

Factors Affecting Iraqi Students' Attitudes Towards Learning EFL

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Abstract

Students' attitudes toward learning the English language can vary widely based on several factors such as Personal Factors, Pedagogical Factors, and Environment Factors. Therefore, there is a need to understand these factors in order to help educators to create more effective English language learning environment that improve students' their attitudes toward the language. Thus, the present study aims to investigate the main factors that can affect Iraqi student's attitude toward learning English as a foreign language. The study conclude that while students are generally positive toward learning English, targeted improvements in pronunciation support and learning environment could enhance their experience further

The study adopted a questionnaire which contains three parts each part describes different data which related to the topic. The data of the study was selected randomly from the population at the Department of Philosophy/ College of Arts, Mustansiriyah University for all stages. The results are analyzed through descriptive statistics of the data through SPSS 26 software program.

Key Words: Attitudes, Personal Factors, Pedagogical Factors, and Environment Factors.

Introduction

Students' attitude toward learning English language is a critical factor that influences their success and proficiency in learning processes. However, students' attitude toward learning English as a foreign language cab be affected by many factors such as motivation, educational factors, textbook and materials, and external factors such as environment. Thus, by studying these factors, teachers can better understand their students as well as enhance learning experience.

Syukur (2016:123) see attitude as an internal states which impact what the student do. Thus, internal state could be seen as a degree of like or dislike

toward a particular object. May educators believe that positive attitude toward learning foreign or second language can indeed improve learning processes. Therefore, successful student have really positive attitude toward learning a foreign language. As well as attitudes can be seen as a students' tendency to react negatively or positively toward a particular action, person, and ideas. In which these attitudes can be affected on how students perform in many situations such as learning the target language.

Getie (2020:37) mentions that there are many factors that can influence on students' attitudes which in turn can affect students' performance in learning experiences such as personal factors; social factors, educational factors, as well as student's age and sex factors can also change student's attitudes toward leaning second or foreign language.

The problem of the current study comes from the views the attitudes of EFL Iraqi students at the Department of Philosophy / College of Arts toward learning English, can be affected by many factors such as personal factors; social factors, educational factors, and environment factors, these difficulties can make the process of learning more challenges. Therefore, the present study aims at investigating the main factors that affect EFL Iraqi students' attitudes towards learning English as a foreign language at the Department of Philosophy / College of Arts / Mustansiriyah University.

1. Research Questions

The present study tries to answer the following questions:

1. How do Iraqi students' personal goals, interests, and motivations influence their attitudes toward learning English as a Foreign Language?
2. What role does the institutional environment play in fostering a positive or negative attitude toward EFL?
3. How do pedagogical factors, including teacher attitudes and teaching styles, influence Iraqi students' attitudes towards learning English as a Foreign Language?
4. How do pedagogical factors, specifically the content and structure of EFL textbooks, influence Iraqi students' attitudes toward learning English?

2. Theoretical Background

2.1 Language Attitudes

Language attitudes have a significant impact on how speakers use language, which in turn has an impact on language policy and change. These viewpoints have a significant impact on how language groups and speakers use, value, and assess various languages and dialects. Attitudes are considered to be one of the main factors that can influence learning a new

language. According to Rohi et al (2023: 217) a person's attitude is referring to their acceptance or rejection of something, which can have an impact on their conduct. Furthermore, an individual's attitude is dependent on how they perceive, believe, feel, and behave in relation to something. Additionally, attitude shapes how students view the instruction and learning that take place in the classroom.

Positive or negative attitudes toward language can represent perceptions of its complexity or simplicity, the ease or challenge of learning it, its significance, elegance, social standing, and more. Additionally, these attitudes can reflect opinions about the speakers of the language as well as learning a foreign language and second language can be affected by language attitude. (Richard and Schmidt, 2008: 286)

According to Mašić, & Bećirović, (2021:87) an attitude can be expressed positively or negatively toward almost anything in the environment, including people, things, occasions, activities, concepts, languages, and so on. Therefore, the acquisition of second or foreign language can be affected by student's attitude toward learning new language.

Ahmed et al. (2021:74) expound that attitude includes three components:

A. Cognitive Attitude: The first component concerns the attitudes associated with the cognitive aspect which encompasses perceptions or beliefs about a situation or an object linked to the attitude.

B. The Evaluative Component: the second component indicates that the object or situation that connected with the attitude may create the feeling of like or dislike.

C. Behavioral Component: the last component dictates how an individual responds and acts in particular situations.

Syukur (2016:128) presents some tips for EFL teachers in order to enhance students to have positive attitudes:

1. Seek out chances to praise your students' work. As long as it's sincere, even a little acknowledgement can make great effect on students.
2. Enable your students to understand that they are laying the groundwork for their futures. Every lesson they take in the class is like a brick set for a building of their future.
3. Motivate your students to have an interest in the topic they are studying. Learning is greatly supported by interest. Remind them that their interest in a subject will grow the more they learn about it.
4. Reinforce you students when they show positive attitudes and desired behaviors.

5. Provide useful advice to your students on how to manage their time and formulate a good habit in studying.

2.2 Factors Affecting EFL Students' Attitudes Toward Learning English

There are many factors that can affect EFL students' attitudes towards learning English as a foreign or second language. The present study categorizes these factors into four main factors:

1. Personal Factors
2. Pedagogical Factors
3. Environment Factors

1.2.1 Personal Factors

Personality refers to the unique characteristics or traits that define an individual's potential and typical abilities, making them distinct from others. Personality includes different factors that can influence students' attitudes toward learning a new language; such as self-confident, interest, anxiety, and students' risk taking in learning experience. (Sonam et al., 2023:38).

Several personal factors can significantly influence students' attitudes toward learning a foreign language. According to Jamshed, et al. (2024: 590), Individual variances among students have been acknowledged as some of the key elements influencing the acquisition of knowledge and proficiency in a foreign or second. Getie (2020:37) states that a successful language learner is someone who has a low affective filter to allow input to language acquisition and who gets an acceptable intake in the second or foreign language. A poor language learner is one who did not learn or acquire any new knowledge as a result of attitudinal issues.

Le and Le (2022: 169) maintain that self-confident is one of the most important personal factors and a confident student is one who has faith in their ability to perform or finish assignments. Additionally, there is a relationship between students' learning achievements and their willingness to take chances Furthermore; students' propensity to engage in-class activities is influenced by their readiness to take risks. In particular, students who are afraid of losing the favor of their peers and teachers will refrain from speaking up in class or offering their opinions. As a result, students' attitudes toward learning English are influenced by their willingness to take risks. Moreover, anxiety among students can create a negative attitude toward learning situations.

Student's risk taking is also one of the main factors which can indeed effect student's attitudes toward learning English. Learner risk-taking refers to the willingness of students to take chances and make mistakes during the

learning process. Sonam, et al, (2023:39) see that there are some students especially sensitive students do not like to participate in the class since they are afraid from being refused from their colleagues or teacher. As a result, Fear and embarrassment can prevent people from taking chances, which can lead to a produce a negative attitudes that obstruct language learning performance and advancement.

Some studies indicate that age factor can impact students' attitude toward learning English. For example, Mašić and Bećirović (202:90) suggest that children can achieve native-like proficiency with relative ease, while adults often need to study intensively for years yet may still struggle to reach similar levels of proficiency. On other hand, some studies, such as Getie (2020:37), indicate that gender can also influence on students' attitude toward learning, in which female performs better than male. One evident reason for females' greater success in second language learning within classroom settings is their generally more positive attitudes. This could be related to their perception of foreign languages as valuable for career advancement. Girls may see a foreign language as more beneficial for their job prospects than boys do, and these attitudes might be influenced by their parents' beliefs and expectations.

1.2.2 Pedagogical Factors

Pedagogical factors refer to how language should be taught in the classroom, how the teacher can teach their students, and which materials and contents should be used in the class (Jamshed et al., 2024: 590). Additionally, Getie (2020:37) exlarifies that students' attitude can be influenced by the learning environment, the interaction between teacher and students and student – student interaction, and the classroom dynamics; Pedagogical factors include the following factors:

A. Learning Situation

The learning setting, encompassing the school, teachers, and curriculum, significantly influences students' attitudes and their success in learning English. Additionally, the amount of time dedicated to language instruction is vital, as it affects learners' attitudes and achievement levels. (Sonam et al., 2023:39).

B. The Foreign Language Teacher

Positive interactions and experiences with the teacher, classmates, and materials can foster favorable attitudes towards learning a second language. A learner who engages more with their teacher is likely to develop a more positive attitude towards the target language compared to those with less

interaction. Without communication between teachers and learners, effective education is improbable to occur in the class. (Getie, 2020:37)

C. English as a Foreign Language Teaching Materials

Sonam et al. (2023:40) state the importance of creating an effective material and activities that take into account the teaching skills of educators and their relationships with students. Additionally, materials should be designed according to students' attitudes toward learning a foreign language. As well, using authentic resources can improve students' attitudes toward learning English. This emphasizes the importance of creating captivating and authentic learning materials, as the lack of such resources can result in negative attitudes toward learning English as a second language.

1.2.3 Environment Factors

Language Learning Environment refers to the diverse set of conditions and factors that influence the process of acquiring a new language. It encompasses both the physical and social settings in which language learning occurs, as well as the tools, resources, and interactions that support and shape the learning experience.

Jamshed et al. (2024: 590) indicate that the acquisition of foreign or second language must consider both a child's individual characteristics and the environment in which they learn, and the environment can be seen as a complex network of physical, social, cultural, and functional factors. He explained that the physical environment shapes psychological and linguistic development, while the functional environment, which encompasses the language's structure and daily activities, reflects its time and place.

3. Previous Studies

Many studies conducted examined the importance of attitudes in learning the language and demonstrated its advantages. This section presents related research that has addressed the current study's issue.

3.1 Mutar (2019)

The study entitle “*Attitudes of Iraqi Students toward Learning English Language*” aimed to determine whether there are any notable differences between the study sample in terms of gender and college, this study aimed to investigate whether students have good or negative views regarding studying the English language. The results demonstrated that pupils' views toward studying English were positive. Additionally, there are no notable differences in the study sample's gender or college type.

3. 2 Normawati et al. (2023)

The study explores the impact of collaborative learning methods on the attitudes of students toward learning English as a foreign language. The study concludes that collaborative learning significantly enhances EFL students' attitudes toward learning English. The positive effects of increased engagement, enhanced motivation, and development of social skills, enjoyable learning experiences, and improved academic performance contribute to a more favorable attitude towards English language learning

3.3 Jamshed et al. (2024)

The study examines various influences on the attitudes of Saudi students learning English as a foreign language. The study concludes that a combination of educational, social, and personal factors shapes Saudi EFL learners' attitudes toward learning English. Improving the quality of instruction, fostering a supportive social environment, and enhancing students' self-efficacy and motivation are crucial for developing positive attitudes.

4. Methods

4.1 Research Tools

The present study is a quantitative in nature, adopted a questionnaire which contains 21 items; divided into four parts:

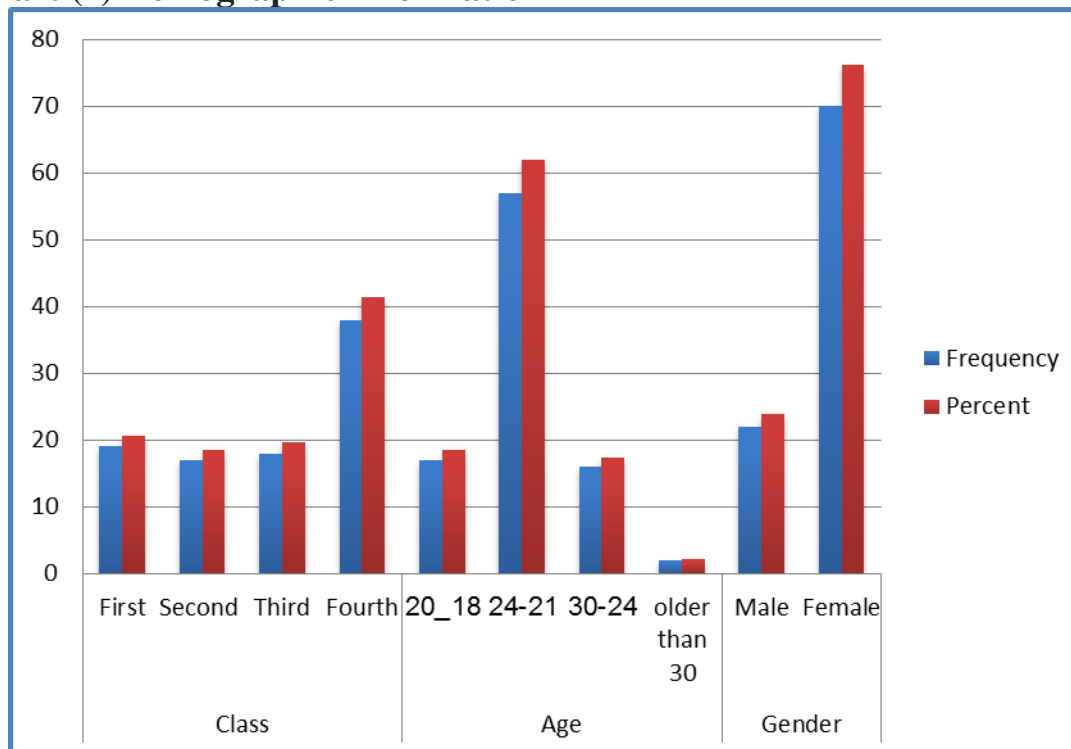
1. Part one contains 9 items asked about personal factors that affect student's attitudes toward studying English as a foreign language in general.
2. Part two contains 3 items which designed in order to investigate environment factors that shape students' attitudes toward the English language learning situation.
3. Part three contains 4 items which asked about students' attitudes toward pedagogical factors which related to the English language teacher.
4. Part four contains 5 items which also related to students' attitudes toward pedagogical factors specifically to the Textbook.

The questionnaire was carried out on 19/4/2024. The subjects are required to choose only one option from a variety of five options. The statistical analysis of the data was calculated by using SPSS 26 software program.

4.2 Subjects

The study includes 92 EFL undergraduate first, second, third and fourth year students chosen randomly from randomly from the population at the Department of Philosophy / Collage of Arts, Mustansiriyah University for all stages for the academic year 2023-2024.

Chart (1) Demographic Information



1.3 The Questionnaire

3.3.1 Validity and Reliability

A test is considered to be valid when it measures what it is planned to measure, as defined by Mousavi (2012:869). There are main two types of validity, face validity and content validity. In order to measure content validity of the present test, the test items were carefully designed according to the main purpose of the research, as well as face validity was related to the way the questionnaire appeared to the students who participate.

On the other hand, test consistency over time is referred to as reliability. This indicates that if the exam is given again, the results mostly stay the same. The reliability of the current study was measured by using Alph Cronbach formula. The result of Cronbach's Alpha to the questionnaire items was %71 is enough to admit the questionnaire for the students.

3.3.2 Pilot Study

In order to estimate amount of time requires answering the questionnaire items, and to reveal factors in specific items that are not apparent when the test is applied. The ultimate aim of a pilot study is to test and refine various aspects of a research design before conducting a larger-scale study, thus pilot study helps to minimize risks, improve study quality, and increase the likelihood of success for the main research project. The researcher applied

pilot study for 10 students chosen randomly from the sample on Thursday, 18 April 2024.

3.3.3 Administration of the Questionnaire

The main test was applied on Sunday, 21 April 2024. The questionnaire was sent electronically to the students through their official e-mails, and the students were given 60 minutes to answer the questionnaire and they were informed on how to answer the questions carefully. To save time and effort, the researcher used Google Form in order to write the items of the questionnaire.

4 Data Analysis

4.1 Analysis of Part One (Personal Factors)

The results of part one of the questionnaire indicated that the highest average go to the first items (*I like to learn English because it is the most interesting language*) with mean 4.184 and Std. Deviation 0.824. Followed by the fourth item (*I like to learn English because it is one way to get a good job in my field*) with mean 4.108 and Std. Deviation 0.931. While the lowest average was given to the eighth item (*I don't like to speak in English because English is not my favorite subject*) with mean 2.260 and Std. Deviation 1.057. Followed by the last item (*I had bad experiences in learning English that why I don't like English class at all*) with mean 2.543 and Std. Deviation 1.142. According to table (1) the weighted average of the first part of the questionnaire is 3.407, therefore, the general tend for the first part is (Agree), as a general tend according to 5-points Liker's scale since 3.407 lies on interval [3.40 - 4.19].

The statistical analysis of part one (*Personal Factors*) which measure students' attitudes toward learning English as a foreign language in general concerning their purposes and their desires to learn English language, indicated that 46.7% of Iraqi students at Department of Philosophy / Collage of Arts, Mustansiriya University, agree that English is the most interesting language for them. This illustrates that they have positive attitudes toward learning English. While 45.7% of students mention they did not have any bad experiences in learning English in their previous stages, this will be a positive indicator of effective educational practices. However, it also highlights the need to address the challenges faced by the remaining students to ensure a uniformly positive learning experience. By focusing on understanding and mitigating the factors that contribute to negative experiences.

Table (1) Analysis of Part One (Personal Factors)

Items	Questions		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation	Rink	
1	I like to learn English because it is the most interesting language.	N	2	0	12	43	35	4.184	0.824	4	
		%	2.2	0	13.0	46.7	38.0				
2	I like to learn English because I want to travel around the world	N	0	4	19	33	36	4.097	0.877	4	
		%	0	4.3	20.7	35.9	39.1				
3	I can speak English very well	N	4	11	39	33	5	3.260	0.900	3	
		%	4.3	12.0	42.4	35.9	5.4				
4	I like to learn English because it is one way to get a good job in my field	N	1	6	11	38	36	4.108	0.931	4	
		%	1.1	6.5	12.0	41.3	39.1				
5	I like to learn English because I want to pass TOFEL Examination	N	2	13	21	40	16	3.597	1.006	4	
		%	2.2	14.1	22.8	43.5	17.4				
6	I can pass the English examination very well.	N	3	10	27	33	19	3.597	1.038	4	
		%	3.3	10.9	29.3	35.9	20.7				
7	I am free from any stress when I speak English in the classroom.	N	5	30	28	17	12	3.010	1.124	3	
		%	5.4	32.6	30.4	18.5	13.0				
8	I don't like to speak in English because English is not my favorite subject	N	20	45	15	7	5	2.260	1.057	2	
		%	21.7	48.9	16.3	7.6	5.4				
9	I had bad experiences in learning English that why I don't like English class at all	N	14	42	14	16	6	2.543	1.142	2	
		%	15.2	45.7	15.2	17.4	6.5				
Mean				3.407							4
Std. Deviation				0.410							

4.2 Analysis of Part Two (Environment Factors)

The statistical analysis of part two of the questionnaire which specifically designed to investigate students' attitudes toward the English language learning situation showed that the highest average go to the second items (*I prefer to attend English classes because the way it is given is very interesting*) with mean 3.934 and Std. Deviation 1.087, This indicates that students find the teaching methods engaging and interesting, leading to a higher preference for attending English classes. While the lowest average goes to the last item (*I like learning English because the classrooms are the right size, have good lighting, and maintain a comfortable temperature.*) with mean 2.695 and Std. Deviation 1.183, This suggests that the physical environment of the classrooms, including size, lighting, and temperature, is less satisfactory for students and does not significantly contribute to their enjoyment of learning English.

According to table (2) the weighted average of the second part (*Environment Factors*) of the questionnaire is 3.387, therefore, the general tendency for the first part is (Neutral), as a general tend according to 5-points Liker's scale since 3.387 lies on interval [2.60 – 3.39] indicating a general tendency towards neutrality in students' attitudes. Therefore, the overall tendency for the second part of the questionnaire is neutral, suggesting that while students appreciate the teaching methods, the physical conditions of the learning environment do not notably enhance their learning experience.

Table (2) Part Two (Environment Factors)

Items	Questions		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation	Rank
1	The arrangement of the classroom, the manner in which the seats are arranged, and the learning atmosphere are all reasons why I enjoy learning English.	N	4	12	21	41	14	3.532	1.042	4
		%	4.3	13.0	22.8	44.6	15.2			
2	I prefer to attend English classes because the way it is given is very interesting.	N	4	6	15	34	33	3.934	1.087	4
		%	4.3	6.5	16.3	37.0	35.9			
3	I like learning English because the classrooms are the right size, have good lighting, and maintain a comfortable temperature.	N	13	34	22	14	9	2.695	1.183	3
		%	14.1	37.0	23.9	15.2	9.8			
Mean				3.387						3
Std. Deviation				0.521						

4.3 Analysis of Part Three (Pedagogical Factors :English Language Teacher)

The finding of table (3) revealed that the highest average goes to the first item (*I am interested in Our English teacher's method of teaching*) with mean 4.380 and Std. Deviation 0.836, this result suggests that students have a strong positive response to the teaching methods employed by their English teacher. While the lowest average goes to the second items (*Our English teacher uses good examples and illustrations while he\she teaches.*) with mean 4.097 and Std. Deviation 0.972, Despite the second item is being the lowest, the mean score of 4.097 still reflects a positive evaluation, suggesting that students generally agree that their teacher uses good examples and illustrations in their teaching.

In relation to table (3) the weighted average of the third part (*Pedagogical Factors: English Language Teacher*) of the questionnaire is 4.239, therefore, the general tendency for the first part is (Strongly agree), as a general tend

according to 5-points Liker's scale since 4.239 lies on interval [4.20 – 5.00]. This indicates that, on average, students have a very positive attitude toward the items in the third part of the questionnaire. Specifically, they strongly agree with statements regarding their interest in the English teacher's methods of teaching and the use of good examples and illustrations during lessons.

Table (3) Part Three

(Pedagogical Factors: English Language Teacher)

Items	Questions		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation	Rank
1	I am interested in Our English teacher’s method of teaching.	N	2	1	6	34	49	4.380	0.836	5
		%	2.2	1.1	6.5	37.0	53.3			
2	Our English teacher uses good examples and illustrations while he/she teaches.	N	2	4	15	33	38	4.097	0.972	4
		%	2.2	4.3	16.3	35.9	41.3			
3	We are encouraged to speak English both inside and outside of the classroom by our English teacher	N	2	4	8	36	42	4.217	0.935	5
		%	2.2	4.3	8.7	39.1	45.7			
4	Our English teacher gives clear instruction during any activity and testing	N	1	2	6	46	37	4.260	0.768	5
		%	1.1	2.2	6.5	50.0	40.2			
Mean				4.239						5
Std. Deviation				0.721						

4.4 Analysis of Part Four (Pedagogical Factors: Textbook)

The results of table (4) shown that the highest average goes to the third item of the fourth part (*Pedagogical Factors: Textbook*) with mean 4.228 and Std. Deviation 0.727, this indicates that there is strong agreement among the students regarding using different picture or visual aids in their textbook. In contrast the last items of this part (*Some vocabularies are difficult to pronounce it*) received the lowest average with mean 3.358 and Std. Deviation 1.153, which means that students have a relatively neutral perception of the difficulty in pronouncing some vocabulary in their textbook; since some of the students may find the vocabulary was difficult to pronounce while others may not face the same difficulties. This variability could indicate the differences in students' individual language proficiency levels.

Concerning table (4) the weighted average of the fourth part (*Pedagogical Factors: Textbook*) of the questionnaire is 3.663, therefore, the general tend for the first part is (Agree), as a general tend according to 5-points Liker's

scale since 3.663 lies on interval [3.40 – 4.19]. This indicates that most of the students have positive attitudes toward the textbook, as they tend to agree with the items evaluated in this part of the questionnaire. As well as most of the students are satisfied with various aspects of their textbook, reflecting a favorable perception and acceptance among the students who participate in the questionnaire.

Table (4) Part Four (Pedagogical Factors: Textbook)

Items	Questions		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation	Rank
1	The passages in our textbooks are interesting to me.	N	5	7	15	37	28	3.826	1.115	4
		%	5.4	7.6	16.3	40.2	30.4			
2	The vocabulary in the sections of our English textbooks is understandable enough.	N	2	5	19	41	25	3.891	0.942	4
		%	2.2	5.4	20.7	44.6	27.2			
3	Our textbook contains different pictures.	N	1	0	10	47	34	4.228	0.727	5
		%	1.1	0	10.9	51.1	37.0			
4	Some exercises in our textbook are difficult to me	N	7	24	30	23	8	3.010	1.084	3
		%	7.6	26.1	32.6	25.0	8.7			
5	Some vocabularies are difficult to pronounce it	N	7	14	25	31	15	3.358	1.153	3
		%	7.6	15.2	27.2	33.7	16.3			
Mean				3.663						4
Std. Deviation				0.501						

5 Conclusions

The following conclusions obtained from current study are:

1. Regarding the first question of the present study which related to the personal factors, EFL Iraqi students at the Department of Philosophy / College of Arts, Mustansiriyah University have a generally positive attitude toward learning English. They recognize its importance and value of learning English language for academic and professional success. However, there are specific areas where improvements can be made to further enhance their learning experience. For instance, pronunciation remains a significant challenge for many students. The difficulty in pronouncing certain vocabulary affects their confidence and overall language proficiency. Addressing these challenges through targeted pronunciation support and practice is essential.
2. Regarding the second question of the present study, general tendency toward the second part (*Environment Factors*) was neutral, which means that

while EFL Iraqi students may appreciate certain aspects of the learning situation such as the teaching methods, the physical conditions and overall environment of the learning situation do not significantly enhance their learning experience. The neutral attitude toward learning situation may show that students feel the learning environment is acceptable but not particularly inspiring to ideal learning situations. Therefore, providing a better learning environment including suitable classroom, interactive teaching aids, can possibly change students' attitudes from neutral into positive attitudes.

3. Concerning the third question, EFL Iraqi students have a positive attitude toward a third part of the questionnaire (***Pedagogical Factors: English Language Teacher***). This reflects that students are highly satisfied with the teaching methods employed, the clarity of explanations, and the overall instructional quality provided by their teachers.

4. With reference to the last question of the present study, EFL Iraqi students have a positive attitudes toward the fourth part of questionnaire (***Pedagogical Factors: Textbook***) , since the majority of students are satisfied with various aspects of their textbook, which reflects a favorable perception and acceptance among those who participated in the questionnaire.

6 Recommendations

Based on the current study, the following recommendations are proposed:

1. Textbooks should provide phonetic transcriptions and pronunciation tips for difficult word since some students faced difficulties in pronunciation.
2. Teachers should use more interactive activities that can develop speaking and listening skills.
3. They must create a communicative environment where students can use language and feel comfortable in practicing English.

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Appendix: The Questionnaire

Dear Students

As a part of our research at College of Arts, Mustansiriyah University, We have conducting study to check “*Factors Affecting Iraqi Students’ Attitudes towards Learning EFL*”. We will appreciate if you respond to the following questionnaire.

Note: your response will be held in strictest confidence and will remain anonymous.

Researcher

Sex: male ☐ female ☐

Age: 18 -23 ☐ 24-30 ☐ older than 30 ☐

Class: First ☐ Second ☐ Third ☐ Fourth ☐

Part One: (Personal Factors)						
1	I like to learn English because it is the most interesting language.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	I like to learn English because I want to travel around the world.					
3	I can speak English very well					
4	I like to learn English because it is one way to get a good job in my field					
5	I like to learn English because I want to pass TOFEL Examination.					
6	I can pass the English examination very well.					
7	I am free from any stress when I speak English in the classroom.					
8	I don't like to speak in English because English is not my favorite subject					
9	I had bad experiences in learning English that why I don't like English class at all					
Part Two: (Environment Factors)						
1	The arrangement of the classroom, the manner in which the seats are arranged, and the learning atmosphere are all reasons why I enjoy learning English.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	I prefer to attend English classes because the way it is given is very interesting					
3	I like learning English because the classrooms are the right size, have good lighting, and maintain a comfortable temperature.					

Part Three: (Pedagogical Factors: English Language Teacher)						
1	I am interested in Our English teacher's method of teaching	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Our English teacher uses good examples and illustrations while he\she teaches.					
3	We are encouraged to speak English both inside and outside of the classroom by our English teacher					
4	Our English teacher gives clear instruction during any activity and testing					
Part Four: (Pedagogical Factors: Textbook)						
1	The passages in our textbooks are interesting to me.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	The vocabulary in the sections of our English textbooks is understandable enough					
3	Our textbook contain different pictures					
4	Some exercises in our textbook are difficult to me					
5	Some vocabularies are difficult to be to pronounce it					

العوامل المؤثرة على اتجاهات الطلبة العراقيين نحو تعلم اللغة الانجليزية لغة أجنبية

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مستخلص البحث:

تختلف اتجاهات الطلبة نحو تعلم اللغة الإنجليزية بشكل كبير بناءً على عدة عوامل ابرزها العوامل الشخصية، والعوامل التربوية، والعوامل البيئية. لذلك، هناك حاجة ماسة لفهم هذه العوامل من أجل مساعدة المعلمين في إنشاء بيئة تعلم لغة إنجليزية أكثر فعالية تحسن من اتجاهات الطلبة نحو تعلم اللغة. وعليه، تهدف الدراسة الحالية إلى التحقيق في العوامل الرئيسية التي يمكن أن تؤثر على اتجاهات الطلبة العراقيين نحو تعلم اللغة الإنجليزية كلغة أجنبية. استنتجت الدراسة الحالية أنه بينما يكون لدى الطلبة اتجاهات ايجابية نحو تعلم اللغة الإنجليزية، فإن تطور بيئة التعليم وتحسين تعلمهم في لفظ الكلمات اللغة الانكليزية بصورة صحيحة قد تعزز تجربتهم بشكل أكبر. اعتمدت الدراسة على استبيان يحتوي على ثلاثة أقسام، حيث يصف كل قسم بيانات مختلفة تتعلق بالموضوع الاساسي للبحث. وتم اختيار بيانات الدراسة بشكل عشوائي من مجتمع الدراسة في قسم الفلسفة / كلية الآداب الجامعة المستنصرية لجميع المراحل. وتم تحليل النتائج من خلال الإحصاء الوصفي للبيانات باستخدام برنامج SPSS 26.

الكلمات المفتاحية : الاتجاهات، العوامل الشخصية، العوامل التربوية، العوامل البيئية.