral degrees, since the language of instruction in such fields is, of course, English. (Personal communication on June 1, 2009)

As a summary, it is apparent that all the universities included in this study believe that English is very important for their students as it is the language of instruction in a number of majors. It also helps their graduates to compete for jobs and pursue graduate studies.

### **5.3 Significance of these Philosophies**

It seems that there is a consensus among these universities on the importance of English. Their policies are consistent with some scholars and practitioners in the field. Indeed, some believe that English has been a very important language since the outset of the British Colonization. For instance, Phillipson (1992) believes that "in India, the English language was regarded as a force for 'modernizing' the country..." (p. 110). He also cites Misra (1982) by saying that "English became the sole medium of education,

administration, trade, and commerce, in short, of all formal domains of a society's functioning. Proficiency in English became the gateway to all social and material benefits." (p. 111).

Quirk (1985) believes that students' command of Standard English (SE) is likely to increase their freedom and their career prospects ... for its power as an instrument of international communication. Furthermore, many people are learning English not just to speak with their own country folk, but to link themselves with the wider English-using community throughout the world. (Cited in Seidlhofer 2003: 14-16)

Kachru (1985) thinks that English has become the main vehicle for interaction among its non-native users; the culture-bound localized strategies of politeness and persuasion trans-created in English are more effective than native strategies; English is an important tool to impart local traditions and cultural values. (Cited in Seidlhofer 2003: 23-29)

Tweissi (2007) believes that English today is considered as the worldwide dominant lingua franca. It is spoken or used by more than two billion people around the world, of whom about 400 million are native speakers. This worldwide spread of English makes it function as a language of international communication. This also makes it the language of knowledge and, in turn, the language of thinking. English now connects policy makers, business leaders, academics and other professionals. Finally, it allows its users to bypass traditional structures and emotionally charged ethnic attachments, indigenizing in the process both values and the language carrying them.

When talking about ELT in Turkey, Yildirim and Okan (2007) state that "English has always been an elite language of benefit to the small middle classes and viewed as a prerequisite for access to the best educational opportunities (often abroad) and the most favored professions, or top government positions in Turkey."

Similarly, Al-Husseini (2006) believes that "In Oman, English is seen as a resource for national development because of its role in the global economy, science and technology. The Government supports, politically, economically, and legislatively, English Language teaching in general and tertiary education."

Moreover, in the Bengali context, Rahman (2005) states that "The role of English in Bangladesh is purely functional as English is used as an international link language... English has been used for years and for different purposes and gradually it is becoming part of the socio-cultural system. As the use of English is increasing day by day in different forms, there is significant evidence of the use of English along with Bangla as code-mixing and code-switching."

Finally, Cohen (2004) points out the importance of English in the Mongolian Context by saying that "English has become the preoccupation of virtually every professional in the capital city, and is a requirement for almost every job interview at international organizations and businesses." He also adds that "Knowledge of English is almost a necessity in communicating with and understanding the outside world."

#### **5.4 Research Question No. 2:**

What are the attitudes of the students at the four universities towards English service courses?

As it has been mentioned in chapter four, 189 students (74 males and 115 females) responded to the questionnaire. The results showed that more than two thirds of the participants (72%) reported that they liked the English language class, whereas less than one third (28%) reported that they did not like it. Moreover, about two thirds of them (68.8%) thought that the English syllabus was interesting, whereas 31.2% of them did not think so. In addition, more than half of them (59.3%) reported that they did not have

difficulty in understanding the English language, whereas 40.7% reported that they had this difficulty.

Furthermore, only 38.1% believed that these courses were not useful. By contrast, slightly less than two thirds of them (61.9%) believed in the contrary. Besides, about two thirds of them (64.6%) believed that these courses helped them understand the courses of their majors, whereas only 35.4% of them did not think so.

Despite the relatively positive attitudes mentioned above, about three quarters of the participants (76.7%) suggested that these courses should be elective, not required. Furthermore, about a similar percentage of the participants (73.5%) reported that these courses negatively affected their cumulative averages. Consequently, about two thirds of them (68.3%) suggested that the grades of these courses should not be included in their cumulative averages. Moreover, the majority of the participants (61.9%) suggested that the university should exempt them from these courses, whereas only 38.1% of them suggested that they should not be exempted. As for the last item, more than three quarters of the students (78.3%) suggested that the university should reduce the passing grade of these courses. These results are displayed in the following table. (See also Appendix F for the five-scale original numbers, p. 111)

**Table 5.1**  
Questionnaire results at the four universities

No.	Statement	Agree	Disagree	* Attitudes
1	I like English language classes.	72	28	P
2	The English syllabus is interesting.	68.8	31.2	P
3	I have difficulty in understanding English.	59.3	40.7	N
4	I think that the required English courses are useless.	38.1	61.9	P
5	I think that the English service courses help me to understand my major courses.	64.6	35.4	P
6	I suggest that the required English service courses should be elective.	76.7	23.3	N

7	The grade of the English service courses affects my cumulative average negatively.	73.5	26.5	N
8	I suggest that the grade of these courses should not be included in the cumulative average.	68.3	31.7	N
9	I suggest that the university should exempt me from these courses.	61.9	38.1	N
10	I suggest that the university should reduce the passing grade of these courses.	78.3	21.7	N

\* Attitudes: P stands for Positive; N stands for Negative

Having presented the results of the students' attitudes at all the four universities included in the study, the student attitudes at each university will be presented separately.

#### **5.4.1 Hebron University**

##### 5.4.1.1 Questionnaire Results

The questionnaire results show that about two thirds of the students (67.7%) reported that they liked the English language class, whereas about one third (32.3%) reported that they did not like it. Moreover, 63.1% of the respondents thought that the English syllabus was interesting, whereas only 36.9% of them did not think so. Furthermore, about half of them (52.3%) reported that they did not have difficulty in understanding the English language, whereas less than this percentage reported the contrary.

In addition, only about on third of them (32.3%) believed that these courses were not useful. By contrast, about two thirds of them (67.7%) believed in the contrary. Moreover, 63.7% of them believed that these courses helped them understand the courses of their majors, whereas only 36.3% of them did not believe so.

Again, despite the relatively positive attitudes mentioned above, 80% of the participants suggested that these courses should be elective, not required. Furthermore, about three quarters of them (73.8%) reported that these courses negatively affected

their cumulative averages. Consequently, more than two thirds of them (70.8%) suggested that the grades of these courses should not be included in their cumulative averages. Moreover, about two thirds of the participants (64.6%) suggested that the university should exempt them from these courses, whereas only 35.4% of them suggested that it should not do so. As for the last item, 83.1% of them suggested that the university should reduce the passing grade of these courses. These results are displayed in the following table. (See also Appendix G for the five-scale original numbers, p. 112)

**Table 5.2**  
Questionnaire results at HU

No.	Statement	Agree	Disagree	* Attitudes
1	I like English language classes.	67.7	32.3	P
2	The English syllabus is interesting.	63.1	36.9	P
3	I have difficulty in understanding English.	47.7	52.3	N
4	I think that the required English service courses are useless.	32.3	67.7	P
5	I think that the English service courses help me to understand my major courses.	63.7	36.3	N
6	I suggest that the required English service courses should be elective.	80	20	N
7	The grade of the English service courses affects my cumulative average negatively.	73.8	26.2	N
8	I suggest that the grade of these courses should not be included in the cumulative average.	70.8	29.2	N
9	I suggest that the university should exempt me from these courses.	64.6	35.4	N
10	I suggest that the university should reduce the passing grade of these courses.	83.1	16.9	N

\* Attitudes: P stands for Positive; N stands for Negative

When comparing the results of HU with the general results of all the universities, it is noticed that they are almost similar. This can be attributed to the fact that HU is a good representative of these universities. That is, HU includes nearly all the common features at these universities, such as the kinds of students, majors and language of instruction.

#### 5.4.1.2 Interview Results

As for the interviews, it has been mentioned in Chapter IV that a semi-structured interview was conducted with 33 students enrolled in majors where English is not the language of instruction. The results of the interviews showed that the overwhelming majority of the interviewees had very negative attitudes towards the required English service courses. As for the first question, 84.9% of them reported that they did not like the English language class. More than three quarters (78.8%) reported that the English syllabus was not interesting. About a similar percentage (81.8%) reported that they found difficulty in understanding English. More than two thirds of them (about 72.7%) thought that that the required English service courses were useless.

As for the fifth question, 84.9% of them believed that these courses did not help them understand the courses of their majors. Moreover, 87.9% of the participants suggested that these courses should be elective, not required. Furthermore, 78.8% said that the grades of these courses negatively affected their cumulative averages. In addition, 87.9% said that the grades of these courses should not be included in their cumulative averages. Besides, 81.8% said that the university should exempt them from these courses. As for the last question, 78.8% said that the university should reduce the passing grade of these courses. The results are shown in the following table.

**Table 5.3**  
Interview results at HU

No.	Statement	Yes	Uncertain	No	*Attitudes
1	Do you like English language classes?	12	3.1	84.9	N
2	Is the English syllabus interesting?	15.1	6.1	78.8	N
3	Do you find difficulty in understanding English?	81.8	9.1	9.1	N
4	Do you think that the required English service courses are useless?	72.7	12.1	15.1	N
5	Do you think that the required English service courses help you understand your major courses?	9.1	6.1	84.8	N

6	Do you suggest that these courses should be elective?	87.9	0.0	12.1	N
7	Does the grade of these courses affect your cumulative average negatively?	78.8	12.1	9.1	N
8	Do you suggest that the grade of these courses should not be included in the cumulative average?	87.9	0.0	12.1	N
9	Do you suggest that the university should exempt you from these courses?	81.8	3.1	15.1	N
10	Do you suggest that the university should reduce the passing grade of these courses?	78.8	6.1	15.1	N

\* Attitudes: P stands for Positive; N stands for Negative

Again, it is obvious that the overwhelming majority of the interviewees expressed very negative attitudes towards the English service courses. There is no doubt that this can be ascribed to the fact that all of these interviewees were enrolled in majors where English is not the language of instruction. Therefore, they believed, at least at that stage, that English was not necessary in their academic life.

#### 5.4.1.3 Notes and Suggestions of HU Students

As for the third part of the questionnaire, twenty-nine students from Hebron University provided their notes and suggestions. Twenty-one of them added their notes on the questionnaires; eight provided their comments during the interviews. The percentage of the participants who provided their notes and suggestions formed about 29% of all the questionnaire respondents and the interviewees. This percentage is sensible and expected.

It is obvious that the participants' notes and suggestions reflected similar attitudes towards the required English service courses. On the one hand, all the interviewees provided negative comments. One of them said, "English is very difficult, and students should be exempted from it." The others suggested that the required English service courses should be elective or be omitted.

On the other hand, the questionnaire respondents provided contradictory comments. The students enrolled in majors, where English is the language of instruction, expressed positive attitudes, whereas those enrolled in majors, where English is not the language of instruction, revealed negative attitudes. One of the students was neutral and expressed this contradiction by saying that "English is beautiful for some students; it is not interesting for others." Obviously, this contradiction is determined by the student's major, the faculty or the language of instruction. The students enrolled in scientific majors expressed positive attitudes towards these courses. Some of them wrote, "Students should do their best to learn English since it is the language of communication"; "English is very easy and interesting"; "English is important and necessary for our majors", etc.

By contrast, the students enrolled in literary majors expressed negative attitudes towards these courses. Some of them wrote, "All the required English service courses should be elective as they may prevent some students from being accepted to certain majors"; "These courses should be omitted as they negatively affect the general cumulative average"; "I suggest that the university shouldn't require any English courses for students whose language of instruction is not English"; "These courses form an obstacle on my way and negatively affect my general cumulative average"; "These courses are not necessary for Arabic students as they may delay their graduation for a whole year", etc.

Finally, some students attributed their weakness in English to the "bad teaching" at school. One of them wrote, "I like the English language, but I have difficulty in understanding it. This is because of the 'bad teaching' at school. Therefore, I hate attending these courses as I feel I cannot interact in the lesson. I wish the syllabus was easier and simpler." Other students ascribed their failure to the difficulty of the tests.

One of them wrote, "Tests are usually very difficult. Therefore, many students fail these courses."

#### ***5.4.2 Palestine Polytechnic University***

##### **5.4.2.1 Questionnaire Results**

It is very clear that the students at Palestine Polytechnic University have more positive attitudes towards the required English service courses than those at Hebron University. As for the first item, 82.5% of the respondents reported that they liked the English language class, whereas only 17.5% reported that they did not like it. Moreover, about three quarters of them (72.5%) thought that the English syllabus was interesting, whereas only 27.5% of them did not think so. Besides, more than half of them (55%) reported that they had difficulty in understanding the English language.

As for the fourth item, only 40% believed that these courses were not useful. By contrast, 60% of them believed in the contrary. Moreover, 62.5% believed that these courses helped them understand the courses of their majors.

Despite the relatively positive attitudes mentioned above, 62.5% of the participants suggested that these courses should be elective, not required. Besides, about two thirds of them (67.5%) reported that these courses negatively affected their cumulative averages. Consequently, more than half of them (57.5%) suggested that the grades of these courses should not be included in their cumulative averages. However, only 42.5% of the participants suggested that the university should exempt them from these courses, whereas 57.5% of them suggested that it should not do so. As for the last item, about two thirds of the respondents (65%) suggested that the university should reduce the passing grade of these courses. These results can be displayed in the following table. (See also Appendix H for the five-scale original numbers, p. 109)

**Table 5.4**  
Questionnaire results at PPU

No.	Statement	Agree	Disagree	* Attitudes
1	I like English language classes.	82.5	17.5	P
2	The English syllabus is interesting.	72.5	27.5	P
3	I have difficulty in understanding English.	55	45	N
4	I think that the required English service courses are useless.	40	60	P
5	I think that the required English service courses help me to understand my major courses.	62.5	37.5	P
6	I suggest that the required English courses should be elective.	62.5	37.5	N
7	The grade of the English service courses affects my cumulative average negatively.	67.5	32.5	N
8	I suggest that the grade of these courses should not be included in the cumulative average.	57.5	42.5	N
9	I suggest that the university should exempt me from these courses.	42.5	57.5	P
10	I suggest that the university should reduce the passing grade of these courses.	65	35	N

\* Attitudes: P stands for Positive; N stands for Negative

It is clearly noticed that the attitudes of PPU students are more positive than the general percentage of the four universities and than that of HU. Besides, although 62.5% of the students at PPU thought that the required English service courses should be elective and 57.5% of them reported that their grades should not be included in the cumulative average, about 60% expressed the usefulness and importance of these courses, as seen in the statements 4 and 9 above.

#### 5.4.2.2 Notes and Suggestions of PPU Students

As for the students' notes and suggestions, the percentage of the PPU participants who provided notes and suggestions is nearly similar to that of HU participants (30%). Twelve students from Palestine Polytechnic University provided their notes and suggestions on the questionnaires. Most of those students showed great awareness of the importance of the English language as a medium of instruction and international

communication. Some of them ascribed the students' weakness in English to the school teaching. Others suggested some technical points concerning the material, methodology, testing and the grading system.

One of them wrote, "I suggest that more grades should be allotted to participation than to tests." Another wrote, "In order to overcome the difficulty of English, I suggest that the gap should be bridged between school teaching and university teaching." Similarly, another student wrote, "The problem does not start at the university, but it has its roots at the school stage. Motivation and good teaching at school helps us to understand the required English service courses." Moreover, one of the students attributed the problem with English to the students themselves: "The problem is not with English, but it is with the students who learn it." Another one noted, "I like diversity in the English topics so that they can be understood better." Furthermore, one of the students expressed an awful feeling towards the instructors. This student wrote, "University instructors teach us as if we could understand everything. These instructors do not know that we used to memorize at school." Finally, one of the students sums up the most positive attitude towards English when he wrote, "I think that English is a useful and important language. Students should have a positive attitude towards it since it is the medium of international communication."

### ***5.4.3 Al-Quds Open University***

#### **5.4.3.1 Questionnaire Results**

Unlike the students of Palestine Polytechnic University, the students of Al-Quds Open University had negative attitudes towards the required English service courses. Despite these negative attitudes, they had relatively positive attitudes towards the English language, in general. About two thirds of them (70%) reported that they liked the English class and three quarters of them reported that the English syllabus was

interesting. However, about two thirds of them (67.5%) reported that they had difficulty in understanding English.

As for the fourth item, 47.5% thought that these courses were useless. In addition, 57.5% of the respondents reported that these courses helped them to understand the courses of their major. Besides, more than three quarters of the participants (80%) suggested that these courses should be elective. Moreover, similar percentages (82.5%) of them reported that the grade of these courses negatively affected their cumulative averages, and therefore, suggested that the grades of these courses should not be included in these averages. As for the last two items, about two three quarters of them suggested that they should be exempted from these courses and that the university should reduce the passing grade. These percentages are displayed in the following table.

(See also Appendix I for the five-scale original numbers, p. 110)

**Table 5.5**  
Questionnaire results at QOU

No.	Statement	Agree	Disagree	* Attitudes
1	I like English language classes.	70	30	P
2	The English syllabus is interesting.	75	25	P
3	I have difficulty in understanding English.	67.5	32.5	N
4	I think that the required English service courses are useless.	47.5	52.5	P
5	I think that the English service courses help me to understand my major courses.	57.5	42.5	P
6	I suggest that the required English service courses should be elective.	80	20	N
7	The grade of the English service courses affects my cumulative average negatively.	82.5	17.5	N
8	I suggest that the grade of these courses should not be included in the cumulative average.	82.5	17.5	N
9	I suggest that the university should exempt me from these courses.	72.5	27.5	N
10	I suggest that the university should reduce the passing grade of these courses.	77.5	22.5	N

\* Attitudes: P stands for Positive; N stands for Negative

#### 5.4.3.2 Notes and Suggestions of QOU Students

As for the students' notes and suggestions, it seems astonishing that only three of the respondents from Al-Quds Open University provided their notes and suggestions. This means only 7.5% of them did so. This percentage is about one fourth of those participants at HU or PPU. Such a low percentage may be attributed to the carelessness of the participants, or to their negative attitudes towards English and English service courses. Anyhow, one of the students wrote, "The required English service courses delay the students' graduation because they are originally 'weak' in the English language." The others nearly expressed similar ideas. Each of them wrote, "I was not good at English when I was a school student. Nor am I good at it now. I have always found difficulty in understanding it. I wish the syllabus was shorter and simpler."

It is apparent that the students who provided their notes and suggestions blamed themselves for not being competent in English. They also blamed their schools for this incompetence, not their present universities.

#### ***5.4.4 Palestine Technical Colleges/ Al-Arroub***

##### 5.4.4.1 Questionnaire Results

It seems to a large degree, that the students' attitudes at Palestine Technical Colleges/ Al-Arroub were similar to those of Al-Quds Open University. For example, about two thirds of them (70.5%) reported that they liked the English class. Nearly a similar percentage (68.2%) believed that the English syllabus was interesting. Moreover, 72.7% reported that they had difficulty in understanding English. It is obvious that this majority contradicts with their attitudes towards the first item.

As for the fourth item, only 36.4% of the participants believed that the English service courses were useless. Amazingly, more than three quarters of them (77.3%) believed that these courses helped them understand their major courses. However, about

a similar percentage (79.5%) suggested that these courses should be elective. In addition, 70.5% of them believed that the grades of these courses negatively affected their cumulative averages. Moreover, 61.4% of them suggested that the grades of these courses should not be included in their cumulative averages. Similarly, 65.9% suggested that they should be exempted from these courses. Finally, a greater percentage (77.3%) of them suggested that the passing grade of these courses should be reduced. These percentages are shown in the following table. (See also Appendix J for the five-scale original numbers, p. 111)

**Table 5.6**  
Questionnaire results at PTC

No.	Statement	Agree	Disagree	* Attitudes
1	I like English language classes.	70.5	29.5	P
2	The English syllabus is interesting.	68.2	31.8	P
3	I have difficulty in understanding English.	72.7	27.3	N
4	I think that the required English service courses are useless.	36.4	63.6	P
5	I think that the English service courses help me to understand my major courses.	77.3	22.7	P
6	I suggest that the required English service courses should be elective.	79.5	20.5	N
7	The grade of the English service courses affects my cumulative average negatively.	70.5	29.5	N
8	I suggest that the grade of these courses should not be included in the cumulative average.	61.4	38.6	N
9	I suggest that the university should exempt me from these courses.	65.9	34.1	N
10	I suggest that the university should reduce the passing grade of these courses.	77.3	22.7	N

\* Attitudes: P stands for Positive; N stands for Negative

#### 5.4.4.2 Notes and Suggestions of PTC Students

As in the case of QOU, only three students from PTC provided notes and suggestions. This means less than 7% of them provided notes and suggestions. This

percentage is about one fourth of those participants at HU or PPU. Again, as in the case of QOU, such a low percentage may be attributed to the carelessness of the participants, or to their negative attitudes towards English and English service courses. Anyhow, one of these students wrote, "I wish that students would be given more teaching in English at the primary level at school." The second wrote, "English is too difficult for me to understand. I want to learn easier English, not like the English we learn." The third was even more pessimistic and had really more negative attitudes. This suggestion was expressed by these words: "English courses are not useful for non-English major students since they forget in the second or fourth year what they learned in the first year. Most of these students have difficulty in understanding these courses."

Once more, although the number of the students who provided their notes and suggestions was very small, it is apparent that they blamed themselves for not being competent in English. They also blamed their former schools for this incompetence, not their present institutions of tertiary education.

### **5.5 Research Question No. 3:**

Is there a correlation between students' attitudes and final grades in these courses?

The answer to this question requires first presenting the final grades in these service courses. The grades of each of the four universities will be presented separately.

#### ***5.5.1 Final Grades of Hebron University***

The students' grade records of six sections taking English 25263, 65112, 22109, 22105, 22101 and 22106 show that 24.3% of the students failed these courses; 29.4% were acceptable; 26.2% were good; 16.8% were very good; and only 3.3% were excellent. These results are shown in the following table:

**Table 5.7**  
Student grades in six sections taking English service courses at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	52	63	56	36	7	214
Percentage	24.3%	29.4%	26.2%	16.8%	3.3%	100%

The students' grades of each section are shown in the following six tables.

**Table 5.8**  
Student grades taking English 22106 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	15	10	8	4	0	37
Percentage	40.6%	27%	21.6%	10.8%	0.0%	100%

It is clearly noticed from the table above that the percentage of the students who failed this course (40.6%) is much more than the general failure percentage (24.3%) at HU. This can easily be attributed to the fact that English 22106 is required of all the university students. This means that students enrolled in different majors, including those where English is not the language of instruction, took this course.

**Table 5.9**  
Student grades taking English 22101 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	10	10	12	6	1	39
Percentage	25.6%	25.6%	30.8%	15.4%	2.6%	100%

Although English 22101 is required of all students in the Faculty of Arts, where Arabic is the language of instruction for most majors, the percentage of the students who failed this course (25.6%) is nearly similar to the general percentage (24.3%). It should be pointed out in this respect that the grades of a number of English majors are included. Of course, this may explain the relatively good achievement in this course.

**Table 5.10**  
Student grades taking English 22105 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	7	12	5	8	3	35
Percentage	20%	34.3%	14.3%	22.9%	8.5%	100%

As for English 22105, which is required of the students of science and technology, it is obvious that the percentage of the students who failed this course is less than the general percentage. This indicates that the students enrolled in scientific majors are better for two reasons. The first is that they were scientific-stream graduates. The second is that they were instrumentally motivated since they needed English as their medium of instruction.

**Table 5.11**  
Student grades taking English 65112 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	0	3	13	9	1	26
Percentage	0.0%	11.5%	50%	34.6%	3.9%	100%

It seems that business students are even more motivated than the scientific ones. Indeed, they scored the highest percentages: none of them failed the course and most of them were good and very good. These percentages may be attributed to other reasons, such as the nature of the material being taught and the instructor teaching this course.

**Table 5.12**  
Student grades taking English 25263 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	9	10	6	1	0	26
Percentage	34.6%	38.5%	23%	3.9%	0.0%	100%

Contrary to English 65112, media students scored the second lowest percentages after those of English 22106. These low percentages can be attributed to the fact that a large number of the students enrolled in English 65112 were humanities stream graduates. Therefore, and pursuant to their questionnaire responses and notes, they were not good at English at school. Moreover, students are admitted to Media Faculty with a General Secondary Certificate Examinations average of 70% or more. It could be said that this average is among the lowest for admission. Besides, the instructor's nature plays an important role in determining these percentages. This is clear when students prefer to take a certain course with a certain instructor and avoid taking it with another.

**Table 5.13**  
Student grades taking English 22109 at HU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	11	18	12	8	2	51
Percentage	21.6%	35.3%	23.5%	15.7%	3.9%	100%

As for English 22109, it seems that nursing students were relatively good. Nearly a similar percentage to the students of English 22105 failed it. This can be ascribed to the fact that students enrolled in Nursing must take an intensive course for one month in the summer before starting college. It should also be mentioned here that the students enrolled in this course could have been scientific or humanities stream graduates.

### ***5.5.2 Final Grades of Palestine Polytechnic University***

Unfortunately, the researcher was provided with the grades of only two out of the three sections taking English service courses. These two sections are English 4003 and English 5073. However, it is expected that the grades of these two sections will represent the others. Anyhow, the results of these grades are somehow good. Indeed, they reflect the students' positive attitudes towards the English service courses.

As it is clear in the table below, only 13.6% of the students failed these courses, whereas 86.4% of these students passed them. Of course, this is a very good percentage, although the grades of about their third are acceptable. Besides, it should be stated that more than half of them (50.8%) were good and very good. The percentages of these results are shown in the following table.

**Table 5.14**  
Student grades taking two English service courses at PPU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	8	20	19	11	1	59
Percentage	13.6	33.9	32.2	18.6	1.7	100

Each of the following two tables shows the results of English 4003 and English 5073 separately.

**Table 5.15**  
Student grades taking English I (4003) at PPU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	7	18	8	1	0	34
Percentage	20.6	52.9	23.5	3	0.0	100

It is obvious from the above table that the percentage of the students who passed English I is relatively high (about 80%). Indeed, it reflects the general feelings of these students' attitudes towards these English courses. However, it should be pointed out that not all the students taking this course were scientific-stream graduates.

**Table 5.16**  
Student grades taking English in Use (5073) at PPU

Grade	Below 60	60-69	70-79	80-89	90-100	Total
Number of Students	1	2	11	10	1	25
Percentage	4	8	44	40	4	100

As it is clearly noticed in English 5073, the students' performance in this course is wonderful. Only one student failed this course; two of them were acceptable; eleven were good; ten were very good and one was excellent. This high degree of performance can be attributed to the fact that most of the students taking this course were scientific-stream graduates, on the one hand, and their Tawjihi minimum averages were 80%, on the other hand.

### **5.5.3 Final Grades of Al-Quds Open University**

The students' grade records of two sections taking English I and English II show that more than half of the students (52.3%) failed these courses. Again, it should be emphasized here that the passing grade in these courses is only 50%. The percentage of the students who got 50-59% is 29.2%. It could be said that if the passing grade in these courses had been 60%, more than 80% of the students would have failed these courses.

**Table 5.17**  
Student grades taking English I & English II at QOU

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	34	19	7	5	0	0	65
Percentage	52.3	29.2	10.8	7.7	0.0	0.0	100

There is no doubt that the high percentage of the students who failed these courses reflects their negative attitudes towards these courses. It seems unbelievable that more than half of them (52.3%) failed these courses. Besides, the grades of most students who passed these courses were 50-59. However, this low degree of the students' performance can be justified if the conditions of admission to QOU are taken into consideration. It is known that students are admitted to QOU with a General Secondary Certificate, regardless of their averages, even if this certificate was obtained 20 years ago. This

entails that most students were not good at English at school. Moreover, the researcher was told by some students that they repeated these courses more than once.

The following two tables show the grades of each section separately.

**Table 5.18**  
Student grades taking English I at QOU

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	18	9	4	2	0	0	33
Percentage	54.5	27.3	12.1	6.1	0.0	0.0	100

**Table 5.19**  
Student grades taking English II at QOU

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	16	10	3	3	0	0	32
Percentage	50	31.2	9.4	9.4	0.0	0.0	100

#### ***5.5.4 Final Grades of Palestine Technical Colleges/ Al-Arroub***

The students' grade records of two sections taking General English and Technical English show that about one third of the students (31.4%) failed these courses. That is, they got below 50%, which is the passing grade. Moreover, the percentage of those who got 50-59% is 21.5%. If the passing grade were 60%, this means that the percentage of the students who failed would be more than the half (about 53%). It is also clear that 27.5% were acceptable; 13.7% of them were good; only 5.9% were very good; and none of them was excellent.

It should be borne in mind that these percentages could have been worse if the instructors had not sympathized with the students, and had not given them some "push-up". Anyhow, the following tables show these percentages.

**Table 5.20**  
Student grades taking General English & Technical English at PTC

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	16	11	14	7	3	0	51
Percentage	31.4	21.5	27.5	13.7	5.9	0.0	100

**Table 5.21**  
Student grades taking General English at PTC

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	4	4	7	2	0	0	17
Percentage	23.5	23.5	41.2	11.8	0.0	0.0	100

**Table 5.22**  
Student grades taking Technical English at PTC

Grade	Below 50	50-59	60-69	70-79	80-89	90-100	Total
Number of Students	12	7	7	5	3	0	34
Percentage	35.3	20.6	20.6	14.7	8.8	0.0	100

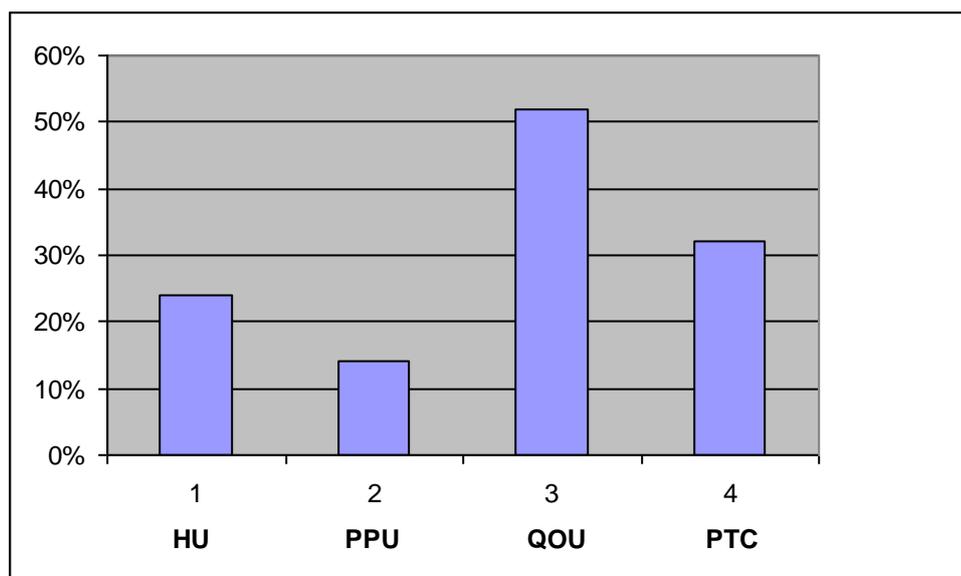
As it has been mentioned, 189 students answered the questionnaire, 33 students were interviewed and 389 final grades were obtained. Although the questionnaire respondents, the interviewees and the students whose grades were obtained were anonymous, it should be emphasized that the grades of the questionnaire respondents and interviewees were included in the total number of the final grades. This means that they formed about 57% of these grades. Consequently, it could be said that this percentage is good enough to be a representative sample and, in turn, to correlate the students' attitudes with the final grades.

Therefore, the percentages of the students who failed these courses at the four universities could be compared with the medium percentages of some items. For

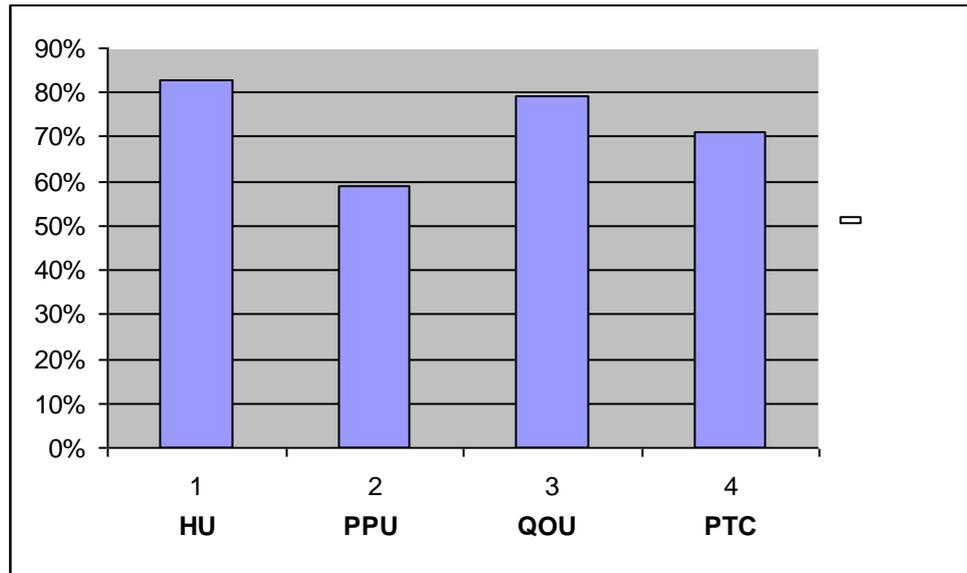
example, the medium percentages of the items 6-10 which express students' avoidance of the English service courses will be compared. In general, except for HU, the more the students have negative attitudes towards the English service courses, the higher the failure percentages will be, and vice versa. To illustrate this, the medium percentage of the items 6-10 at HU, PPU, QOU and PTC are about 83%, 59%, 79% and 71%, respectively. Accordingly, the percentages of the students who failed these courses at HU, PPU, QOU and PTC are 24.3%, 13.6%, 52.3% and 31.4%, respectively.

It is clear that PPU had the least negative attitudes towards the English service courses, and hence the least failure percentage in these courses. This is also true for the cases of QOU and PTC. However, it is very surprising that HU students had the most negative attitudes towards these courses although their failure percentage was not the highest.

The following charts show the failure percentages in the English service courses and the medium percentage of the items 6-10 at the four universities.



**Chart 5.1:** Failure percentages in English service courses at the four universities



**Chart 5.2:** Mean percentages of Participants' attitudes in items 6-10 towards English service courses at the four universities

Again, this correlation could be explained by the fact that the students at the four universities involved in this study were supposed to be equipped with instrumental motivation since the English service courses are university requirements. However, the students whose majors are not taught in English expressed very negative attitudes towards these courses. Therefore, they lacked motivation, and in turn, they got low grades, and they might fail these courses. In fact, they did not have the need to use it, nor did they have the desire to be proficient or good at it. Additionally, most of these students, as it is very clear in their notes, questionnaire and interview responses, believed that these courses were not useful. Consequently, they were not willing to make any efforts to study hard in order to be successful.

As for the students' performance, which is represented here in their grades, it can be said that the students who were motivated to learn English and had positive attitudes towards the English service courses obtained higher grades. This is persistent with Wilhelm (1999). He points out that attitudes are related strongly to motivation, it is evident that people with a negative attitude towards a language could not be motivated

learners, and there is evidence to support the correlation between the positive attitude about a language and high achievement.

Although some explanations and discussions have been provided while analyzing the students' grades, it should be emphasized again that attitude and motivation affect Second Language Acquisition (SLA). Indeed, they are very important in learning and being successful in EFL. This idea is supported by many scholars. For example, Ellis (1994) says that "motivation is of great importance for successful L2 acquisition." (p. 36). He also believes that positive attitudes towards the second language ... can be expected to enhance learning. (p. 200).

Moreover, Saville-Troike (2006) also discusses the effect of motivation on the success of L2 learning by saying that "motivation is another factor which is frequently cited to explain why some L2 learners are more successful than others." (pp. 85-86). Similarly, cited by Els et al. (1984), Gardner (1977) says that "the motivation to learn a second language has been conceptualized as a combination of a positive attitude (desire) to learn the language and effort expended in that direction." (p. 115)

#### **5.6 Research Question No. 4:**

Is there a relation between the students' attitudes and the language of instruction in their majors?

In order to answer this question, only the responses of HU participants will be compared and contrasted in this section. This is because there are two main languages of instruction used at Hebron University: Arabic for most Humanities majors (with the exception of the English major), such as Arabic, History, Shari'a, Geography, etc. and English for scientific majors, computer sciences, administration, etc. By contrast, there

is (except for English major) only one language of instruction at the other three universities: Arabic at QOU and PTC/ Al-Arroub; English at PPU.

The differences between the attitudes of the students enrolled in majors where English is the language of instruction and those where Arabic is the language of instruction are very significant. This is very clear in their responses to all the questionnaire items. For example, 89.2% of the first group participants reported that they liked the English language class, whereas only 39.3% of the second group reported that they liked it. Moreover, 83.8% of the first group participants thought that the English syllabus was interesting, whereas only 35.7% of the second group thought so. As for the third item, only 37.8% of the first group participants reported that they had difficulty in understanding English, whereas 60.7% of the second group had such difficulty. Besides, only 21.6% of the first group participants believed that the English service courses were useless, whereas 46.4% believed so.

As for the fifth item, 83.8% of the first group participants reported that the English service courses helped them understand their major courses, whereas 35.7% reported so. In addition, while 96.4% of the second group participants suggested that the English service courses should be elective, only 67.5% of the first group suggested so. Furthermore, all the second group participants believed that the grade of the English service courses their cumulative averages, whereas only 54.1% of the first group believed in so. Similarly, all the second group participants suggested that the grade of the English service courses should not be included in their cumulative averages, whereas only 48.6% of the first group suggested so. Consequently, only 43.2% the first group participants suggested that they should be exempted from the English service courses, whereas 92.8% of the second group suggested so. Finally, less than three quarters of the first group participants (73%) suggested that the university should reduce

the passing grade of these courses, whereas nearly all the second group participants (96.4%) suggested so. These results are displayed in the following table.

**Table 5.23**

Questionnaire results of respondents according to the language of instruction at HU

No.	Statement	Language of Instruction			
		Arabic		English	
		Agree	Disagree	Agree	Disagree
1	I like English language classes.	39.3	60.7	89.2	10.8
2	The English syllabus is interesting.	35.7	64.3	83.8	16.2
3	I have difficulty in understanding English.	60.7	39.3	37.8	62.2
4	I think that the required English service courses are useless.	46.4	53.6	21.6	78.4
5	I think that the English service courses help me to understand my major courses.	35.7	64.3	83.8	16.2
6	I suggest that the required English service courses should be elective.	96.4	3.6	67.5	32.5
7	The grade of the English service courses affects my cumulative average negatively.	100	0.0	54.1	45.9
8	I suggest that the grade of these courses should not be included in the cumulative average.	100	0.0	48.6	51.4
9	I suggest that the university should exempt me from these courses.	92.8	7.2	43.2	56.8
10	I suggest that the university should reduce the passing grade of these courses.	96.4	3.6	73	27

It has been found as percentages indicate in the table above that all majors whose language of instruction is English have more positive attitudes towards English service courses. On the other hand, all majors whose language of instruction is Arabic have negative attitudes towards English service courses. Consequently, it is most likely that the students with positive attitudes learn better and get higher grades in these courses. Therefore, it could be said that the more the students are motivated, the more positive attitudes they have.

It could also be said that these attitudes were probably determined and affected by how much the students were motivated in learning EFL. Those students who reacted positively towards the English service courses were directed by high motivation.

In the present study, it could be stated that the students with positive attitudes had a strong desire to learn English since they needed it to understand their major courses. Gardner (1982) supports this idea by saying that "desire indicates how much the learner wants to become proficient in the language." Similarly, the situation of this study is also supported by (Jordan 1997) when he says: "We must not lose sight of the fact that students do not study English for Academic Purposes (EAP) for general purposes, but to equip themselves with the necessary tools to study specific academic subjects." (p. 249). Moreover, Richards & Rodgers (2004) also echoes Jordan's when they say that "students learn best when instruction addresses their needs." (p. 210).

It is also likely that the students involved in this study had instrumental motivation rather than integrative motivation. It is obvious that these students, as Gardner & Lambert (1972) suggest, had this type of motivation since it refers to the learner's desire to learn a language for utilitarian purposes, such as school/university requirement, employment or travel. This idea is also supported by others, such as Dornyei (1990), Hudson (2000), Norris-Holt (2001), Richards & Rodgers (2004) and Jordan (1997).

Besides, it can be said that, as agreed by the scholars mentioned above, students study English to equip themselves with the necessary tools to study specific academic subjects, such as computer sciences, business administration, nursing, engineering, architecture, biology, chemistry, and so on. Moreover, these students were aware of the fact that they learned best when instruction addressed their needs.

Accordingly, the students at the four universities included in this study are supposed to be equipped with such an instrumental motivation since the English service courses are university requirements. However, the students whose majors are not taught in English expressed very negative attitudes towards these courses. Therefore, they lacked motivation, and in turn, they got low grades, and they might fail these courses. In

fact, they did not have the need to use it, nor did they have the desire to be proficient or good at it. Additionally, most of these students, as it is very clear in their notes, questionnaire and interview responses, believed that these courses were not useful. Consequently, they were not willing to make any efforts to study hard in order to be successful.

Although this does not seem surprising, students enrolled in majors where English is not the language of instruction were mistaken in having negative attitudes towards English service courses. It is supposed at this age of modern technology that these students must be more aware of the importance of English. They should realize that English is an international language. This means that they can communicate with other people all over the world by using it. Moreover, English is the language of learning at many universities all over the world. This means that mastering it will be a great opportunity for these students to pursue higher education to get their Master's or Doctoral degrees. Furthermore, English is a very effective way of getting information since most books and internet websites are in English. Last but not least, English is very necessary when they apply for a job as it is required by many employees.

### **5.7 Research Question No. 5:**

Is there a relation between the students' attitudes and their gender?

In order to answer this question, the attitudes of all the female and male participants at the four universities will be presented. Then the results for each university will be discussed separately.

In general, the female participants involved in this study expressed more positive attitudes towards both the English language and the required English service courses than the male participants did. For example, about three quarters of the females reported

that they liked the English language class, whereas only about two thirds of the males (67.6%) reported so. Moreover, 70.2% of the females reported that the English syllabus was interesting, whereas the percentage of the males who reported so was slightly less than that (67.8%). Besides, about two thirds of the males (67.6%) reported that they had difficulty in understanding English, whereas only 54% of the females reported so.

As for the fourth item, about two thirds (66.9%) of the females believed that the English service courses were not useless, whereas only 54.1% of the males believed that these courses were not useless. Moreover, 68.7% of the females thought that these courses helped them understand their major courses, whereas only 60.9% of the males thought so. However, the percentage of the females who suggested that these courses should be elective (75.7%) was higher than that of the males (77%).

Furthermore, 69.5% of the females believed that the grades of these courses negatively affected their cumulative averages, while a greater percentage of the males (78.5%) believed so. Consequently, the percentage of the females who suggested that these grades should not be included in their cumulative averages was less than that of the males: 65.2% for 72.9%. Besides, 59.1% of the females suggested that they should be exempted from these courses, whereas 66.3% of the males suggested so. Finally, about three quarters of the females (73.9%) suggested that the passing grades of these courses should be reduced, whereas 81% of the males suggested so. These percentages are displayed in the following table.

**Table 5.24**

Questionnaire results according to respondents' gender at the four universities

No.	Statement	Gender			
		Males		Females	
		Agree	Disagree	Agree	Disagree
1	I like English language classes.	67.6	32.4	74.8	25.2
2	The English syllabus is interesting.	67.8	32.2	70.2	29.8
3	I have difficulty in understanding English.	67.6	32.4	54	46

4	I think that the required English service courses are useless.	45.9	54.1	33.1	66.9
5	I think that the English service courses help me to understand my major courses.	60.9	39.1	68.7	31.3
6	I suggest that the required English service courses should be elective.	77	23	75.7	24.3
7	The grade of the English service courses affects my cumulative average negatively.	78.5	21.5	69.5	30.5
8	I suggest that the grade of these courses should not be included in the cumulative average.	72.9	27.1	65.2	34.8
9	I suggest that the university should exempt me from these courses.	66.3	33.7	59.1	40.9
10	I suggest that the university should reduce the passing grade of these courses.	81	19	73.9	26.1

### ***5.7.1 Hebron University***

Female students at Hebron University had a little bit more positive attitudes towards the English Language and the English service courses than the male ones. For example, half of the male students reported that they did not like the English language class, whereas only 23.3% of the female students reported that they did not like it. Moreover, about two thirds of the females (67.4%) reported that the English syllabus was interesting, whereas the percentage of the males who reported so was less than that (54.6%). Besides, more than half of the males (54.6%) reported that they had difficulty in understanding English, whereas only 44.2% of the females reported so.

As for the fourth item, about three quarters (74.4%) of the females believed that the English service courses were not useless, whereas only 54.5% of the males believed that these courses were not useless. Moreover, 72.1% of the females thought that these courses helped them understand their major courses, whereas only 54.5% of the males thought so. However, the percentage of the females who suggested that these courses should be elective (81.4%) was higher than that of the males (77.3%).

Furthermore, 72.1% of the females believed that the grades of these courses negatively affected their cumulative averages, while a greater percentage of the males (77.3%) believed so. Consequently, the percentage of the females who suggested that

these grades should not be included in their cumulative averages was less than that of the males: 67.5% for 77.3%. Besides, 58.2% of the females suggested that they should be exempted from these courses, whereas more than three quarters (77.3%) of the males suggested so. Finally, more than three quarters of the females (79.1%) suggested that the passing grade of these courses should be reduced, whereas 90.9% of the males suggested so. These figures are shown in the following table.

**Table 5.25**  
Questionnaire results according to respondents' gender at HU

No.	Statement	Gender			
		Males		Females	
		Agree	Disagree	Agree	Disagree
1	I like English language classes.	50	50	76.7	23.3
2	The English syllabus is interesting.	54.6	45.4	67.4	32.6
3	I have difficulty in understanding English.	54.6	45.4	44.2	55.8
4	I think that the required English service courses are useless.	45.5	54.5	25.6	74.4
5	I think that the English service courses help me to understand my major courses.	45.5	54.5	72.1	27.9
6	I suggest that the required English service courses should be elective.	77.3	22.7	81.4	18.6
7	The grade of the English service courses affects my cumulative average negatively.	77.3	22.7	72.1	27.9
8	I suggest that the grade of these courses should not be included in the cumulative average.	77.3	22.7	67.5	32.5
9	I suggest that the university should exempt me from these courses.	77.3	22.7	58.2	41.8
10	I suggest that the university should reduce the passing grade of these courses.	90.9	9.1	79.1	20.9

### **5.7.2 Palestine Polytechnic University**

Except for the second and fifth items, the female students' attitudes towards the English language and the required English service courses at PPU were more positive than those of the males'. For example, most of the females (88.5%) reported that they liked the English language class, whereas only 71.6% of the males reported so. Moreover, only 38.5% of the females reported that they had difficulty in understanding

English, whereas 85.6% of the males reported so. Furthermore, there was no significant difference between their responses to the fourth item: 38.5% of the females thought that required English service courses were useless, whereas 42.9% of the males thought so. Besides, only 57.7% of the females suggested that these courses should be elective, whereas 71.4% of the males suggested so. In addition, only 61.5% of the females believed that the grades of these courses negatively affected their cumulative averages, whereas 78.6% of the males believed so.

As for the eighth item the difference between their responses was more significant: only 46.2% of the females suggested that the grade of the English service courses should not be included in their cumulative average, whereas 78.6% of the males suggested doing so. Besides, only 38.5% of the females suggested that they should be exempted from these courses, whereas half of the males suggested doing so. Finally, 61.5 of the males suggested that the passing grade of these courses should be reduced, whereas 71.4% of the males suggested doing so.

On the other hand, the males have a bit more positive attitudes towards the second and fifth items. As for the second item, 69.2% of the females reported that the English syllabus was interesting, whereas a greater percentage of the males (78.6%) reported so. Moreover, 61.5% of the females reported that these courses helped them to understand their major courses, whereas 64.3% of the males reported so. The percentages of both females' and males' responses are shown in the following table.

**Table 5.26**  
Questionnaire results according to respondents' gender at PPU

No.	Statement	Gender			
		Males		Females	
		Agree	Disagree	Agree	Disagree
1	I like English language classes.	71.6	28.4	88.5	11.5
2	The English syllabus is interesting.	78.6	21.4	69.2	30.8
3	I have difficulty in understanding English.	85.7	14.3	38.5	61.5

4	I think that the required English service courses are useless.	42.9	57.1	38.5	61.5
5	I think that the English service courses help me to understand my major courses.	64.3	35.7	61.5	38.5
6	I suggest that the required English service courses should be elective.	71.4	28.6	57.7	42.3
7	The grade of the English service courses affects my cumulative average negatively.	78.6	21.4	61.5	38.5
8	I suggest that the grade of these courses should not be included in the cumulative average.	78.6	21.4	46.2	53.8
9	I suggest that the university should exempt me from these courses.	50	50	38.5	61.5
10	I suggest that the university should reduce the passing grade of these courses.	71.4	28.6	61.5	38.5

### 5.7.3 Al-Quds Open University

As for the gender difference, it is not amazing that the females at Al-Quds Open University had much more positive attitudes towards the required English service courses. For example, 76.9% of the females reported that they liked the English language class, whereas only 66.7% of the males reported so. The difference was even greater when 84.6% of the females reported that the English syllabus was interesting, whereas only 70.4% of the males reported so. Moreover, 69.2% of the females reported that the English service courses helped them to understand their major courses, whereas only 66.7% of the males reported so. Furthermore, 53.8% of the females thought that the English service courses were useless, whereas only 44.4% of the males thought so. Besides, 61.5% of the females thought that these courses helped them to understand their major courses, whereas 55.6% of the males thought so.

As for the sixth item, 76.9% of the females suggested that these courses should be elective, whereas 81.5% of the males suggested doing so. Similar percentages of both females and males respectively believed that the grades of these courses negatively affected their cumulative averages. Accordingly, nearly the same percentages of them suggested that the grades of these courses should not be included in their cumulative averages. Moreover, 69.2% of the females suggested that the university should exempt

them from these courses and reduce their passing grade, whereas 74.1% of the males suggested doing so. Finally, nearly the same percentages of females and males, 76.9% and 77.8% respectively, suggested that the university should reduce the passing grade of these courses. The following table displays these percentages.

**Table 5.27**  
Questionnaire results according to respondents' gender at QOU

No.	Statement	Gender			
		Males		Females	
		Agree	Disagree	Agree	Disagree
1	I like the English language class.	66.7	33.3	76.9	23.1
2	The English syllabus is interesting.	70.4	29.6	84.6	15.4
3	I have difficulty in understanding English.	66.7	33.3	69.2	30.8
4	I think that the required English service courses are useless.	44.4	55.6	53.8	46.2
5	I think that the English service courses help me to understand my major courses.	55.6	44.4	61.5	38.5
6	I suggest that the required English service courses should be elective.	81.5	18.5	76.9	23.1
7	The grade of the English service courses affects my cumulative average negatively.	81.5	18.5	76.9	23.1
8	I suggest that the grade of these courses should not be included in the cumulative average.	85.2	14.8	76.9	23.1
9	I suggest that the university should exempt me from these courses.	74.1	25.9	69.2	30.8
10	I suggest that the university should reduce the passing grade of these courses.	77.8	22.2	76.9	23.1

#### ***5.7.4 Palestine Technical Colleges/Al-Arroub***

As for the gender difference, both male and female participants at PTC had positive attitudes towards some of the items and negative attitudes towards the others. On the one hand, females had more positive attitudes than males in six items. For example, only 26.3% of the females thought that the English service courses were useless, whereas 44% of the males thought so. Moreover, 84.2% of the females thought that the English service courses helped them to understand their major courses, whereas only 72% of the males thought so. Furthermore, there was no significant difference between females and males attitudes towards the sixth item: 78.9% of the females suggested that

the English service courses should be elective; 80% of the males suggested so. Besides, only 57.9% of the females believed that the grade of these courses negatively affected their cumulative average, whereas 80% of the males believed in so. Consequently, the same percentage of the females (57.9%) suggested that the grades of these courses should not be included in their cumulative averages, whereas 64% of the males suggested so. Finally, about three quarters (73.7%) of the females suggested that the university should reduce the passing grade of these courses, whereas 80% of the males suggested doing so.

On the other hand, males had more positive attitudes than females in four items. For example, only 63.2% of the females reported that they liked the English language class, whereas 76% of the males reported so. Moreover, the same percentage of the females (63.2%) believed that the English syllabus was interesting, whereas 72% of the males believed in so. In addition, 78.9% of the females reported that they had difficulty in understanding English, whereas only 68% of the males reported so. Finally, 68.4% of the females suggested that they should be exempted from these courses, whereas only 64% of the males suggested so. The following tables display these percentages.

**Table 5.28**  
Questionnaire results according to respondents' gender at PTC/ Al-Arroub

No.	Statement	Gender			
		Males		Females	
		Agree	Disagree	Agree	Disagree
1	I like the English language class.	76	24	63.2	36.8
2	The English syllabus is interesting.	72	28	63.2	36.8
3	I have difficulty in understanding English.	68	32	78.9	21.1
4	I think that the required English service courses are useless.	44	56	26.3	73.7
5	I think that the English service courses help me to understand my major courses.	72	28	84.2	15.8
6	I suggest that the required English service courses should be elective.	80	20	78.9	21.1
7	The grade of the English service courses affects my cumulative average negatively.	80	20	57.9	42.1
8	I suggest that the grade of these courses should not be included in the cumulative average.	64	36	57.9	42.1

9	I suggest that the university should exempt me from these courses.	64	36	68.4	31.6
10	I suggest that the university should reduce the passing grade of these courses.	80	20	73.7	26.3

As for the gender difference, some studies in different contexts, such as Hassan (2001), Omar (2000) and Hammad's (2001), show that males and females are nearly equal in different aspects of SLA; other studies, such as Burstall et al. (1974) and Holmes (1989), show that males are superior to females; but more studies, such as Mousa (2000), Rosario et al. (2006), Willing (1988) and Liu (2004), show that females are more superior to males. The last of these support the findings of this study, which show that female students have nearly more positive attitudes towards English and the English service courses than the male ones. They may also have better performance, i.e. getting higher grades. This is congruent with the findings of some researchers in the Palestinian context, such as Mousa (2000) and Khatib (2003).

On the other hand, gender difference in favor of females' attitudes is also consistent with the findings of some researchers in non-Palestinian contexts. For example, in the Japanese context, Mori and Gobel (2006) found a relationship between motivation and gender in the field of SLA. They found a significant difference based on gender, with females scoring significantly higher on those items. [www.amazon.com/Motivation-gender-Japanese-EFL-classroom]

Moreover, Lin and Wu (2003) point out this superiority in the general verbal abilities by saying that "a number of studies conducted in various contexts have confirmed the presence of gender-related differences in verbal ability and language use (Maccoby & Jacklin, 1974; Thorne et al., 1983; Tannen, 1990). The consensus seems to be that females are superior to males in general verbal ability (Maccoby & Jacklin,

1974; Denno, 1982; Cole, 1997), but there is disagreement about which types of verbal ability shows gender differences."

[[www.education.ualberta.ca/educ/psych/crame/files/ncmepaper.pdf](http://www.education.ualberta.ca/educ/psych/crame/files/ncmepaper.pdf)]

Furthermore, Kobayashi (2002) confirms female students' superiority in attitudes to learning English over male students. Similarly, Xin (2008) finds that schoolgirls are fonder of English learning than schoolboys. He justifies this finding by saying that the schoolgirls' internal motivation is stronger than the schoolboys' in the foreign language studying.

The females' superiority and their positive attitudes towards learning a foreign language can be attributed to different factors. Guang-jia (1996) summarizes these factors by saying that "girls have more integrative motivation and instrumental motivation, which is the second advantage of the girls who study English." He also points out that internal motivation is the foundation of the English learner's internal himself. In the process of foreign language learning, the aims pursued as: the desire for knowledge, curiosity, interesting fancy or the wish to express him, etc. He concludes that all these factors are called short-ranged motivation.

### **5.8 Research Question No. 6:**

What are the views of the graduates of the four universities about the English service courses?

The graduates of the four universities involved in this study appear to have more insight and awareness of the importance of the English language. Therefore, they have much more positive attitudes towards the required English service courses. Besides, their views about these courses are now in-depth and more critical. This is obvious in their responses to the three questions they were asked.

### ***5.8.1 The difference between their views as students and as graduates***

In general, most of the interviewed graduates from the four universities had different attitudes towards the English service courses between being students and being graduates. Most of those who were enrolled in majors where English was not the language of instruction assured that they were indifferent to these courses. Indeed, they said that they used to consider these courses simply as university requirements and wanted to pass them regardless of achieving the expected outcomes or developing their language skills.

On the other hand, these graduates assured the importance of English and the English service courses. They reported that English was very necessary and played a very important role in their life of work. This view was expressed even by the graduates of majors where English was not the language of instruction. Some of them said, "The required English service courses are very important since we need English in our life of work, such as using the computer."

As for most graduates who were enrolled in majors where English was the language of instruction, such as engineering, accounting, business administration and architecture, they were not much satisfied with the English service courses. They reported that such courses used to focus on grammar and reading. In fact, they wished they had been supplied with particular vocabulary and technical terms that would help them in their work.

It seems that some graduates' notes contradict with the objectives and expected outcomes of English service courses

### ***5.8.2 Graduates' advice to university students***

It seems that these graduates are experienced enough to give advice to university students as they had similar experience before. Most of the interviewed graduates said

that university students should be more aware of and convinced with the importance of English in their academic life, and later in their life of work. These graduates also said that mastering the English language would help students to be better competitors in applying for jobs or scholarships.

Moreover, they advised these students to prepare well and pay more attention to these courses. Besides, they advised them to depend more on themselves and make use of the recommended references and websites. They also said that not only should university students practice English inside the classroom, but they should also seize every opportunity to practice it outside the classroom.

### ***5.8.3 Graduates' suggestions and recommendations to university administrations***

Most of the interviewed graduates found it a great opportunity to address their ex-universities through these interviews. They offered a wide range of suggestions. It seems that the graduates' suggestions reflected their wishes or desires, which they lacked when they were university students. One of them said, "University should simplify the materials taught in these courses, especially for the non-English-major students." Another one added, "Not only should the university focus on grammar, but it should also focus on other language skills, especially speaking."

Furthermore, some graduates suggested that the English service courses should equip students with certain vocabulary and technical terms, which would help them in their work after graduation. These terms and vocabulary should be congruent with their specializations. This means that business students should be equipped with terms and vocabulary pertaining to the field of business, etc.

Again, it is apparent that some of the graduates' views contradict with the objectives and expected outcomes of the English service courses adopted by the educational institutions included in this study.

## **5.9 Conclusion**

After processing the data collected from the four institutions of tertiary education involved in this study, the results showed that the four universities require English service courses as they believe in the importance of English, especially in the academic field. Moreover, the results revealed that most of the participants had positive attitudes towards English language classes. However, their attitudes towards the required English service courses were determined by different factors, such as their major, gender and the language of instruction.

In general, the results showed that female students, and the students enrolled in scientific majors where English is the language of instruction had positive attitudes. On the other hand, male students, and the students enrolled in literary majors where English is not the language of instruction had negative attitudes. Moreover, the graduates of the four universities included in this study had more awareness of the importance of English. Therefore, they had more positive attitudes towards required English service courses.

According to these different attitudes, students having positive attitudes towards English service courses were more motivated to learn English than those having negative attitudes. Consequently, students who were more motivated to learn English and had positive attitudes towards English service courses were supposed to learn better and to get higher grades. By contrast, students who were less motivated to learn English and had negative attitudes towards English service courses were supposed to get lower grades and they even might fail these courses. Finally, the interviewed graduates showed that they were experienced enough to have more understanding and be more appreciative of these courses after entering the world of work.

The next chapter presents the conclusions of the first four chapters of the study and then suggests a set of recommendations.

## **Chapter VI**

### **Conclusions and Recommendations**

This chapter consists of two sections. The first one summarizes the first four chapters in the present study. The second suggests a number of recommendations, which may hopefully be beneficial to different sides, such as English departments and language centers at the four universities included in this study, students, university English instructors and school English teachers.

#### **6.1 Conclusions**

The first chapter introduced the problem of the study. This problem is represented by the fact that Palestinian universities offer a number of required English service courses for their non-English-major students. The universities involved in this study are the four universities in Hebron: (1) Hebron University, (2) Palestine Polytechnic University, (3) Al-Quds Open University and (4) Palestine Technical College/ Al-Arroub. Although these universities believe in the importance of these courses, a number of students demand that they should be exempted from them.

Accordingly, this study, which covered the non-English major students enrolled in the second semester 2008-2009 and taking one of these courses at each of these four universities, aimed at investigating their attitudes towards these courses and finding answers to a set of research questions. These include:

1. What is the philosophy of the universities in Hebron behind offering English service courses?
2. What are the attitudes of the students at the four universities towards English service courses?

3. Is there a correlation between students' attitudes and final grades in these courses?
4. Is there a relation between the students' attitudes and the language of instruction in their majors?
5. Is there a relation between the students' attitudes and their gender?
6. What are the views of the graduates of the four universities about the English service courses?

The second chapter presented full descriptions of all these courses, their objectives and the expected outcomes. Each of these courses at the universities included in this study has its own objectives and some outcomes to be achieved by the students. Besides, these universities have selected a number of up-to-date textbooks and recommended other relevant references and websites so that students can make use of for enrichment.

In the third chapter, the researcher says that the attitudes of non-English-major students towards English service courses at Palestinian universities have never been dealt with before. However, the present study has reviewed a number of relevant studies in Palestinian and non-Palestinian contexts. The reviewed studies were divided into five sections. The first section presented the only study which dealt with the English service courses in the Palestinian context. The second presented the attitudes of non-English majors towards certain aspects pertinent to English. Moreover, the third section presented the attitudes of English majors towards learning and teaching English. Furthermore, the fourth section presented the attitudes of learners/ students towards English and related aspects. Finally, the fifth section presented the attitudes of different people in the field towards English and related aspects.

Last but not least, the fourth part introduced the methodology of the study. It described the population of the study who were the non-English-major students enrolled

at the four universities in Hebron in the second semester of the academic year 2008-2009 and taking the required English service courses at these educational institutions. Moreover, it describes the data which were gathered from different sources and through different means for different purposes. These data were mainly collected from the English departments, the language centers, the instructors and the students at the four educational institutions included in this study. Finally, the data were collected through questionnaires, interviews, e-mails, telephone calls and transcripts.

## **6.2 Recommendations**

Based on the participants' responses, their notes and suggestions, and in accordance with the results of this study, the following recommendations are proposed:

1. Students should be convinced that English is very important since it is the language of education and international communication; they can understand it and pass its courses. This should be done at an early age, even at the pre-school stage. This can be done by school teachers who should do their best to change their students' incorrect attitudes that English is "very difficult." They should at least convince them that it is like any other school subjects. In this respect, the Ministry of Education can organize special workshops so that schoolteachers will be aware of different techniques to convince and motivate their students. Although both university instructors and schoolteachers may be doing their best, they should do more to remind their students of the benefits of English in their both academic and professional lives.
2. From time to time, English departments and language centers should follow-up the university graduates in order to be aware of the changing needs of the students of different majors. During this follow-up process, arrangements can be made for

university students and graduates to get together so that students may seek advice from graduates, who have now become more appreciative of the importance of English language.

3. Although students enrolled in majors where the language of instruction is not English have very negative attitudes towards English service courses, they should realize the importance of English in their future world of work and graduate studies. In order to change the negative attitudes of these students, some procedures can be taken. These may include simplifying the material to fit in with the students' abilities and reconsidering the grading system of these courses.
4. Further studies in this field should be conducted at other Palestinian universities in order to find out whether students have similar or different attitudes towards these courses. It is also recommended that further studies should be conducted at each university to include a larger sample of participants and to investigate the attitudes of senior students and graduates of the university under research. This will make decision makers at these universities more aware of their students needs.

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## Appendix A

\* The information about English service courses are taken from course outlines.

### I. English Service Courses Required by Hebron University (HU)

#### 1. English Language (22106)

Pedagogic Objectives:

- a) Enhancing and improving the students' four skills of learning English by:
  1. Reading authentic passages using up-to-date strategies such as skimming, scanning, top-down, bottom-up, etc., students will be able to guess the meaning of unfamiliar words using the contextual clues, judge the overall gist of a given reading passage and comprehend what they read
  2. Listening to authentic taped dialogues designed for the workbook so that students will get familiar with original English spoken by native speakers
  3. Speaking through certain activities that require team-work, pair-work and role-play. Students will practice English accurately and effectively. Such activities will also enhance the sense of co-operation and communication in English among the students.
  4. Writing complete and meaningful sentences. Students will get acquainted with various types of sentences. They will also be able to write as well as distinguish between formal and informal letters.
- b) Understanding and practicing important areas of functional grammar such as:
  1. When and how to use verb tenses
  2. How to sequence adjectives (opinion, size, age, shape, color, material, origin, purpose) and adverbs (manner, place, time) in the right order
  3. How to derive nouns from verbs and vice versa, etc
  4. How to use direct/reported speech
  5. How to ask and report questions, etc

Learning Outcomes: By the end of this course, students are expected to:

- a) Improve their reading skills such as skimming, scanning, inferring etc. through the study of a wide range of selected and authentic reading passages
- b) Develop word-building skills and vocabulary usage in different contexts
- c) Guess the meaning of unfamiliar words using contextual clues
- d) Write simple sentences and short paragraphs
- e) Differentiate between formal and informal letters in terms of their layout and lexical content
- f) Improve their listening and speaking skills through activities that require role-play, pair work, group discussion, etc
- g) Understand and practice important areas of functional grammar such as when and how to use verb tenses, how to order adjectives and adverbs correctly, etc

#### 2. English I (22101)

Course Objectives: Upon the completion of this course, students are supposed to:

- a) Develop fluency in spoken English.
- b) Increase listening comprehension skills.
- c) Practice communication skills.

The expected outcome of this course: Improving students' communication skills-listening/speaking.

### **3. (EST) English for Science and Technology (22105)**

Course Objectives:

- a) To improve the students' four language skills
- b) To develop students' abilities in scientific writing
- c) To develop basic students' scientific vocabulary and grammatical structures

Learning Outcomes: By the end of this course, students are expected to:

- a) Improve their overall language skills
- b) Write scientific reports and papers
- c) Enhance their knowledge of scientific phrases, vocabulary and structures

### **4. Medical English (22109)**

Course Objectives:

- a) Teach and develop students essential listening, speaking, reading and writing skills typically required of nurses in real work situations.
- b) Provide practice in identifying and interpreting aspects of content, such as topic, theme, main ideas, supporting ideas, inferred ideas, facts and opinions, cohesive devices.
- c) Provide practice in reading and critical thinking strategies, such as previewing, skimming, scanning, analyzing, comparing, synthesizing, and evaluating
- d) Provide practice in written procedures, recording vital signs and documentation skills and strategies for dealing with patients and co-workers in a health care setting
- e) Present and provide practice in pronunciation, language functions, and grammar
- f) Present authentic language specific to health care training and employment situations
- g) Provide some common medical abbreviations, specialist vocabulary, commonly confusing words, medical word parts, anatomic terms and ways to improve spelling

Learning Outcomes: Upon the successful completion of this course, the students should be able to:

- a) Read, understand and present information related to health care and their field of work
- b) Demonstrate effective communication skills with nursing instructors, medical staff, and patients
- c) Fill in forms and make short notes for nursing and documentation purposes
- d) Use some different terminology and language forms related to their field of work

### **5. Business English (65112)**

Course Objectives:

- a) A broad range of material targeting different socializing skills and small talk topics
- b) A wide variety of engaging exercises
- c) Interactive role play
- d) Formal and informal English language
- e) English language appropriate for meetings in international contexts

Learning Outcomes: Upon the successful completion of this course, the students should be able to:

- a) Utilize their knowledge and skills to build good relationships with international clients and colleagues
- b) Master useful phrases and vocabulary related to business settings
- c) Use skills needed in interviews for different job interviews in a business environment
- d) Expose themselves to different types and styles of both written and oral business communications

## **6. English for Journalism (25263)**

Course Objectives:

- a) To inform students about the importance of effective news writing
- b) To provide a selection of articles/news stories covering a wide range of timely news events in English
- c) To help students develop good reading and writing skills
- d) To familiarize student translators with different sources of information and tools
- e) To help student translators choose local and international timely events to be news stories
- f) To familiarize students with various news media resources in the West
- g) To encourage students to read newspapers and magazines and follow up news media
- h) To encourage students to think critically and justify writings and choice of news stories

Learning Outcomes: By the end of this course, students are expected to:

- a) Acquire and use various English terms in the field of journalism
- b) Improve their reading, writing and speaking skills
- c) Write effective leads for timely events, local or international
- d) Develop their comprehension skills of news writing in English
- e) Improve critical thinking and reinforce their knowledge of differences between Arabic and English news
- f) Increase their vocabulary that is mainly related to the political, social and economical situation in Palestine
- g) Recognize the role of news media in the Palestinian society

## **II. English Service Courses Required by Palestine Polytechnic University (PPU)**

### **1. English I (4003)**

Learning Outcomes: By the end of this course, students are expected to:

- a) Read and understand most of their textbooks
- b) Use the new vocabulary they have been exposed to during the course meaningfully
- c) Apply the reading strategies they have been exposed to effectively
- d) Use the reading techniques, such as skimming and scanning, in their daily readings
- e) Convey the skills they have acquired to their friends and family members
- f) Approach the English language with a positive attitude
- g) Have useful knowledge about English and its culture to help them to communicate with the native speakers of English
- h) Be aware of some English journals, magazines, etc
- i) Use English dictionaries effectively
- j) Speak about a certain topic meaningfully

### **2. English II (4070)**

Learning Outcomes: By the end of this course, students are expected to:

- a) Read and understand most of their textbooks
- b) Use most of the new vocabulary items that they have been exposed to during the course meaningfully

- c) Use the reading strategies e.g. guessing the meaning of unfamiliar words, dealing with long complex sentences...etc. effectively
- d) Use many of the reading techniques e.g., scanning, skimming, in their daily readings
- e) Present a certain topic to a group of people meaningfully
- f) Write a formal letter for different purposes, e.g., request, giving information...etc
- g) Write their CV appropriately
- h) Use English dictionaries effectively
- i) Be familiar some English magazines, journals and newspapers
- j) Approach the English language positively
- k) Use the knowledge about the English language native speakers and their culture in establishing good communication with others

### **3. English in Use (5073)**

Learning Outcomes: By the end of this course, students are expected to:

- a) Speak meaningfully about themselves, their families, major and work, and general context
- b) Deliver a presentation about a variety of topics, especially those related to their major, effectively
- c) Use the effective communication strategies in their daily and professional activities
- d) Become aware of the different writing styles used in various forms of writing
- e) Apply the writing techniques they have practiced during the course effectively
- f) Become familiar with some English language authentic sources, such as journals, magazines, internet sites, TV stations, etc
- g) Have a useful knowledge about the English language and its culture to help them communicate with the native speakers of English

## **III. English Service Courses Required by Al-Quds Open University**

### **1. English I (0113)**

It is a general remedial course, intended to upgrade the student's overall proficiency in English, particularly in reading and written communication, on the one hand, and in using library resources in English, on the other hand. Furthermore, English 0113 is instrumental in nature (a service course). In that, it aims at developing the student's skills demanded in the other courses for which English is a requisite.

### **2. English II (0114)**

At this stage, students are expected to have become familiar with the system of distance education, and to have benefited from English 0113.

English 0114 is a continuation of English 0113, and follows from it. However, it remains a general remedial course, intended to upgrade the student's overall proficiency in English, particularly in reading and written communication, on the one hand, and in using library resources in English, on the other hand. Like English 0113, this course should make use of available audio-visual materials and educational technology.

## **IV. English Service Courses Required by Palestine Technical Colleges/ Al-Arroub**

### **1. General English**

General English is a three-credit hour, one semester course offered as a college requirement to all first year community college students, preferable in the first or second semester. It is a developmental skills course for the students of English as a foreign language. It is designed to give students practice in effective use of English to promote their language skills and help them communicate successfully in English. It is designed to make maximum use of the limited time of the semester system. It is addressed to students whose level of English can be placed at the intermediate level.

Generally, this course aims at upgrading students' language proficiency level and discourse skills both receptively and productively in both spoken and written forms. It also exploits the genuine communicative language situations for meaningful language practice.

More specifically, at the end of this course, students are expected to:

- a) Express, in simple sentences, their feelings, emotions and ideas
- b) Ask and answer simple questions about every day situations
- c) Compare, contrast and comment on different situations
- d) Identify and express, in speech or writing, the main points in pieces of discourse heard from the cassettes or read from the text
- e) Use the vocabulary learnt in meaningful and grammatically correct sentences
- f) Be able to read with understanding simple but varied pieces of written material
- g) Identify different parts of speech: nouns, verbs, adjectives, adverbs, etc
- h) Become familiar with a number of experiences from different cultures
- i) Write short paragraphs, in which students express their ideas, give advice, ask for something, etc
- j) Use, in both speech and writing, a number of basic grammatical structures

### **2. Technical English**

This course, which is related to computer-studies, is a three-credit hour course in the computing program. It aims at meeting the needs of the computer-studies students: developing their reading comprehension skills; upgrading their listening, speaking and study skills competence; building up their specified vocabulary in computer-related topics; informing them of the most up-to-date technological development in the field of computing; and giving them an opportunity to read extensively about topics related to computer industry, the hardware and software systems and computer networks.

## Appendix B

### Questionnaire: English Version

Hebron University

Faculty of Graduate Studies and Scientific Research

\* The information will be collected for research purposes.

University: _____	Major: _____
Language of Instruction in Major Courses: Arabic, English	
Gender: Male / Female	Year: 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>
Course No. / Name: _____	Number of Required Courses: _____

\* Please tick ( ✓ ) the most appropriate degree.

#### Degrees

A	B	C	D	E
Strongly agree	Agree	Be undecided	Disagree	Strongly disagree

No	Statement	A	B	C	D	E
1	I like English language classes.					
2	The English syllabus is interesting.					
3	I have difficulty in understanding English.					
4	I think that the English courses are useless.					
5	I think that the English courses help me to understand my major courses.					
6	I suggest that the English courses should be elective.					
7	The mark of the English courses affects my accumulative average negatively.					
8	I suggest that the mark of these courses should not be included in the accumulative average.					
9	I suggest that the university should exempt me from these courses.					
10	I suggest that the university should reduce the passing grade of these courses.					

#### Notes and Suggestions:

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Thank you for your cooperation  
 Researcher: Hasan Muhammad Ashour

## Appendix C

### Questionnaire: Arabic Version

جامعة الخليل  
كلية الدراسات العليا والبحث العلمي  
استبيان خاص بمساقات اللغة الانجليزية  
\* عزيزي المشارك: سوف تستخدم المعلومات لأغراض البحث فقط.

الجامعة: _____ التخصص: _____ لغة التدريس في مساقات التخصص: <input type="checkbox"/> العربية، <input type="checkbox"/> الانجليزية الجنس: <input type="checkbox"/> ذكر، <input type="checkbox"/> أنثى السنة: <input type="checkbox"/> أولى، <input type="checkbox"/> ثانية، <input type="checkbox"/> ثالثة، <input type="checkbox"/> رابعة، <input type="checkbox"/> خامسة رقم المساق / اسم المساق: _____ عدد مساقات اللغة الانجليزية الإلزامية: _____
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\* يرجى قراءة الفقرات بعناية ووضع ( ✓ ) في مكان واحد فقط يشير إلى درجة كل فقرة .  
الدرجات: A أوافق بشدة ، B أوافق ، C لا أعرف ، D لا أوافق ، E لا أوافق بشدة

الرقم	الفقرة	A	B	C	D	E
1	أحب محاضرة اللغة الانجليزية.					
2	أعتقد أن منهاج اللغة الانجليزية ممتع.					
3	أجد صعوبة في استيعاب اللغة الانجليزية.					
4	أعتقد أن مساقات اللغة الانجليزية غير مفيدة.					
5	أعتقد أن مساقات اللغة الانجليزية تساعدني في فهم مساقات تخصصي.					
6	أقترح أن تكون مساقات اللغة الانجليزية اختيارية.					
7	تؤثر مساقات اللغة الانجليزية سلبياً على معدلي التراكمي.					
8	أقترح ألا تحتسب علامة مساقات اللغة الانجليزية في المعدل التراكمي.					
9	أقترح أن تقوم الجامعة بإعفائي من مساقات اللغة الانجليزية.					
10	أقترح أن تقوم الجامعة بتخفيض علامة النجاح في مساقات اللغة الانجليزية.					

ملاحظات واقتراحات:

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شكراً جزيلاً لتعاونكم  
الباحث: حسن محمد حسن عاشور

## Appendix D

### Interview: English Form

Hebron University

Faculty of Graduate Studies and Scientific Research

Interview No. _____	Major: _____
Language of Instruction in Major Courses: Arabic, English	
Gender: Male / Female	Year: 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>
Course No. / Name: _____	Number of Required Courses: _____

No.	Question	Yes	Uncertain	No
1	Do you like English language classes?			
2	Is the English syllabus interesting?			
3	Do you find difficulty in understanding English?			
4	Do you think that the required English service courses are useless?			
5	Do you think that the required English courses help you understand your major courses?			
6	Do you suggest that the required English courses should be elective?			
7	Does the mark of the required English courses affect your accumulative average negatively?			
8	Do you suggest that the mark of these courses should not be included in the accumulative average?			
9	Do you suggest that the university should exempt you from these courses?			
10	Do you suggest that the university should reduce the pass mark of these courses?			

#### Notes and Suggestions:

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## Appendix E

### Interview: Arabic Form

جامعة الخليل  
كلية الدراسات العليا والبحث العلمي

رقم المقابلة: _____	التخصص: _____
لغة التدريس في مساقات التخصص: <input type="checkbox"/> العربية، <input type="checkbox"/> الانجليزية	
الجنس: <input type="checkbox"/> ذكر، <input type="checkbox"/> أنثى	السنة: <input type="checkbox"/> أولى، <input type="checkbox"/> ثانية، <input type="checkbox"/> ثالثة، <input type="checkbox"/> رابعة، <input type="checkbox"/> خامسة
رقم المساق / اسم المساق: _____	عدد مساقات اللغة الانجليزية الإجبارية: _____

الرقم	الفقرة	A	B	C	D	E
1	هل تحب محاضرة اللغة الانجليزية؟					
2	هل تعتقد أن منهاج اللغة الانجليزية ممتع؟					
3	هل تجد صعوبة في استيعاب اللغة الانجليزية؟					
4	هل تعتقد أن مساقات اللغة الانجليزية غير مفيدة؟					
5	هل تعتقد أن مساقات اللغة الانجليزية الإجبارية تساعدك في فهم مساقات تخصصك؟					
6	هل تقترح أن تكون مساقات اللغة الانجليزية اختيارية؟					
7	هل تؤثر مساقات اللغة الانجليزية الإجبارية سلبياً على معدلك التراكمي؟					
8	هل تقترح ألا تحسب علامة مساقات اللغة الانجليزية الإجبارية في معدلك التراكمي؟					
9	هل تقترح أن تقوم الجامعة بإعفاءك من مساقات اللغة الانجليزية الإجبارية؟					
10	هل تقترح أن تقوم الجامعة بتخفيض علامة النجاح في مساقات اللغة الانجليزية الإجبارية؟					

ملاحظات واقتراحات:

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## Appendix F

### Questionnaire results at the four universities (Total =189)

No	Statement	A	B	C	D	E
1	I like English language classes.	42	81	13	24	29
2	The English syllabus is interesting.	30	74	26	34	25
3	I have difficulty in understanding English.	36	59	16	54	24
4	I think that the English courses are useless.	19	17	36	66	51
5	I think that the English courses help me to understand my major courses.	58	45	20	30	36
6	I suggest that the English courses should be elective.	74	43	27	29	16
7	The mark of the English courses affects my accumulative average negatively.	81	40	18	31	19
8	I suggest that the mark of these courses should not be included in the accumulative average.	74	33	22	36	24
9	I suggest that the university should exempt me from these courses.	53	36	27	46	27
10	I suggest that the university should reduce the passing grade of these courses.	76	45	24	22	22

## Appendix G

### Questionnaire results at HU (Total = 65)

No	Statement	A	B	C	D	E
1	I like English language classes.	9	31	4	10	11
2	The English syllabus is interesting.	5	27	9	15	9
3	I have difficulty in understanding English.	10	17	4	25	9
4	I think that the English courses are useless.	8	2	11	26	18
5	I think that the English courses help me to understand my major courses.	15	21	5	12	12
6	I suggest that the English courses should be elective.	24	15	13	11	2
7	The mark of the English courses affects my accumulative average negatively.	24	17	7	14	3
8	I suggest that the mark of these courses should not be included in the accumulative average.	22	14	10	15	4
9	I suggest that the university should exempt me from these courses.	17	12	11	19	6
10	I suggest that the university should reduce the passing grade of these courses.	28	19	7	8	3

## Appendix H

### Questionnaire results at PPU (Total = 40)

No	Statement	A	B	C	D	E
1	I like English language classes.	14	16	3	4	3
2	The English syllabus is interesting.	9	14	6	9	2
3	I have difficulty in understanding English.	4	13	5	12	6
4	I think that the English courses are useless.	2	6	8	14	10
5	I think that the English courses help me to understand my major courses.	12	10	3	8	7
6	I suggest that the English courses should be elective.	8	12	5	11	4
7	The mark of the English courses affects my accumulative average negatively.	12	10	5	10	3
8	I suggest that the mark of these courses should not be included in the accumulative average.	16	4	3	14	3
9	I suggest that the university should exempt me from these courses.	6	4	7	16	7
10	I suggest that the university should reduce the passing grade of these courses.	12	7	7	6	8

## Appendix I

### Questionnaire results at QOU (Total = 40)

No	Statement	A	B	C	D	E
1	I like English language classes.	8	16	4	3	9
2	The English syllabus is interesting.	7	18	5	4	6
3	I have difficulty in understanding English.	11	13	3	8	5
4	I think that the English courses are useless.	4	4	11	12	9
5	I think that the English courses help me to understand my major courses.	14	5	4	9	8
6	I suggest that the English courses should be elective.	21	7	4	5	3
7	The mark of the English courses affects my accumulative average negatively.	25	5	3	2	5
8	I suggest that the mark of these courses should not be included in the accumulative average.	18	9	6	1	6
9	I suggest that the university should exempt me from these courses.	16	10	3	4	7
10	I suggest that the university should reduce the passing grade of these courses.	17	9	5	4	5

## Appendix J

### Questionnaire results at PTC (Total = 44)

No	Statement	A	B	C	D	E
1	I like English language classes.	11	18	2	7	6
2	The English syllabus is interesting.	9	15	6	6	8
3	I have difficulty in understanding English.	11	16	4	9	3
4	I think that the English courses are useless.	5	5	6	14	14
5	I think that the English courses help me to understand my major courses.	17	9	8	1	9
6	I suggest that the English courses should be elective.	21	9	5	2	7
7	The mark of the English courses affects my accumulative average negatively.	20	8	3	5	8
8	I suggest that the mark of these courses should not be included in the accumulative average.	18	6	3	6	11
9	I suggest that the university should exempt me from these courses.	14	9	6	7	8
10	I suggest that the university should reduce the passing grade of these courses.	19	10	5	4	6

## ملخص

### اتجاهات الطلاب من غير متخصصي اللغة الانجليزية في جامعات الخليل

#### نحو مساقات اللغة الانجليزية الإجبارية

هدفت هذه الدراسة إلى بحث اتجاهات الطلاب من غير متخصصي اللغة الانجليزية في جامعات الخليل نحو مساقات اللغة الانجليزية الإجبارية التي تطرحها هذه الجامعات. كما حاولت الدراسة الإجابة عن عدد من الأسئلة حول سياسة هذه الجامعات من تدريس هذه المساقات، وآراء طلاب هذه الجامعات تجاه هذه المساقات، وعلاقة اتجاهات الطلاب بعلاماتهم النهائية، وإلى أي حد تختلف هذه الاتجاهات باختلاف لغة التدريس وجنس الطلاب، وما يقوله خريجو هذه الجامعات في هذه المساقات. وقد تكون مجتمع الدراسة من طلاب جامعات الخليل الأربع الذين أخذوا هذه المساقات في الفصل الثاني عام 2009م. فتم اختيار عينة عشوائية شملت 189 طالباً وطالبة (115 طالبة و 74 طالباً) للإجابة على الاستبيان الذي أعد لقياس اتجاهات المشاركين نحو اللغة الانجليزية بشكل عام، ونحو هذه المساقات بشكل خاص. وتم أيضاً إجراء مقابلات مع 33 طالباً وطالبة كان اختيارهم بطريقة عشوائية من جامعة الخليل، يدرسون في تخصصات، لغة التدريس فيها هي اللغة العربية، كما تم إجراء مقابلات مع 30 من خريجي هذه الجامعات ليدلوا بأرائهم في هذه المساقات بعد تخرجهم وخوضهم غمار الحياة العملية. وكذلك تم جمع علامات 389 طالب وطالبة من هذه الجامعات. وقد أظهرت نتائج الدراسة بشكل عام أن المشاركين لديهم نظرة ايجابية تجاه اللغة الانجليزية، بينما تباينت آراؤهم نحو هذه المساقات، حيث تتأثر آراؤهم بعدة عوامل، مثل الكلية والتخصص وجنس الطالب ولغة التدريس في التخصص. وأظهرت النتائج أيضاً أن الإناث وأولئك الذين يدرسون في تخصصات حيث اللغة الانجليزية لغة التدريس فيها، لديهم اتجاهات ايجابية نحو هذه المساقات، وهذا يبدو جلياً لدى طلاب جامعة بوليتيكنك فلسطين وقسم من طلاب جامعة الخليل. بينما أشارت النتائج أن الذكور وأولئك الذين يدرسون في تخصصات حيث اللغة الانجليزية ليست لغة التدريس فيها، لديهم اتجاهات سلبية نحو هذه المساقات، وهذا يبدو جلياً لدى طلاب جامعة القدس المفتوحة وكليات فلسطين التقنية/ العروب، والقسم الآخر من طلاب جامعة الخليل. كما بدا جلياً أن الطلاب الذين لديهم آراء ايجابية تجاه هذه المساقات يكونون أكثر دافعية لتعلم اللغة الانجليزية، وبالتالي يتعلمون أفضل ويحصلون على علامات أعلى. في حين أن الطلاب الذين لديهم آراء سلبية تجاه هذه المساقات يكونون أقل دافعية لتعلم اللغة الانجليزية، وبالتالي يصبحون لا مباليين، ويحصلون على علامات

متدنية، وقد يرسون في هذه المساقات. وانسجاماً مع هذه النتائج، فقد قدم الباحث مجموعة من التوصيات، تتمثل بتعزيز الاتجاهات الإيجابية نحو اللغة الانجليزية لدى الطلاب في مراحل دراستهم المختلفة، وتبسيط مادة هذه المساقات للطلاب الذين يدرسون في تخصصات لا تدرس مساقاتها باللغة الانجليزية، ومتابعة خريجي هذه الجامعات من حين لآخر لمعرفة احتياجاتهم، وأخيراً القيام بإجراء المزيد من الأبحاث في هذا المجال.