



Attitudes toward English among Dual Studies Students at Palestine Polytechnic University

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Abstract:

This study aims to identify the attitudes toward English among Dual Studies students in Palestine Polytechnic University (PPU). It relies on a questionnaire composed of 23 items distributed to 38 male and 92 female students in three departments in the collage of Dual Studies: Business Technology, Financial Technology and Renewable Energy Engineering. These students are in different study levels or years and have different backgrounds related to High School Streams. This study was conducted during the first semester of the academic year 2024-2025. The study implements different statistical procedures which fit the collected data. The results of the study revealed that most of the Dual Studies students in the PPU have positive attitudes towards English. There are no significant differences in attitudes toward English among students due to gender, faculty or high school stream. However, there is a significant difference in attitudes towards English due to years of study. Students across most groups consistently demonstrated positive attitudes toward learning English. The study recommends the following: Universities should offer sufficient English communication courses to help students refine their language skills and meet professional needs. Second, teachers should implement strategies that prepare dual studies students for the challenges of a competitive job market.

Keywords: *attitudes; English; work environment; PPU; Dual Studies;*

1. Introduction

In Palestine, English is taught as a foreign language, where it plays a vital role in academic and professional settings.

It has long been recognized as an international language with significant influence across various fields. It is considered the leading foreign language in many countries, due to its global importance. The Dual Studies Program at Palestine Polytechnic University is designed to integrate academic learning with practical workplace training, preparing students for the competitive job market and has a special focus on employment promotion. Within this context, understanding students' attitudes toward English is crucial, as positive attitudes can enhance language learning and equip students with essential skills for their future careers. (Starks and Paltridge 1996) suggest that learning any language is closely related to attitudes towards the language. Attitudes hold a central position as they significantly impact learners' motivation, perceptions, and behaviors. (Baker 1992) defined attitudes as "a mental or neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related." The findings of this study not only contribute to understanding how students perceive English but also provide insights for educators and institutions to refine language instruction, thereby addressing the linguistic and professional needs of students in the Dual Studies Program.

2. Literature Review

It goes without saying that if students possess a good attitude toward learning the language, it will accelerate learning. Attitudes toward language learning is considered as a critical component of second language acquisition. Scholars agree that attitudes encompass cognitive, evaluative, and behavioral dimensions, each playing a distinct role in shaping language learning experiences. (Wenden 1991) identified these three components: the cognitive component, which involves beliefs or

perceptions about the language; the evaluative component, which reflects feelings of like or dislike; and the behavioral component, which influences specific actions or learning strategies. (Mantle-Bromley 1995) argued that teachers need to acknowledge and respect students' attitudes, beliefs and expectations and help them overcome any harmful perceptions and blocks, as well as enhance students' awareness of their personal weaknesses and strengths and of their strategic knowledge). (Skehan 1991) highlighted that attitudes are among the affective variables critical to the success of language learning. Research by (Donitsa-Schmidt, Inbar, and Shohamy 2004) established a strong link between attitudes and motivation, noting that students with positive attitudes are often instrumentally motivated, particularly in contexts where English serves as a tool for academic or professional advancement. (Lindemann 2002) maintained that attitude is a construct that explains linguistic behavior in particular. (Ardeo 2003) noted that the complexity of foreign language learning demands strategies that address both affective and cognitive factors, ensuring learners are equipped to meet practical challenges. (Al Mamun et al. 2012) tried to find out Students' Attitudes toward English: The Case of Life Science of Khulna University. The attitudes of undergraduate students of Life Science School of Khulna University toward English language. The findings suggest that the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards English. (Rukh 2014) conducted a study entitled: Students' attitudes toward English language learning and academic achievement: A case of Business students in Punjab. This study is investigating the English language learning and its association with their

academic achievement. The findings of the study concluded that business students have a positive attitude toward English. (Shaw 1981) studied the attitudes of final year from Singaporean, India and Thailand degree students' towards English. The researcher concluded that students had positive attitudes towards English and that their motivations for English were mostly instrumental. Borromeo, Samonte (1981) (Tanni 2015) studied Filipino college students' attitudes toward English. Results showed that students favor English. Their attitudes were influenced by their integrative motivation as they can easily identify themselves with culture. Moreover, the study showed that the attitudes were conditioned by the choice of profession/ vocation and age. (Kwofie 2001) compared the University of Cape Coast students' attitudes towards English, Pidgin and Ghanaian languages. The findings revealed that students had favorable attitudes toward English and unfavorable attitudes towards Pidgin and Ghanaian Languages. She believed that English was favored because of its communicative, instrumental, integrative and educational values. (Buschenhofen 1998) in which he assessed the attitudes of year 12 and final-year university students in Papua New Guinea towards English, he found out that the students generally have positive attitudes towards English even though between the two groups there are some significant attitudinal differences in terms of specific English language contexts.

3. Problem of the Study

Previous research has primarily focused on students' attitudes toward English learning in traditional academic settings, neglecting the unique context of dual studies programs that combine academic and professional training. The dual demands of these programs may shape students' attitudes differently, yet little is known about these dynamics. The study contributes in addressing this gap, the study contributes to

improving language education strategies for dual studies students, preparing them for global professional demands.

4. Purpose of the Study

This study investigates the attitudes toward English among PPU students in the collage of Dual Studies. These data were used to determine whether there are significant differences in attitudes toward English among PPU students due to gender, faculty, high school stream and year of study.

5. The Problem of the Study

Previous research has primarily focused on students' attitudes toward English learning in traditional academic settings, neglecting the unique context of dual studies programs that combine academic and professional training. The dual demands of these programs may shape students' attitudes differently, yet little is known about these dynamics. The study contributes in addressing this gap, the study contributes to improving language education strategies for dual studies students, preparing them for global professional demands.

6. Purpose of the Study

This study investigates the attitudes toward English among Dual students in PPU. These data were used to determine whether there are significant differences in attitudes toward English among PPU students due to gender faculty, high school stream and year of study.

7. Research Questions and Hypotheses

The following research questions are asked:

First, what are the attitudes toward English among Dual Studies Students at Palestine Polytechnic University?

Second, are there differences in attitudes toward English among Dual Studies students at Palestine polytechnic University due to (gender, faculty, high school stream and year of study)?

The researchers reformulated the second research questions into the following Null Hypotheses to facilitate statistical testing and analysis.

1. H₀₁: There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to gender.
2. H₀₂: There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to faculty affiliation.
3. H₀₃: There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to high school stream.
4. H₀₄: There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to the year of study.

8. Limitation of the Study

This study is limited to 130 male and female students who are randomly chosen from the collage of Dual studies at Palestine Polytechnic University to find out their attitudes toward English. These students are studying in the fall semester of academic year 2024/2025. They are in the years from first to third at the university and were distributed on three faculties.

9. Methodology

The research design includes the following sections

1. Population of the study
2. Sample of the study
3. Instrumentation
4. Statistical analysis and results

9.1 Population of the study

The population of the study consists of 130 male and female students who are randomly chosen from the collage of Dual studies at Palestine Polytechnic University who are

studying in the fall semester of the academic year of (2024-2025).

9.2 Sample of the Study

A stratified random sample of the study consisted of (38 male and 92 female) students were selected. See Table 1.

Table 1. Random sample description

Variables	level	Number
Gender	Male	38
	Female	92
Faculty	Business Technology	55
	Financial Technology	53
	Renewable Energy Engineering	22
Year of Study	first year	37
	second year	72
	third year	21
High-School Stream	Scientific	52
	Industrial	8
	Art	46
	commercial	24

9.3 Instrument

Data were collected through a questionnaire. The first part of the questionnaire requires personal information: gender, faculty, year of study and high school stream, the second part of the questionnaire asks the students about their attitudes toward English on the basis of five-point Likert scale. The questionnaire is delivered to the students of Dual studies at Palestine Polytechnic University.

9.4 Validity and Reliability of the Instrument

To validate the questionnaire, the researcher gave it to colleagues who hold PhDs in education in English field, some of their suggestions and modifications were incorporated into the questionnaire. The reliability (internal consistency) was explored using Cronbach's alpha (α). The Cronbach's α was (0.93). This reliability makes the instrument suitable for this study.

9.5 Statistical Analysis and Results

The following key has been used to judge the paragraphs of the questionnaires: An average of less than 2.33 indicates a low score; an average of 2.33 - 3.67, indicates a moderate score; an average of more than 3.67 indicates a high score.

10. Results

10.1 Results Related to the First Question:

What are the attitudes toward English among Dual Studies Students at Palestine Polytechnic University?

To answer this question, means and standard deviations of each item were calculated as shown in Table 2.

Table 2. Means and Standard Deviations of the Attitudes toward English among Dual Studies students in PPU, Sorted discerningly by Averages

No.	Items	SD	Mean	Estimation
16	Proficiency in English qualifies me to work with a global team.	0.51	4.35	High
9	I see that learning English promotes my culture.	0.73	4.22	High
7	Proficiency in English gives me a true feeling	0.69	4.21	High

	of success.			
12	I see that English proficiency is necessary to get a job.	0.72	4.10	High
10	I see English lectures are important for professional communication.	0.72	3.98	High
2	I enjoy learning English language skills that I need in the work environment.	0.88	3.95	High
8	I feel confident when communicating in English in the work environment.	0.85	3.83	High
19	I use AI tools to improve my English language skills.	0.81	3.82	High
3	I feel happy to meet my teachers in English language courses.	1.17	3.78	High
11	Learning English develops my problem-solving skills.	0.92	3.74	High
17	I engage with the English courses activities.	0.87	3.69	High
13	I tend to apply English skills in the work environment.	0.66	3.68	High
22	I tend to make conversations with native speakers of English.	0.88	3.68	High
20	I choose English when hunting job opportunities on the internet.	0.86	3.65	Moderate
14	I continue to learn English on my own.	0.87	3.65	Moderate
1	I prefer to use English in the work environment.	0.88	3.64	Moderate
23	I interact with other University Courses taught in English.	0.94	3.62	Moderate
15	I recommend fellows to register English courses when they are offered	0.88	3.48	Moderate
5	I feel comfortable with the English language lectures.	1.11	3.45	Moderate

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21	I prefer communicating in English on social media to meet my work needs.	0.83	3.43	Moderate
4	Using English language boost my belonging to the work environment.	1.00	3.41	Moderate
18	I prefer communicating in English with my colleagues to complete collaborative projects. (team work)	0.92	3.31	Moderate
6	I feel that time passes quickly in English lectures.	1.41	3.14	Moderate
	Total Degree	0.03	3.73	High

As shown in table 2, the total degree score is **3.73** with a standard deviation of **0.03** which indicates an overall positive attitude toward English among dual studies students at PPU, reflecting a strong recognition of its importance in professional and cultural contexts.

The data, reflects both strengths and areas for improvement. An analysis of the highest and lowest mean scores from the survey, may offer insights into students' attitudes and needs.

The highest-scoring items reveal a strong awareness among students of the importance of English in both professional and cultural contexts. The item "Proficiency in English qualifies me to work with a global team" (Mean = 4.35, High) highlights their recognition of English as a crucial skill for participating effectively in international teams and achieving career aspirations. Similarly, "I see that learning English promotes my culture" (Mean = 4.22, High) reflects their belief that English enables them to represent and share their culture with others, viewing the language as both a communication tool and a means

of cultural exchange and identity reinforcement. However, the lowest-scoring items highlight areas for improvement. The item "I feel that time passes quickly in English lectures" (Mean = 3.14, Moderate) suggests a need for more engaging and interactive teaching methods to sustain interest. Similarly, "I prefer communicating in English with my colleagues to complete collaborative projects" (Mean = 3.31, Moderate) indicates hesitation in using English for teamwork, emphasizing the importance of fostering confidence and providing practical opportunities for collaborative language use.

10.2 Differences Due to Gender

Statistical Independent T- test is used in this study in order to analyze the questionnaire data and examine the first hypothesis There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to gender.

Table 3. Independent t-test of Differences in Attitudes toward English Based on Gender

Gender	N	Mean	Std. Deviation	DF	F	Sig
Male	38	3.50	0.55	128	0.61	0.44
Female	92	3.64	0.56			

- Table 3 shows that the means of the attitudes toward English for the males were (3.50) and the means of the attitudes toward English for the females were (3.64), and significant gender main effect $p = (0.44)$. Therefore, Null Hypothesis is accepted.

- There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to gender.

10.3 Differences Due to Faculty

A one-way ANOVA is conducted to analyze the questionnaire data and examine the second hypothesis of the study. There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to faculty affiliation.

Table 4 and table 5 show the results.

Table 4. Means, of Attitudes toward English among Dual studies Students in PPU due to faculty

Faculty	Mean	N	Std. Deviation
Business Technology	3.66	55	0.60
Financial Technology	3.60	53	0.51
Renewable Energy Engineering	3.44	22	0.57
Total	3.60	130	0.60

Table 5. Results of One-Way ANOVA for Differences in Attitudes toward English Based on faculty

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.78	2	0.39	1.25	0.30
Within Groups	39.57	127	0.31		
Total	40.34	129			

Tables 4&5 show that Null Hypothesis is accepted since there are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to faculty affiliation.

10.4 Differences Due to High School Stream

11 A one-way ANOVA is conducted to analyze the questionnaire data and examine the third hypothesis of the

study: There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to the year of study. Table 6 and table 7 show the results.

Table 6. Means of Attitudes toward English among Dual studies Students in PPU due to high school stream

High school stream	N	Mean	Std. Deviation
Scientific	52	3.51	0.50
Industrial	8	3.54	0.60
Art	46	3.69	0.56
commercial	24	3.66	0.66
Total	130	3.60	0.56

Table 7. Results of One-Way ANOVA for Differences in Attitudes toward English Based on high school stream

Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.85	3	0.28	0.91	0.44
Within Groups	39.49	126	0.31		
Total	40.34	129			

Table 7. shows that Null Hypothesis is accepted since there are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to high school stream

10.5 Differences Due to the year of study

A one-way ANOVA was conducted to analyze the questionnaire data and examine the forth hypothesis of the study:

There are no statistically significant differences in attitudes toward English among Dual Studies students at Palestine Polytechnic University due to the year of study.

Table 7, table 8 and table 9 show the results.

Table 7. Means of Attitudes toward English among Dual studies Students in PPU due to year of study

Year	Mean	N	Std. Deviation
first year	3.39	37	0.63
second year	3.72	72	0.53
third year	3.56	21	0.43
Total	3.60	130	0.56

Table 8. Results of One-Way ANOVA for Differences in Attitudes toward English Based on year of study

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.65	2	1.32	4.46	0.01
Within Groups	37.70	127	0.30		
Total	40.34	129			

Table 8 shows that there are statistical significant differences in attitudes toward English among Dual studies in PPU due to the year of study. LSD *post hoc* test (table) is utilized to detect the group(s) that differed statistically ($p \leq 0.05$) among students groups. The LSD *post hoc* results are demonstrated in Table 9.

Table 9. Results of *post hoc* Test Comparisons Using LSD Method for Independent Variable of Year of study

(I) year	(J) year	Mean Difference (I-J)	Sig.
first year	second year	-0.33*	0.004
	third year	-0.17	0.252
second year	first year	0.33*	0.004
	third year	0.16	0.252
third year	first year	0.17	0.252
	second year	-0.16	0.252

Table 9. shows that the Null Hypothesis is rejected since there is a significant difference at ($p \leq 0.05$) in attitudes toward English among Dual studies students in PPU due to year of study

between 1st year and 2nd year. The significant difference is **in favor of the second-year group**. Other comparisons, such as between the first and third years or the second and third years, are not statistically significant.

11. Discussion of Results

The main purpose of the study was to investigate the attitudes of Dual studies students toward English by asking them about their thoughts and opinions. Dual studies students, who balance academic learning with practical work experience, have distinct needs compared to traditional students. They require English proficiency not only for academic purposes but also for immediate application in professional settings, such as workplace communication and industry-specific tasks. The results revealed that the respondents recognized the necessity of learning English in the era of globalization and reported their positive attitudes toward the language. These results seem to be in an agreement of the results of (Ardeo 2003) who suggests that complexity of learning English requires strategies that let students overcome practical challenges in professional contexts. Similarly, (Rukh 2014) suggests that Business students generally exhibit positive attitudes toward English, as it significantly influences their academic performance and professional aspirations.

12. Conclusions and Recommendations

12.1 Conclusions

The study found a generally positive attitude toward English. Moreover; the following brief conclusions were also reached: In

general both males and females have positive attitude towards English in the Collage of Dual Studies at Palestine Polygenic University.

1. Student's faculty (specialization) does not affect his/ her attitude towards English.
2. Students' High School Stream does not affect his/ her attitude towards English.
3. Student's year of study affects his/ her attitude towards English.

From these conclusions, attitude toward English could be a call for other researchers to prove or refute the above-mentioned conclusions.

12.2 Recommendations

Based on the conclusions made, the following recommendations are forwarded

1. **Universities** are recommended to integrate specialized English communication courses into the dual studies curriculum, focusing on profession-specific language skills to enhance students' performance in both academic and work settings.
2. **Students** are encouraged to organize co-curricular English activities, such as group discussions, presentations, simulations and workplace role-playing exercises, to practice using English in real-world professional contexts.
3. **Teachers** are advised to actively motivate students to use English consistently inside classroom and during practicum courses and internships to enhance their practical language

skills. Additionally, they should regularly assess students' needs to ensure English course syllabi are relevant and tailored to support both academic and workplace requirements.

4. **Researchers** are urged to conduct further studies on the unique attitudes and needs of dual studies students regarding English, considering the blend of academic and workplace environments they navigate.

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