

The Impact of a Constructed Instructional Program Based on Communicative Approach on the Eight Grade Students' Attitudes toward Speaking English

Dr. Norma Nawaf Yousef Alzayed

Assistant professor
Department of English at Middle East University
Faculty of Art and Science
Middle East University
Jordan, Amman.

Dr. Fatma Ja'far

Associate professor
Department of English at Middle East University
Faculty of Art and Science, Middle East University
Jordan, Amman.

Abstract

The study aimed at investigating the effect of a constructed instructional program based on Communicative Approach on the Eight Grade students' attitudes toward speaking English. The sample of the study consisted of sixty-four female students divided into two groups; the experimental group and the control group. A quasi experimental design was used to achieve the study objectives. A questionnaire was developed and then validity and reliability of the instrument were verified. For the data analysis, the mean scores, the standard deviations, and analysis of covariance (ANCOVA) test was used. The findings of the study appealed significant differences in favor of the experimental group, which was taught by the instructional program based on communicative approach. On the basis of the results, the study proposed a number of recommendations to those who are involved in teaching EFL.

أثر برنامج تعليمي مستند إلى المنحى التواصلي في تنمية اتجاهات الطالبات نحو تحدث اللغة الإنجليزية لدى طلبة الصف الثامن الأساسي في الأردن
ملخص

هدفت هذه الدراسة إلى معرفة اثر برنامج تعليمي مستند إلى المنحى التواصلي في تنمية اتجاهات الطالبات نحو تحدث اللغة الإنجليزية لدى طلبة المرحلة الأساسية في الأردن. تكونت عينة الدراسة من أربعة وستين طالبة من طالبات الصف الثامن الأساسي موزعات على مجموعتين، المجموعة الأولى اختبرت كمجموعة تجريبية، أما المجموعة الثانية فكانت المجموعة الضابطة. استخدم في الدراسة التصميم شبه التجريبي. وطورت أداة أستبيان كمقياس للكشف عن الاتجاهات نحو تحدث اللغة الإنجليزية. وتم التأكد من صدق وثبات أداة الدراسة. ولتحليل بيانات الدراسة، تم استخدام المتوسطات الحسابية، الانحرافات المعيارية و اختبار تحليل التباين المصاحب (ANCOVA).

أشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية التي درست باستخدام البرنامج التعليمي المستند إلى المنحى التواصلي. وبناءً عليه اقترح الباحثان للمهتمين بتعليم وتقويم الطلاب في اللغة الإنجليزية عدداً من التوصيات.

Introduction

English holds an eminent position in most of the Arab countries, owing to the traditional relationship maintained with the English - speaking world, and this lead to favorable attitudes towards the language and consequently to a strong drive to learn it. This status has recently been enhanced by the rapid growth of science and technology. Additionally, English is the most widely used means of international communication. We need to learn English to communicate with native speakers of English, as well as with inter - language users of English, aboard or within our countries.

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge, 1996). In the Longman Dictionary of Applied Linguistics (1992, P. 199) language attitude is defined as "the attitudes of speakers of different languages, or language varieties have towards each others' languages or to their own language". Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards speaking a foreign language may also show what people feel about the speakers of that language.

Gardner (1985,P.10) saw attitudes as "components of motivation in language learning". Therefore, motivation refers to the combinations of efforts; desire to achieve the goal of learning the language, plus favorable attitudes towards speaking the language. He believed the motivation to learn a foreign language is determined by basic predispositions and personality characteristics, such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes.

Most students in Jordan who learn EFL find that it is difficult to express themselves in spoken English inside and outside the classroom. As a result, after years of study students have known a great deal about a foreign language without being able to use it to express their intentions.

It has been noticed that conventional teaching had no focus on communication. Besides, studies on attitudes towards speaking English-language usage among peers, the relationship between negative attitudes towards non-native speakers and poor comprehension of those speakers, attitudes towards debatable usages between teachers and their students, attitudes of native speaker teachers and non-native speaker teachers towards disputable usages, the relationship between attitudes towards ideology, culture, people, language and factors affecting attitudes have been conducted (Williams et al. 2002). As a result, the researchers have decided to design a program based on the communicative approach stated in Action Pack Students' Book 8 to suggest procedures and techniques to be followed by the experimental group to emphasize communication and fluency, and to encourage positive attitudes towards speaking English.

The Communicative Approach advocates ways of integration of skills in the classroom. It holds that the skills of listening, speaking, reading and writing are rarely used in isolation outside the classroom in a real-sense.

The communicative approach is an effective teaching method, which helps the students to develop the ability to use a new language practically by creating a suitable environment for the students to communicate with each other in the language they are learning. Students and teachers should put themselves into the real scene. Gradually, they accumulate the perceptual knowledge of English, and then develop the sensibility of this language, thus, to achieve the purpose of grasping a language. Communicative approach, on the one hand, emphasizes teaching the students the real language; on the other hand, emphasizes that the students are the hubs of the class. The teacher just organizes and guides the students to participate in the communicative activities. From some aspects, applying the process of the communicative activity is more important than its result. So the teacher must arouse the students' enthusiasm to the rein of their subjective initiative completely. Therefore, the study attempted to investigate the effect of applying a constructed an Instructional Program Based on Communicative Approach on the Eight Grade Students Attitudes toward Speaking English.

Statement of the Problem

The problem of the study lies in the eighth grade students' negative attitudes toward speaking English. The study aimed at investigating the effect of applying an instructional program based on communicative approach on the eighth grade students' attitudes toward speaking English.

Research question

The study attempted to answer the following question:

What is the effect of a proposed instructional program based on the communicative approach on the attitudes of the eighth grade students in Jordan?

Significance of the Study

This study may be of interest to decision –makers and curriculum specialists in designing lessons based on improving the students' attitudes towards speaking English in the Jordanian schools. It may add to the empirical studies in the field of teaching English as a foreign language in Jordan.

Limitations of the Study

The findings of this study are limited to the following:

- The eighth grades female students at public schools during the year 2011/2012. Therefore, the findings of the study could not be generalized for other grades and for male students.
- The results of the study were limited to the instrument designed by the researchers, which means the generalization of the findings depends on the instrument's validity and reliability.
- The effect of the proposed instructional program, which is based on the communicative approach, can be generalized only for developing the attitudes towards speaking English rather than other communicative skills.

Definitions of Terms

- **The instructional program:** It is a collection of organized techniques based on the communicative approach, arranged and developed to achieve the main objectives to develop the speaking skill and students' attitudes towards EFL. The instructional program is meant to improve and develop students' attitudes in the classroom and in various life-like situations.
- **Attitudes towards Speaking English:** Gardner (1985:91-93) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. To Brown (2001: 61), attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in community. Brown (1994: 168) adds: "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience". Lambert (1967) mentions two types of attitudes: 'integrative' and 'instrumental' attitude to language learning. An integrative attitude is a desire to know and become friendly with speakers of a language, while an instrumental one is a desire to better oneself materially by means of the language.

In this study, attitudes are the feelings of the students toward learning English as a foreign language; these feelings are categorized as positive, neutral, and negative attitudes.

Review of Literature

The Communicative Approach

The Communicative Approach originated from the changes in the British Situational Language Teaching approach dating from the late 1960s (Richards & Rodgers, 2001). The communicative approach evolved as a prominent language teaching approach and it gradually replaced the previous grammar-translation method and audio-lingual method. Since the concept of communicative competence was first introduced by Hymes in the mid-1960s, many researchers have helped develop theories and practices of the communicative approach (Brown, 1987; Widdowson, 1990). A major principle of the teaching/learning process of the communicative approach is the use of authentic materials.

Teaching material should be selected according to the needs of the learners. In order to identify students' needs, it is necessary to carry out a needs analysis. This needs analysis should first consider why learners are learning the second language, what topics they will need to find themselves using the language, and what roles they may need to play within those situations. According to Carter & Nunan (2001) the communicative approach is an affective teaching method, which helps students to develop the ability to use a new language practically. Language environment is one of the initial requirements in this approach, the students and teachers should put themselves into the real scene. Gradually, they accumulate the perceptual knowledge of English and then develop the sensibility of the language, thus, to achieve the purpose of grasping a language.

The communicative approach, on one hand, emphasizes teaching the students the real language; yet on the other, it emphasizes that the students are the hubs of the class. The teacher should just organize and guide the students to have communicative activities. From some aspects, we can say that in the communicative activity, the process is more important than the result. So the teacher must arouse the students' enthusiasm to the rein of their subjective initiative completely. The aim of teaching English is to develop the student's ability of using language communicatively.

But because of the limitations of the classroom, Mangubhai, Marland, Dashwood, & Son, (2004) suggest that this requires the teacher create various social situations and relationships in the class such as simulation, role-playing, discussion and other teaching aids.

Attitudes towards Speaking English

Attitudes develop as a result of experience. They are greatly influenced by people in the immediate environment: parents, teachers, and peers. Attitudes towards self, the target language and the people who speak it, the teacher, and the classroom environmental all seem to have an influence on speaking the language. Most people would probably agree that high self-esteem usually leads to greater self-confidence. We may perform well because our attitudes towards speaking the language are positive. Wenden (1991) sees that attitudes include three components, first: a cognitive component, this could involve beliefs or perceptions about the objects or situations related to the attitudes; second: evaluative component, this means that the objects or situations related to the attitude may generate like or dislike; third: a behavioral component, certain attitudes tend to prompt learners to adopt particular learning behaviors. Similarly, Dornyei & Thurrell (1994) concludes that attitude is an important factor in language learning in their study on the internal structure of language learning motivation, and its relationship with language choice and learning effort, which was put forward previously as the Process Model of L2 Motivation. Haswell (1993) proposes a process-oriented approach to the understanding of student motivation, which breaks down the motivational process into several discrete temporal segments, organized along the progression that describes how initial wishes, and desires are first transformed into goals and then into operational intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process. According to Yang and Lau (2003), different aspects of language attitudes have also been studied, such as the relation between attitudes and motivation, the association between attitudes and learning strategies, the relationship between attitudes and level of achievement, beliefs and attitudes about target language use, first language use and anxiety, attitudes to language and language learning at secondary and tertiary levels.

Related Empirical Studies

Studies Related to Program based on The Communicative Approach

Agelasto (1991) considered role-playing as a small part of a comprehensive approach to teaching conversation. He stressed that conversation would motivate the class participation, which is a necessary element, therefore, he experimented role-playing in the skill, (short humorous scenes) which involved either two or four students. The students were given brief handouts to rehearse. He came up with the following results: group work is highly motivating and provides a way to make students more active, the more we provide the students with exercises with their needs, the more active the class will be, and the teacher's role should be changed from a controller to a participant.

Pica (1994) investigated the efficiency of group/pair work. She argued that in large classes, teachers use group/pair work as aid for giving the learners more speaking turns than are possible during teacher-led instruction. Pica found that group/pair work is an effective aid to communication in the class.

Attitudes towards Speaking English

Yang (1993) conducted a study and compared the results of his study with the findings of a study on ESL students' beliefs by Horwits (1987). He found that the two groups shared many similar beliefs, e.g., most people recognized the existence of a foreign-language attitude; the majority of people in both groups agreed that it is important to repeat and practice a lot and to speak with an excellent pronunciation. However, there were also significant differences, e.g., the Taiwan students demonstrated less integrative motivation, but most of them found English an easy language to learn.

Razmjoo (2006) study aimed firstly to explore high school and institute teachers' attitudes toward the CLT within the context of an expanding circle, Iran; secondly, explore the extent to which the teachers of these two contexts materialize and substantiate their attitudes.

A questionnaire consisting of five main factors was administered to 100 male and female to explore high school and institute teachers. Moreover, a classroom observation scheme, designed on the basis of literature on CLT, was used to monitor how well and to what extent teachers practice what they believe.

Descriptive and inferential analysis of the data indicated that high school and institute teachers' attitudes towards the CLT were positive, indicating a welcoming atmosphere towards the implementation of CLT. However, among the participants only the teachers of institutes practice a quasi-CLT type of approach in their classes.

Method and Procedures

Research Methodology

Quasi experimental design was used to identify the effect of an instructional program on the attitudes towards speaking English of the eighth grade students in Jordan. The following illustration shows the design by using symbols:

${}_{E}G \quad O \quad \times \quad O$

${}_{C}G \quad O \quad - \quad O$

${}_{E}G$ = Experimental Group.

${}_{C}G$ = Control Group.

O = Pre and Post assessment of attitudes towards speaking English.

× = Treatment (Proposed Instructional Program)

- = Conventional program.

Subjects of the Study

In order to apply the study, the researchers purposively chose Al-Petra public school in Amman, First Directorate of Education for many reasons: Firstly, the school conditions were suitable to carry out the study. Secondly, the school board was eager to implement the communicative approach on developing the attitudes of students towards speaking English. The school had three sections of eighth grade female students, one of them was selected randomly to assess the validity and reliability of the instrument (the questionnaire), and the second section was selected as a control group which consisted of thirty three students, while the third was selected as an experimental group which consisted of thirty one students. Therefore, the control group was taught via the conventional method as included in the prescribed textbook; and the experimental group was taught according to the proposed instructional program.

Table 1: The Subjects Divided into Groups of the Study

Groups	Number of Students
The experimental group	31
The control group	33
Total	64

The students' ages were about fourteen years, and have been learning EFL for eight years. All of them were almost from the same environmental and educational circumstances. The students of the eighth grade have six periods of English per week.

Instruments of the Study

Two instruments were designed for this study; a questionnaire was designed to identify the students' attitudes towards speaking English, and a program based on communicative approach was constructed to be taught to the sample of the study.

1- The Attitudes Questionnaire

The researchers developed the attitudes questionnaire after reviewing the previous literature and examining many schemes and forms developed by other researchers to identify the students' attitudes towards speaking English. The attitudes questionnaire consisted of (32) items. A three point type scale was used: (1) agree, (2) neutral, (3) disagree. The students scored themselves in the questionnaire before the experiment and after the experiment of the constructed program.

Validity of the Questionnaire

The content validity of the questionnaire was established by giving it to a jury of nine experts: Three TEFL university professors, three experienced EFL supervisors and three experienced EFL teachers. Suggestions and modifications forwarded by the jurors were taken into account. The number of items was reduced from thirty two to twenty- eight.

Reliability of the Questionnaire

The questionnaire was distributed to (20) students who were not part of the study sample, after two weeks it was distributed again on the same sample. The researchers then calculated the correlation coefficient between the two implementations (pre and post measurements) by using Pearson Correlation equation to identify the instrument reliability, which was (0.82).

2- The Constructed Instructional Program

A. Components of the program

1. General Aim of the Program

The program aims to improve the students' attitudes towards speaking English of the eighth grade students, and change their negative attitudes towards speaking English in a more positive way.

2. Specific Outcomes

Change the student's negative attitudes towards speaking English in a more positive way.

3. Content

The content of the program is based on Module Five and Module Six from Action Pack 8. Each module contains eight lessons: Three lessons from Module Five and Six lessons from module six.

4. Teaching Procedures

The teaching of each lesson goes through the following procedures:

At the end of each unit students are to work on assignments through group discussions, to be completed in allotted time. Evaluation of the achievement is done upon these assignments.

B- Materials

The materials are supplementary, enrichment materials to motivate the students' creativity, and develop their thinking by using higher order thinking questions, and to encourage team-work, self learning and positive competition between the students.

Two materials were presented, the first one will be about "the global warming", and the second will be about the "new inventions". Each material should be done after completing a module. The materials are not from the textbook they are additional, enrichment activities.

C- Grouping the students

The students were divided into six groups. Each student in the group has a task, and each group has a name.

The students achieved the following:

- Support the learning objectives.
- Think deeply about important learning.
- Adequately support the group work through the physical environment.
- Engage all the students purposefully and meaningfully in challenging and authentic tasks during the group work.
- Respond positively to being grouped.
- Perform their group roles.
- Share leadership appropriately as they worked in group.
- Respond respectfully to one another as they worked in groups.
- Learn from one another as they worked in groups.
- Ensure that the group work represented the effort of all group members.
- Increase engagement, deep thinking, brainstorming and meaningful learning.

D- Evaluation

The students were assessed according to their performance in the class and according to their work within the team during the time allotted.

Validity of the Program

The content validity of the instructional program was established by giving it to a jury of nine persons: Three TEFL university professors, three experienced supervisors, and three experienced EFL teachers. They were asked to give feedback on the terms of objectives, content, approach, methods of teaching and means of evaluation. Suggestions and modifications forwarded by the jurors were taken into account.

Procedures of the Study

The following Procedures were followed:

- 1- The Content of Action Pack 8 textbook was analyzed.
- 2- A questionnaire was designed to identify the attitudes towards speaking English.
- 3- Validity and Reliability of the Instrument (the questionnaire) was assured.
- 4- The instructional program for developing 8th grades' speaking skill components was prepared.
- 5- Validity of the program was assured.
- 6- Permission was obtained from Amman First Directorate of Education to allow the researchers to conduct the study.
- 7- The sample was chosen from 8th grade students during the 2nd semester of the academic year 2007/2008, and divided into two groups, one as a control group, while the other as an experimental group.
- 8- The questionnaire was administered to identify the students' attitudes towards speaking English before and after the program.
- 9- The control group was taught by the same teacher through implementing the instructional program.
- 10- The overall data were collected and statistically analyzed so as to draw conclusions and suggest any possible recommendations and implications.

Statistical Analysis

The suitable statistical analysis was used to answer the questions of the study such as:

1. Mean scores and standard deviations were calculated to find out the eight grade students attitudes towards speaking English.
2. Analysis of Covariance (ANCOVA) was used to find out the difference in mean scores between the two groups on the students' attitudes.

Findings of the Study

To answer this research question,

What is the effect of an instructional program based on the communicative approach on the attitudes of the eighth grade students in Jordan?

a null hypothesis was formulated as followed: " There is no statistically significant difference at ($\alpha = 0.05$) in the attitudes of the eighth grade students ascribed to the instructional program based on the communicative approach and the conventional method, mean scores and standard deviations were calculated on the attitudes towards EFL,

Table (2) shows the findings:

Table 2: Mean Scores and Standard Deviations of the Students' Attitudes towards English

Group	Pre test		Posttest	
	Means	Standard deviations	Means	Standard deviations
Experimental	57.81	3.12	73.39	3.64
Control	56.45	3.50	56.03	10.50

From Table (2) it is noticed that the mean scores of the experimental group in the pre test were (57.81), and the mean scores of the experimental group in the posttest (73.39). Also the mean scores of the control group in the pre test were (56.45), and the mean scores of the control group in post test were (56.03).

To find out whether the difference between the experimental and the control group in terms of the attitudes was significant or not, the statistical analysis of covariance (ANCOVA) used, and the following table shows the findings:

Table 3: ANCOVA Analysis for the Difference between the Experimental and Control Group in Student Attitudes towards English

Scours of variances	Sum squares	DF	Mean of sum squares	F	Sig
Pre test	397.57	1	397.57	6.87	0.01
Group	4086.62	1	4086.62	70.64	0.00
Error	3528.75	61	57.84		
Total	8012.94	63			

From Table (3) it is noticed that there is a significant difference between the experimental and the control group. The F value was (70.64), and this value is statistically significant at ($\alpha = 0.05$).

Table 4: Adjusted Means and Standard Deviations for Experimental and Control Group

	Adjusted Means	Standard Deviations
Experimental	72.90	5.3
Control	57.02	6.2

As can be seen from Table (4) the experimental group adjusted means scores on the attitudes were higher than the control group in the posttest (72.90-57.02) respectively.

Therefore, the second null-hypothesis is rejected. Instead, there is statistically significant difference at ($\alpha = 0.05$) in the attitudes ascribed to the instructional program based on the communicative approach.

Discussion, Conclusion and Recommendations

As for students' attitudes towards learning a foreign language, Analysis of Covariance (ANCOVA) showed a significant difference at ($\alpha = 0.05$) between the mean scores of the experimental group on the attitudes of the posttest, and the mean scores of the control group on the same post test, in favor of the experimental group. This means that there was an influence of cooperation and communicative learning techniques on increasing foreign language acceptance among students. The influence can be attributed to the communicative method that encouraged students to work in groups and then helped them to get positive attitudes towards EFL.

The constructed program helped the students improve the spirit of cooperation, being eager to search for knowledge, and to be more confident. It proved its benefit through using the communicative approach into three stages:

- Presentation of the communicative material helped the students participate enthusiastically in the lesson.
- During the control practice, the students were actively involved in a variety of language situations, and the teacher is there to clarify misunderstood issues.
- The last stages of free production. This stage is totally given to the students' production through several activities. In this step, the students' role is varied sometimes individually, in peers or in groups.

This program helped and encouraged the shy and timid students to be more initiative and to participate step by step in the group discussions and work. The teacher and the group discussion helped the students to feel more independent, while they are searching books, magazines, and the internet. The teacher should allow full scope for her students' spontaneous learning process and give more opportunities for students to talk, perform and express their own ideas. In this way, students will no longer feel inferior. Gradually, they will form positive attitudes towards Speaking English.

Social environment in the communicative classroom was not like conventional environment. It helped the students to feel more enthusiastic about learning the language. Language atmosphere has a lot to do with the proficiency the students obtain although much depends on the learning experience provided in the classroom as in real-life situations. Communication approach provides opportunities for positive personal relationships to develop among students. These relationships can help to humanize the class and to create an environment that supports the individual in her effort to learn.

Recommendations

The findings of the current study came in line with the theoretical and practical study in the previous chapters in which most of the studies provided evidence for the effectiveness of the cooperative learning techniques, which are based on the communicative approach on developing and enhancing students' attitudes towards speaking English.

Based on the findings of this study, the researchers recommend the following:

1. Teachers who teach eighth grade students recommended using the communicative approach to develop the attitudes of the students towards English language.
2. The teachers' English language should be benefited from the instructional program based on the communicative approach.
3. More studies need to be done in Line of this study on the grades and classes.

References

- Agelasto (1991). Role-play helps interactive students. FORUM, 29. (2), 32-33.
- Brown, H. D. (1987). Principles of Language Learning and Teaching (2nd ed). Englewood Cliffs, NJ : Prentice-Hall.
- Brown H. Douglas. (1994). Principles of language learning and teaching. Prentice Hall Inc., Englewood Cliffs: New Jersey.
- Brown, H. D. (2001). Teaching by principles: an interactive approach to language pedagogy, (2nd.ed.), NY: Addison Wesley Longman, Inc.
- Carter, R. & Nunan, D. (2001). (Eds.) The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press.
- Dornyei, Z. & Thurrell, S. (1994). Teaching Conversational Skills Intensively: course content and rationale. ELT Journal 48, 1. 40-49.
- Gardner, R. (1985). On the Measurement of Effective Variables in Second Language Learning. Rowley. MA. Newberg House.
- Haswell, R. (1993). Students Self Evaluation and Development Change. Francisco: Jossey-Bass.
- Hymes, D.(1972). On Communicative Competence. In J. B. Pride and J. Holmes (eds.), Sociolinguistics, pp. 269-93. Harmondsworth: Penguin.
- Mangubhai, F., Marland, P., Dashwood, A., & Son, J. B. (2004). Teaching a foreign language: One teacher's practical theory. Teaching and Teacher Education, 20, 291-311.
- Lambert, W.E. (1963b). Psychological approaches to the study of language Part II: On the second language learning and bilingualism. *Modern Language Journal*, 14, pp.114-121.
- Razmjoo, Seyyed, A. (2006). Is Communicative Language Teaching Practical in the Expanding Circle? A case study of Teachers of Shiraz High Schools and Institutes". *Journal of Language and Learning*, Vol. 4, No. 2, PP. 144-164.
- Richards, J.C. & rodgers T. (2001). Approaches and Methods in Language Teaching. 14th ed. CUP, Cambridge
- Starks, D. and Paltridge, B. A. (1996). Note on Using Sociolinguistic Methods to Study Non-Native Attitudes towards English', *World English*, *ELT Journal*.15 (2), pp. 217-224
- Wenden, A.L. (1991). *Learner Strategies for Learner Autonomy*. London: Prentice Hall.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Hong Kong: Oxford University Press.
- Williams, M, Burden, R. and Lanvers, U. (2002). French is the Language of Love and Stuff: Student Perceptions of Issues Related to Motivation in Learning a Foreign Language, *British Educational Research Journal*, 28, 4, pp.503-28 www.iogm.meb.gov.tr
- Yang, A. and Lau, L. (2003). Student Attitudes to the Learning of English at Secondary and Tertiary Levels, *EFL Journal*. 31, 1, pp.107-123.
- Yang, N. (1993). Understanding Chinese Students' Language Believes and Learning Strategy Use. Paper Presented at the Annual Meeting of TESOL, Atlanta GA.

Attitudes Questionnaire

No	Paragraph	Agree	Neutral	Disagree
1	I use different ways to improve my speaking skills.			
2	I hate speaking in English.			
3	I like to speak English during the English class.			
4	It doesn't bother me at all to speak in English.			
5	I look for opportunities to speak in English as much as possible.			
6	I think speaking in English isn't really great.			
7	I like to improve my English speaking skills.			
8	I think speaking in English is really a waste of time.			
9	I like to watch English T.V shows and programs.			
10	I think speaking in English is not enjoyable.			
11	I like to speak to native speakers.			
12	I think English conversations are dull.			
13	I like to discuss topics in English with my classmates and teachers.			
14	I don't enjoy meeting people who speak in English.			
15	I don't like speaking in English outside school.			
16	Speaking in English makes me feel worried.			