

The Importance of Attitudes Towards Second Language

¹Dr Elhaj Ali Adam Ismail , ²Dr Mohamed Ali Elsiddig Ibrahim

¹Associated Professor , Department of English language, College of Education, Al Gezira University

²Assistant Professor of Translation, Department of English language, College of Education, AL Butana University, Sudan

Email: mohamed444444247@yahoo.com

Abstract: This study investigates attitudes towards second language acquisition in Saudi Arabia. The questionnaire adapted from Gardner's attitudes and motivation.

The study followed the analytical, descriptive method and designed a questionnaire, the questionnaire is composed seven statements, to investigate the instrumental. Forty six students studying at College of Science and Arts, Blujrishi AL-Baha University, Kingdom of Saudi Arabia.

The study revealed that students have positive attitudes about second language acquisition and so desire to develop English language.

The study recommended to adopt certain strategies that can be more effective to raise the attitudes, demonstrating interest in the student and continued encouragement to learn and increasing student attitudes so that the student must be positive.

The study suggests further research in further research on attitudes and its relation to other variables.

Keywords: Second language, Attitudes, Importance, Student, Positive. Acquisition, Level, Instrumental.

1. INTRODUCTION

Second Language Acquisition (SLA) means the study of individuals and groups who learn a language after learning their first language as young children. The other language is called a second language. Second language acquisition concerns the way in which an individual is able to learn one or more languages, not his or her first language. This can happen by addressing the people of the language. Language achievement is also debatable, starting from childhood or after puberty, and a person who is proficient in learning two languages and who can speak in a language and spontaneity can be considered bilingual.

Studies on the subject of language acquisition can be divided into two parts: the first part relates to mother language studies, the first language, and the second language, the target language. Most of the studies in the first language are related to children's mother language. The studies related to second language relate to adults, but most often the theories of acquisition of the first language are appropriate for the acquisition of the second language.

American sociologists such as Robert, John Dollard, and Neal Miller in the 1930s and 1940s attempted to unify psychoanalysis with learning concepts for greater benefit to human development. This method has become common for a number of years, but interpretations of psychoanalysis remained difficult to interpret or examine, and the results of research have been often ambiguous and overlapping.

Adults and children seem to have the ability to acquire language at any age. However, if someone is unable to acquire the language, it is due to external influences, not because of his innate abilities.

In fact, the lack of language acquisition depends not only on the innate abilities of the individual, but also for many reasons. That some studies indicate that the failure of foreign students to master the second language, depends on the age at which it began to study that language, and the time spent with the children of the target language.

It is known that the language grows and develops constantly, the more contact of the individual to others, and because of this increase in linguistic ability. Many studies have been carried out on the subject of child acquisition. There is a large number of these studies, which gave teachers and researchers the opportunity to summarize and discuss their findings and compare them with studies on second language acquisition.

The relationship between the mother tongue and the second language (L2) is significant. Numerous studies have been carried out in this regard that have shown the importance of cognitive development in the mother tongue (L1) and its effect on learning the second language. Some linguists pointed to the importance of the primary contribution of the first language in teaching or using the second language (L2).

Some studies have shown that mastering the first language for the individual, makes it easier for him to learn the second language, because he has an experience in learning the language in general. The children who learn the second language before mastering the first language suffer from weakness in both the first and second languages. The teaching of the second language after mastering the first is a decision in favor of both languages at the same time.

When learning is the goal, including learning a second language, the language of the first child or the mother tongue should be used as an intermediary in instruction in the early years of school. The use of the first language is essential at the beginning of teaching reading or comprehension in the subject matter of the study. It is a necessary step in the development of knowledge, on which the acquisition of the second language is based.

1-1-Statement of the Problem:

The aim of this study is to investigate the level of attitudes of the new students enrolled in the academic year 2015-2016. Attitudes are very important in second language acquisition and education. Also used very much by lecturers, researchers as an important factor towards second language acquisition

1-2-Question of the study:

- 1-What is the level of attitudes of Al Bahah university new students's towards second language acquisition
- 2-What are the factors that affect attitudes?
- 3-How does attitudes contribute to the success of language acquisition?

1-3-Hypothese of the study:

- 1-There is the level of attitudes of Al Bahah university new students towards second language acquisition
- 2-There are many factors that affect attitudes
- 3-Attitudes can contribute to success of second language acquisition

1-4-Objective of the study:

The main objective of this study is to carry out a scientific and objective procedure concerning attitudes of Saud learners at the first level towards second language acquisition. Also, this study tries to show that attitudes as have an important role in second language acquisition.

1-5-Significance of the Study:

Most learners lack enthusiasm and interest in second language acquisition. So, attitudes are key factors that affect the success of second language acquisition. The study will be helpful for researchers, learners, teachers and university students.

1-5-Limits of the Study:

The study is limited to the attitudes of Al Bahah university new students's towards second language acquisition.

1-6-Methodology

The study followed the analytical, descriptive method and the method was the use of the questionnaire

Data collected from the questionnaire were analyzed in this study in terms of means and standard deviation.

-Previous Study:

-Ebraheem (1997) conducted a research on Attitudes and motivation of

Second language learners in Kuwait. This study deals with the attitudes and motivations of the second Language Learners in Kuwait. A self-report questionnaire was Adapted from Gardner (1985) Test attitudes and Motivation. The battery was translated into Arabic. Several ways of handling data were used descriptive, statistics and correlation. The results revealed that there a great relationship between emotional variables that is, attitudes and motives and learning the second language.

-Jameson (2008) conducted a research on Motivation and Attitudes Towards English A second Language (ESL) Among Learners in Rural Kwazulu-Natal High Schools. This research examined factors that might clearly explain what appears to be a decrease in interest or motivation among rural secondary school teachers to gain proficiency in English. In order to achieve the goals and objectives of the study, four different groups of people who constitute the key to the study have to be questioned.

-Sayadian (2010) conducted a research on Investigating Attitude And Motivation Of Iranian University Learners Toward English As A Foreign Language. The study discusses the attitudes and motivations of Iranian scholars towards learning English as a foreign language at their university level. This study provides another way to study the language situation in Iran. To achieve this goal, Gardner's social and social model is taken into account and the importance of motivation as a contributing factor in a second foreign language.

2. LITERATURE REVIEW

2-1- Attitudes:

It is the student's good or bad attitude that makes life easy or difficult in the classroom for foreign languages.

By the mid-1960s, anxiety began to appear on the pages of all magazines published in foreign languages. There was something wrong. Something has been overlooked, which is an important factor that we have just begun to investigate: attitudes.

What is the position? How is it formed? Can they be changed? How can we change it if it is not favorable? The range of individual preferences, beliefs, values or attitudes is stunning. There are many reasons why this is true. The full interpretation of the wide diversity of individual attitudes should include references to the socialization of the family, the influence of the peer group, specific events in the individual's past, sources of concern, religion, and a range of personal variables including intelligence, age, gender, interests and abilities. This oldest perspective from Smith (1971) the attitude is a relatively permanent organization of beliefs about an object or position, prompting one to respond in a preferential way. The position is relatively permanent because it is learned, it can be unapproved. Because it is learned, can be taught. The appeal of a foreign language can be learned. Do not generate any student likes or dislikes him. If a student enters the classroom with somewhat neutral attitudes about language, or even positive attitudes, and has a personal structure that allows him to open up and desire to perceive and respond, his attitudes towards language and language learning will be strongly influenced by the same situation. Positions develop within a frame of reference. Situations are circumstantial and can therefore be generalized. Language, teacher, class, book, homework is part of the learning reference and within the school situation. A student who does not like learning, school, teachers and homework can walk into the classroom for foreign languages and publicly hate him quickly. Therefore, good attitudes and feelings are needed to raise students' proficiency in language learning classes.

Ali (1989: 40) argues that there are many characteristics that distinguish Attitudes of other concepts that refer to the interior individual cases:

1-Qualities are not straightforward. They are deduced from the behavior of the individual, towards certain beings. We cannot see the attitude.

2-Attitudes have specific social reference codes by anything things or abstract and behavior organisms by force and multifaceted.

3-There is a variation in the intensity of attitude, intensity is the amount of excitement from the object. In other words refers to the strength of emotions involved in the situation. The intensity is being determined Largely through an individual's experience.

4-Attitudes are directional involving varying degrees For kindness and dissatisfaction.

2-2-Instrumental motivation:

2-2-Loewen and Reinders (2011) show that the underlying motivation refers to the need to achieve a goal or motivation that stems from recognizing the real benefits that second-language learning may have. Williams and Burden, 1997 says in short, effective motivation involves a set of factors associated with the motivations of external goals, for example, passing examinations, financial rewards, good placement, or meeting school requirements. Thus, Dornyei (1994) argue that effective orientation in the development of a foreign language has a greater impact on second-level learners.

There are some arguments about integrated and effective motivation terminology. Brown (2007) argues that these two elements are not in fact, two kinds of motivation as such; however, it is more appropriate to call them orientations. This means that there is a different need depending on the context or the orientation of the learner, for example, academic or professional, social or cultural. It is therefore logical to think of the complementary motivations associated with achieving higher in L2.

Cook (2001: 118) by contrast, effective motivation is critical in a society that uses English as a foreign language, because success in employment and education depends on achievement in English. In short, both elements play an important role in achieving better success in L2, because neither of them is problematic.

In fact, learners who lack effective or complementary motivations will face problems and difficulties in learning and achieving second language knowledge in the classroom. An effective motivation is to build another Gardner model of social - education.

2-3-The Process of Acquiring a Second Language:

Gardner explained that many researchers point out that acquiring a second language involves primarily replacing the new with old symbols; such an explanation seems to be excessive simplification. In learning a first language, the child is negatively promoted or not, positively promoted for linguistic and grammatical differences from the original language habits. For most people, this training lasts for a long period of time. When a student learns a second language, many of his previously negative language tendencies should be learned. In other words, acquiring a foreign language involves learning the answers that were not allowed in the development of the first language. In addition, many students were associated with low-status foreign language or minority groups. The exercise of these responses, therefore, will be a negative reinforcement for them. In support of this idea, Nida suggests that few Americans can learn a second language because they have learned to equate the characteristics of foreign discourse.

The position taken here is that acquiring a second language involves more than just learning that a new set of symbols is equivalent to a group that has already been learned.

The language system is supposed to evolve in the context of its linguistic installation where the two language codes are used interchangeably to refer to the same environmental events, while the coordinate system develops in separate contexts where a language is consistently used in a position and the language elsewhere.

It is usually the school situation that assigns the meaning of the second language code to it through the adjacent pairing with the first language code.

Second-language symbols are not entirely meaningless, but they tend to evoke a certain part of the overall response pattern of the individual group that this symbol identifies or represents.

With the extension of the process of acquiring a second language, some individuals become bilingual. In other words, their skills in the second language are closer to the skills of their native speakers. Lambert argued that not all language students reach a bilingual level and that all students face a hierarchy of skills to acquire.

Lambert isolated two sets of tests; the first, called a group of vocabulary, varied French graduate student majors and original French subjects from French university majors. This result indicates that proficiency in vocabulary skills depends heavily on language training. The skill and the integrative drive will have different effects on achievement at each level of the second language skill. Efficiency is likely to play a key role in determining success in those skills taught in the classroom, such as vocabulary, grammar, fluency and audio comprehension. This is predictable because efficiency is closely linked to intelligence and the more intelligent the student is, the more likely he is to benefit from education. It is

clear that some degree of motivation is required to allow the student to pay attention to what is being taught. On the other hand, efficiency is unlikely to contribute to success with those skills that depend, in their development, on interaction with members of the other linguistic community. The integrated motivation is expected to play the crucial role of acquiring these skills, as it directs students to socialize with members of the cultural community and thus learn the language skills that characterize the group.

2-4-Stages in Second Language Acquisition:

Grander (2007) argues that there are four stages that can be compared to participants in the development of the first person's language.

The first phase is *elemental*. At this stage, the person learns the basics of language, components of language. This takes place in the development of the first language when the child learns new words, begins to group words, misleads some words, but changes the word later on. In the first language, simple syntax statements are saved, and so on. The second stage is the *consolidation*, where the elements of the language are combined and reach a degree of sameness in the language. This stage happens in the learning of the young child of the first language, when they begin to realize that this language is a system so that some components are true and some are untrue, and they achieve progress in the system of language, understanding of expressions, Same model takes place for individuals who learn a second language, they realize that structures and components same as in their mother tongue.

The other stage is *conscious expression*, the individual uses the language with conscious effort.

One can convey ideas, but there is much deliberation about what is being expressed. For the young learner in the first language, this stage can be identified by the use of many speech frequencies, where the individual actively searches for correct words or correct form of expression. For the learner in a second language, you can observe the same phenomenon and often get the impression.

The fourth phase is defined as *Automaticity and Thought* to indicate that in the final stage, thought integration and language are automatically integrated into most contexts. This can correspond to the Lambert cultural group. At this stage, language and self become intertwined. One does not think about language, but thinks in language. This analysis is not meant to be specific to the stages of language acquisition, but it does highlight the meaning of learning the language, emphasizing that it has different meanings at different stages of the learning process. It is similar to the distinction between Krashin (1988) between learning a second and foreign language in exchange for language acquisition, as he emphasizes that language learning refers to the development of knowledge and skill that allows varying degrees of communication with others, while acquisition involves making language parts. Through this overview, the concept of motivation becomes important, and the distinction between the motivation to learn the language and the motivation to learn in class becomes crucial. There are different stages of language development, stage of spontaneity and thinking can be considered a language learning.

At different ages and stages, learning a language can mean different things, because we study the different characteristics of second language learning that differ from simple vocabulary learning in the linguistic use of language in verbal communication. We have identified achievement in terms of performance in substantive tests of grammar, auditory comprehension and oral production.

3. MATERIALS AND METHODS

The study follows the descriptive, analytical method The study used a questionnaire which consists of one domain and consists of seven statements. The data were collected through the questionnaire and analyzed using SPSS.

4. DISCUSSION AND RESULT

-Instrumental attitudes:

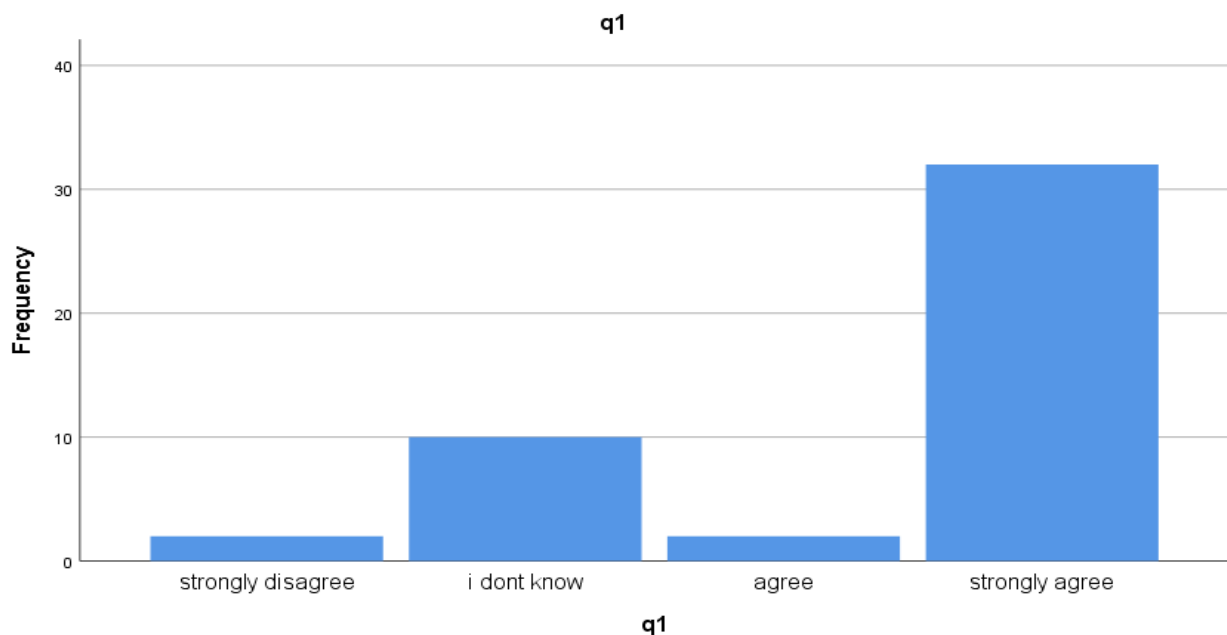
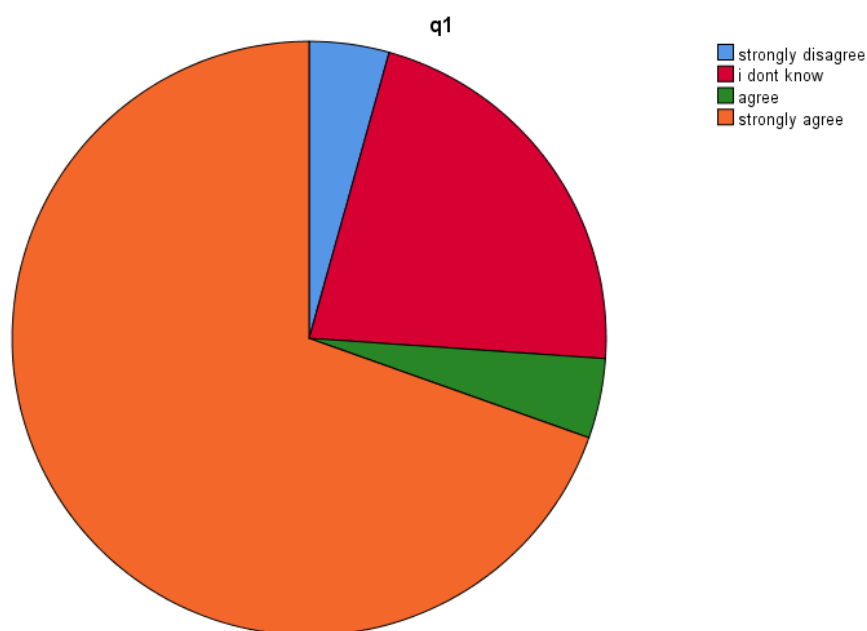
Result:

Statistics:

Statement	1	2	3	4	5	6	7
Valid	46	46	46	46	46	46	46
Missing	0	0	0	0	0	0	0

Table NO (1) Mastering English can make me get promoted quickly

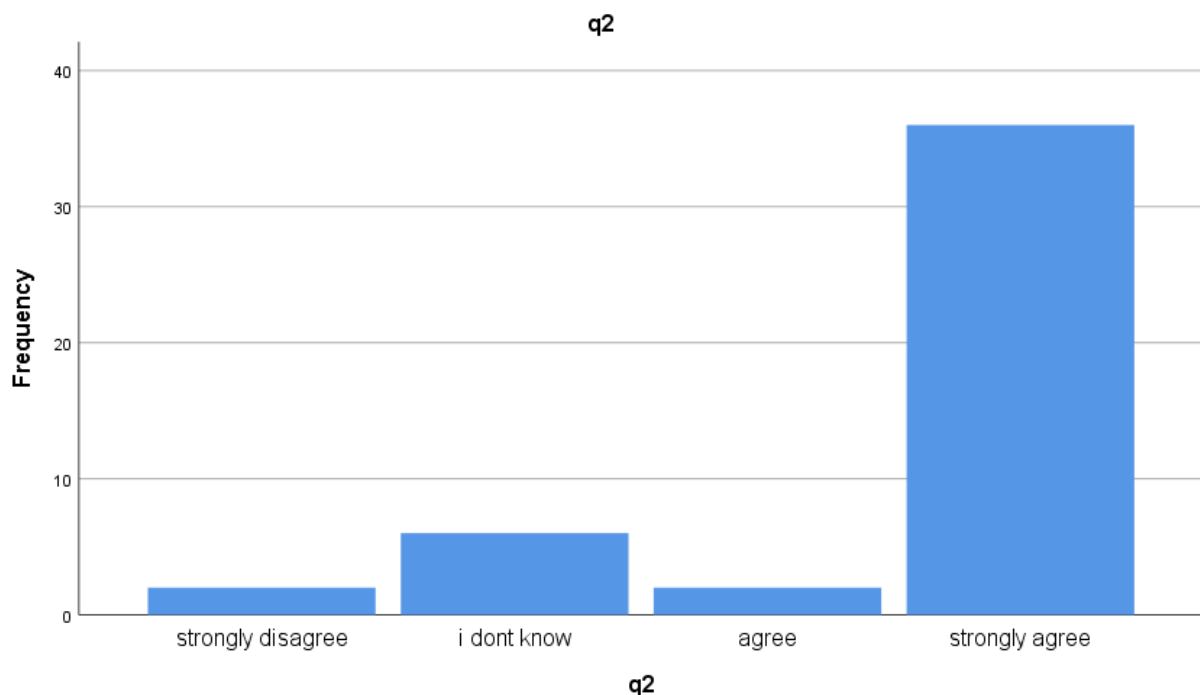
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	10	21.7	21.7	26.1
	Agree	2	4.3	4.3	30.4
	Strongly agree	32	69.6	69.6	100.0
	Total	46	100.0	100.0	

**Fig: 1 Mastering English can make me get promoted quickly**

The table (1) and figure (1) show that the majority of respondents assure that mastering English can make them get promoted quickly. It found that 21.7 answered don't know, 4.3 agree and 4.3 strongly disagree while 69.6 strongly agree. The researcher sees most of the highest degree of students is that English helps them in the promotion of work and this is a major reason, because the interviews and promotions often depend on the proficiency of English.

Table NO (2) Mastering English helps me in having excellent job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	6	13.0	13.0	17.4
	Agree	2	4.3	4.3	21.7
	Strongly agree	36	78.3	78.3	100.0
	Total	46	100.0	100.0	

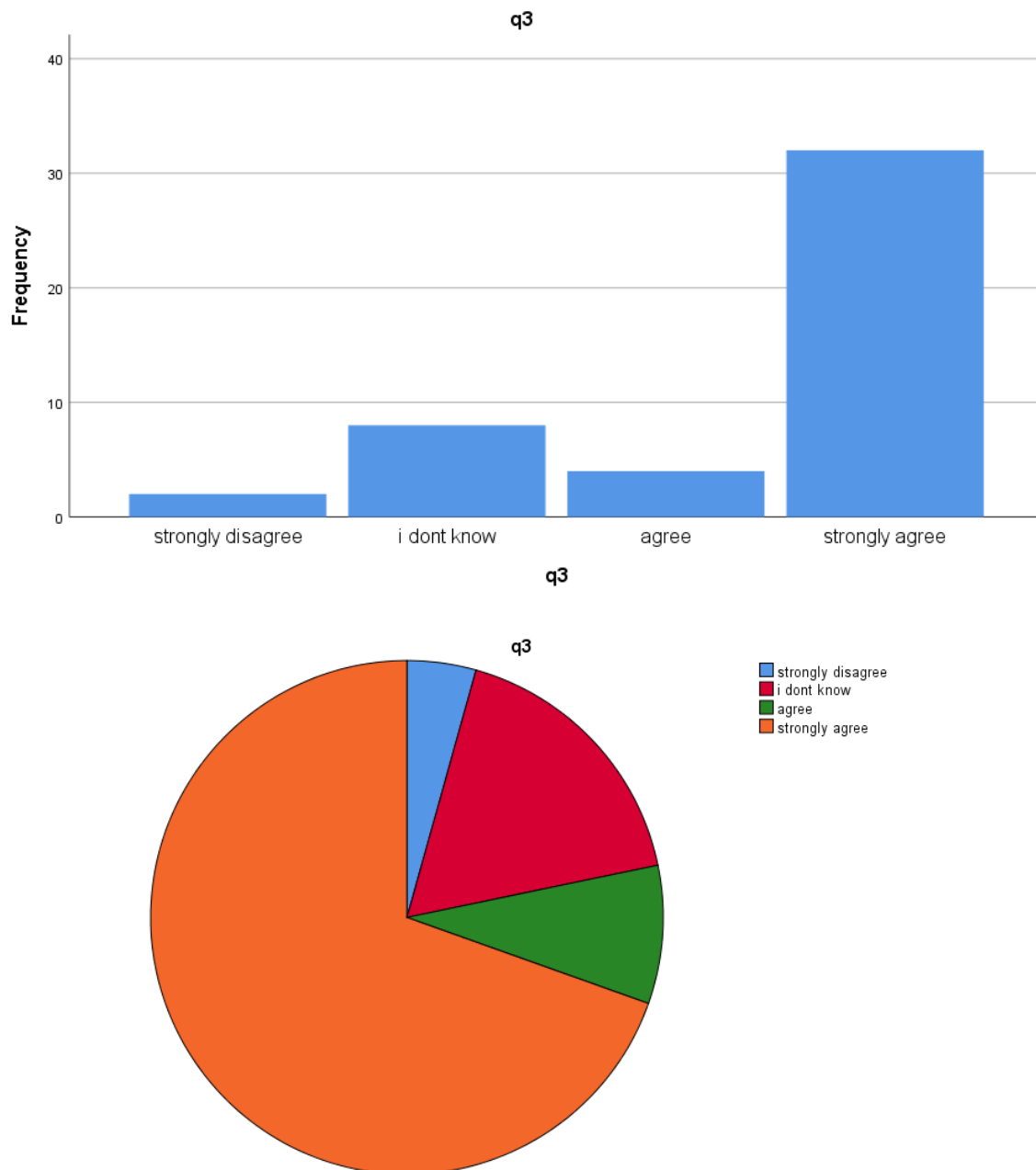
Fig; 2 Mastering English helps me in having excellent job

The table (2) and figure (2) show that the majority of respondents assure that Mastering English helps me in having excellent job.

It found that 4.3 strongly disagree, 13.0 answered don't know, 4.3 agree while 78.3 strongly agree. The researcher thinks that most of the highest degree of students is that mastering English helps them in having excellent job this due to the importance of English in getting jobs.

Table NO (3) knowing English is useful because it makes me skillful character

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	8	17.4	17.4	21.7
	Agree	4	8.7	8.7	30.4
	Strongly agree	32	78.3	78.3	100.0
	Total	46	100.0	100.0	

Fig: 3 knowing English is useful because it makes me skillful character

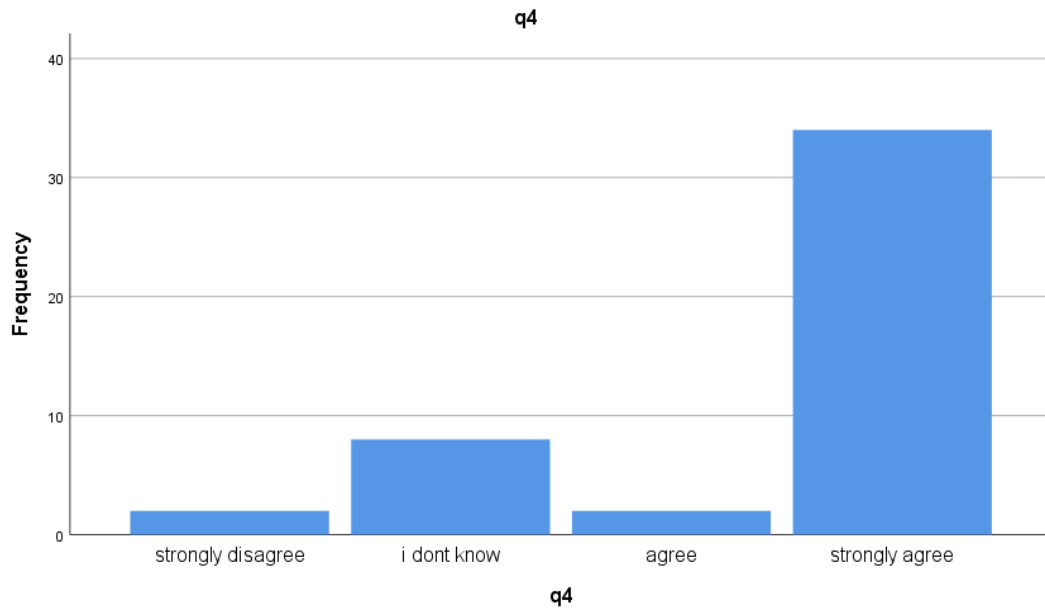
The table (3) and figure (3) show that the most of the students strongly agree that knowing English is useful because it makes them skillful character.

It found that 4.3 strongly disagree, 17.4 answered don't know, 8.3 agree while 78.3 strongly agree. The researcher tends to say that the students strongly agree with knowing English is useful and makes them skillful character because this due to English as standard of civilized and skillful character in our Arab world.

Table NO (4) knowing English helps me in my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	8	17.4	17.4	21.7
	Agree	2	4.3	4.3	26.1
	Strongly agree	34	73.9	73.9	100.0
	Total	46	100.0	100.0	

Fig: 4 knowing English helps me in my work

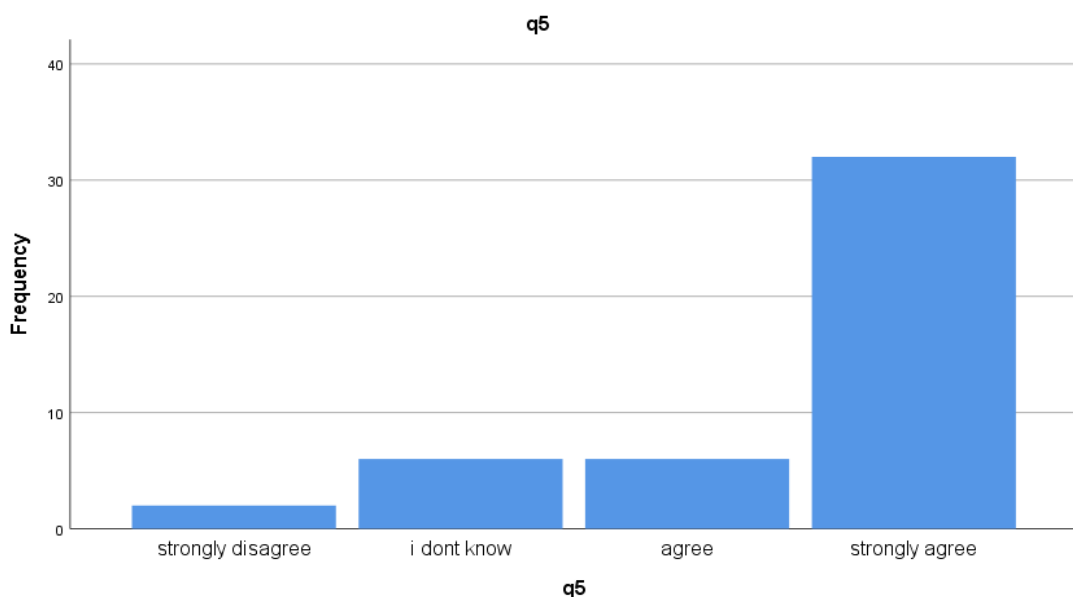


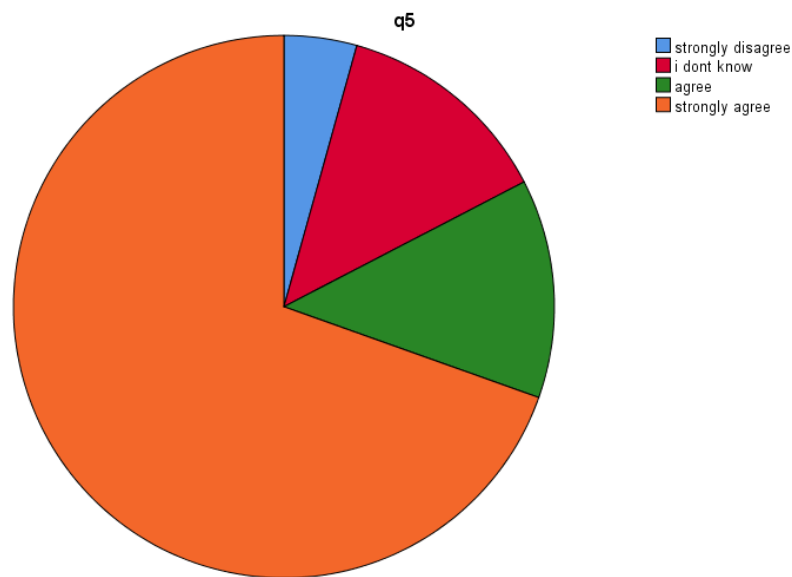
The table (4) and figure (4) show that the students view that knowing English helps them in their work. 4.4% strongly disagree with this and 17.4 % agree, while 4.3 % disagree and 73.9% strongly agree. Most of the students strongly agree that knowing English helps them in their work, the due to the nature of work that needed English.

Table NO (5) knowing English is important to me because I will need it in my future career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	6	13.0	13.0	17.4
	Agree	6	13.0	13.0	30.4
	Strongly agree	32	69.6	69.6	100.0
	Total	46	100.0	100.0	

Fig. 5 knowing English is important to me because I will need it in my future career





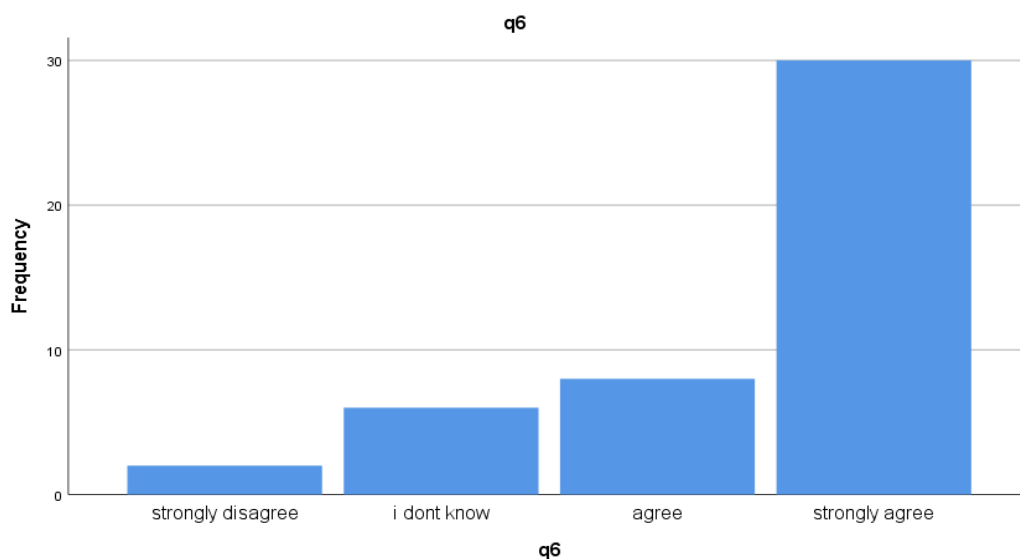
The table (5) and figure (5) show that the students view that knowing English is important to them because they will need it in their future career.

4.3% strongly disagree with this and 13.0 % agree, while 13.0 % don't know and 69.6 % strongly agree. Most of the students strongly agree that knowing English is important to them because they need it in their future career. The researcher the students strongly agree with this because English is a key for future.

Table NO (6) learning English helps me to to complete higher studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	6	13.0	13.0	17.4
	Agree	8	17.4	17.4	34.8
	Strongly agree	30	65.2	65.2	100.0
	Total	46	100.0	100.0	

Fig 6: Table NO (6) learning English helps me to to complete higher studies



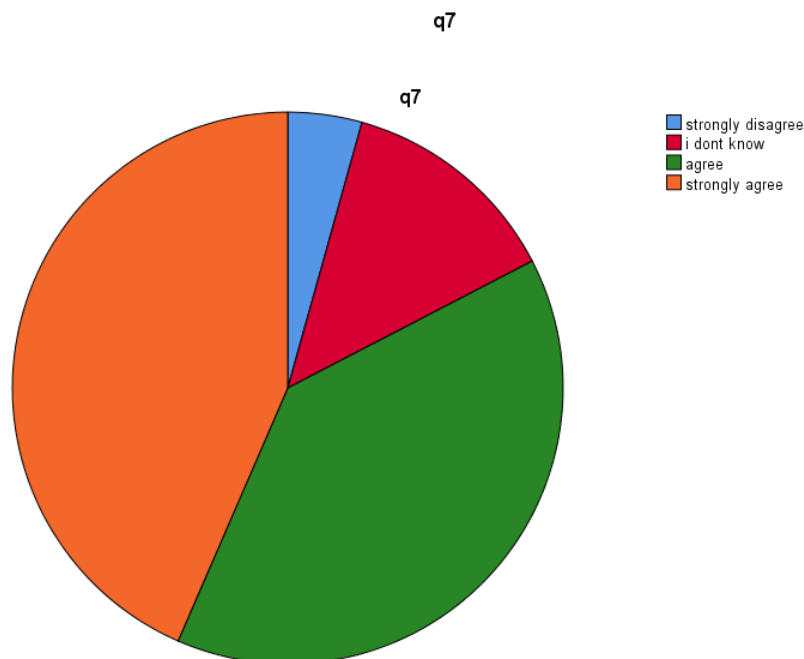
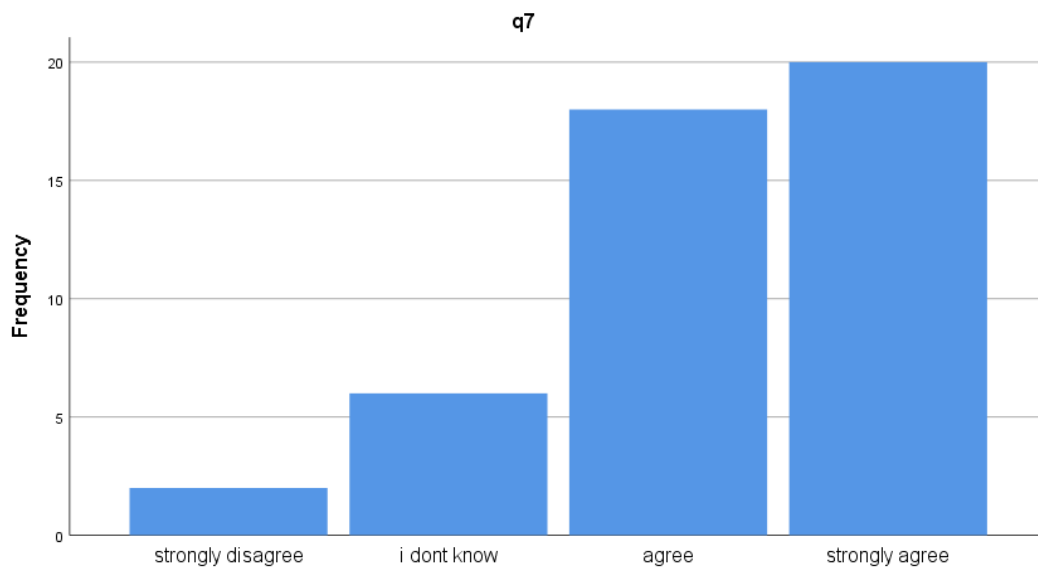
The table (6) and figure (6) show that the students view that learning English helps them to complete higher studies. 4.3% strongly disagree with this and 13.0 % agree, while 13.0 % don't know and 65.2 % strongly agree. Most of the students

strongly agree that learning English helps them to complete higher studies. The researcher views that this due to the need of the students of English in higher studies.

Table NO (7) Knowing English makes me qualified and more competitive with other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.3	4.3	4.3
	I don't know	6	13.0	13.0	17.4
	Agree	18	39.1	39.1	56.5
	Strongly agree	20	43.5	43.5	100.0
	Total	46	100.0	100.0	

Fig 7: Knowing English makes me qualified and more competitive with other



The table (7) and figure (7) show that the students view that Knowing English makes them qualified and more competitive with other. 4.3% strongly disagree with this and 13.0 % agree, while 39.1 % don't know and 43.5 % strongly agree. Most of the students strongly agree that knowing English makes them qualified and more competitive with other. The researcher views that this due to English as a means of qualification.

5. CONCLUSION AND RECOMMENDATION

There have been many facts about the attitudes of English students at the Faculty of Arts and Humanities at Belgrishi, University of Al-Baha. The responses of students differed in some areas, but they agreed unanimously that they had high positive attitudes for second language acquisition, as revealed by the questionnaire and they had any tendency or negative attitudes towards the acquisition of the second language, but showed a strong desire to acquire the second language and development.

The result approves that from the data collected, the Saudi students are instrumentally motivated and intergratively motivated, that means the attitudes of Saudi students are very high and this can increase their interest in second language acquisition and all students agreed that they have positive attitudes about second language acquisition, this means they have positive stand about second language acquisition. This is contrary to some studies findings such as Rahman AKA (2005) University of Dhaka, Dhaka, Bangladesh and Qashoa (2006) The study proposes to Put the student into an active linguistic position, which stimulates the practice of language, including terminal activities in the classroom, such as: the student talk about his city with pictures, or place. Such as: traveling with students to a place, learning about it in the target language, and this is an important method of acquiring the language.

REFERENCES

- [1] Ahmad, I (2014) Attitudes and Motivation toward Learning the English Language among Students from Islamic Education System Background: Exploring the Views of Teachers, International Islamic University Malaysia
- [2] Ali, H (1989) The Role of Attitudes and Motivation In Teaching and Learning Foreign Language, Department of Education, University of Stirling
- [3] Ali, S (2017) Attitudes and Motivation towards the English Language Learning: (A Case of Technical English Students at CTU - Tiaret Centre), PEOPLE'S Peoples's Democratic Republic of Algeria, University-Tiaret
- [4] Al-Tamimi, A. & Shuib, M. (2009). Motivation and attitudes towards learning English: a study of petroleum Engineering undergraduates at Hadhramout University of Science and Technology. GEMA Online Journal of Language Studies
- [5] Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, 84,740-756.
- [6] Brown, H. D. (1990). M & Ms for language classroom? Another look at motivation. In J. E. Alatis (Ed.), *Georgetown University round table on language and linguistics* (pp. 383-393). Washington, DC: Georgetown University Press.
- [7] Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5 ed.). New Jersey 07632: Prentice Hall. Inc. Englewood Cliffs.
- [8] Bouteldjouné, A (2012) Motivation in Foreign Language Learning Settings: The Case of Arabic in The USA, Southern Illinois University Carbondal
- [9] Clément, R. (1980). Ethnicity, Contact and Communicative Competence in a Second Language,
- [10] Crookes, G., & Schmidt, R. (1991). Motivation: Reporting the research agenda. *Language Learning*, 41(4), 469-512.
- [11] Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, development and health. *Canadian Psychology*, 49(3), 173-178.
- [12] Dickinson, L. (1995). Autonomy and motivation: a literature review. Systems,
- [13] Donitsa-Schmidt, S., Inbar, O. & Shohamy, E. (2004). The effects of teaching spoken Arabic on students' attitudes and motivation in Israel. *Modern Language Journal*, 88 (2), 217-28.
- [14] Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language. *Language Learning*, 40(1), 45-78.
- [15] Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78(3), 273-284.
- [16] Gardner, R. C., & Smyth, P. (1975). Second language acquisition: a social-psychological approach. Psychology. University of Western Ontario. London, Canada.
- [17] Gardner, R. C. , Lalonde, R. N. and Pierson, R. (1983). The socio-educational model of second language acquisition: An investigation using LISREL casual modelling. *Journal of Language and Social Psychology*, 2, 1 - 16.