



# **Attitudes toward English among Dual Studies Students at al-Quds University**

BY

**Maysa Junaydi  
Prof. Afif Zaidan**

*Doi: 10.21608/jasep.2025.423391*

استلام البحث: ٢٠٢٥/٢/٢٢

قبول النشر: ٢٠٢٥/٣/١٤

Junaydi, Maysa & Zaidan, Afif(2025). Attitudes toward English among Dual Studies Students at al-Quds University. *The Arab Journal of Educational and Psychological Sciences*, Arab Institute for Education, Science and Arts, Egypt, 9(48), 797-816.

<http://jasep.journals.ekb.eg>

## Attitudes toward English among Dual Studies Students at al-Quds University

### Abstract

This research explores the attitudes toward English among Dual Studies students at al-Quds University. It depends on a survey consisting of 23 items delivered to 66 male and 75 female students across five departments in the Dean of Dual Studies: Information Technology (IT), Digital Business, Electrical Engineering, Industrial Engineering, and Business Administration. These students are enrolled in four academic year levels and have diverse educational backgrounds linked to High School Tracks. This research is carried out during the first semester of the academic year 2024-2025. The study applies several analytical methods suitable for the collected data. The findings of the research indicate that the majority of Dual Studies students at al-Quds University demonstrate positive attitudes towards English. There are no distinctions in attitudes toward English based on gender, faculty, or high school stream. Students across all categories consistently express positive attitudes toward learning English. The research proposes the following: Universities are recommended to align course objectives with student's professional needs when designing English courses for different collages. Moreover, teachers are recommended to adopt **Task-Based Learning** that mimic real-life scenarios of in Business context. The study suggests that learners with high attitudes will respond equally to any well-planned developments and improvements, regardless of having different characteristics, such as gender, specialization, or stream of study in high schools

**Keywords:** *attitudes; English; career contexts; al-Quds University; Dual Studies;*

## **1. Introduction**

In Palestine, English is taught as a second language, where it plays a vital role in educational and career contexts. It has long been acknowledged as a global medium with international impact across diverse domains. That since if universalism highlights its crucial impact in academic and professional settings. The Dual Studies Program at al-Quds University tend to synchronize theoretical learning with hands-on experience, undertaking students are equipped for the demands of job market and oriented toward professional advancement. Within this framework, understanding students' attitudes toward English is crucial, as positive perspectives can enhance language learning and equip students with the essential skills needed for their future careers.

(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 Addressing Professional Requirements. The insights gained from the study can help institutions design specialized language training courses that prepare Dual Studies students for the linguistic challenges they will face in their future careers, ensuring they meet professional language demands. The study recommends adopting English for specific purposes (ESP) when teaching English in higher education since English is the language of education, of business and the language of global communication.

## **2. Literature Review**

Previous efforts in exploring attitudes towards English are outlined here to show relevant frameworks that provide a deeper insights of attitudes and implications of academic and professional development attributed to strong English competences.

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 al-Quds students in the collage of Dual Studies. These data were used to determine whether there are significant differences in attitudes toward English among al-Quds students due to gender, high school stream and faculty.

### **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 al-Quds. These data were used to determine whether there are significant differences in attitudes

toward English among al-Quds students due to gender, high school stream and faculty.

## **7. Research Questions and Hypotheses**

The following research questions are asked:

First, what are the attitudes toward English among Dual Studies Students at al-Quds University?

Second, are there differences in attitudes toward English among Dual Studies students at al-Quds University due to (gender, high school stream and faculty)?

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 al-Quds University due to gender.
2. H02: There are no statistically significant differences in attitudes toward English among Dual Studies students at al-Quds University due to high school stream.
3. H03: There are no statistically significant differences in attitudes toward English among Dual Studies students at al-Quds University due to faculty affiliation.

## **8. Limitation of the Study**

This study is limited to 141 male and female students who are randomly chosen from the collage of Dual studies at al-Quds University to find out their attitudes toward English. These students are studying in the fall semester of academic year 2024/2025 at the university and they were distributed on five 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 141 male and female students who are randomly chosen from the collage of Dual studies at al-Quds 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 ( ٦٦ male and ٧٥ female) students were selected. See Table 1.

**Table 1.** Random sample description

Variables	level	Number
<b>Gender</b>	Male	66
	Female	75
<b>Faculty</b>	IT	33
	Digital Business	45
	Electrical Engineering	22
	Industrial Engineering	12
	Business Administration	29
<b>High-School Stream</b>	Scientific	73
	Industrial	8
	Art	50
	Commercial	10

### 9.3 Instrument

Data were collected through a questionnaire. The first part of the questionnaire requires personal information: gender, high school stream and faculty 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 al-Quds 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 ( $\alpha$ ). The Cronbach's  $\alpha$  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 al-Quds 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 al-Quds, Sorted discerningly by Averages

No.	Items	Mean	SD	Estimation
16	Proficiency in English qualifies me to work with a global team.	4.38	0.41	High
12	I see that English proficiency is necessary to get a job.	4.16	0.72	High
7	Proficiency in English gives me a true feeling of success.	4.10	0.62	High
9	I see that learning English promotes my culture.	4.10	0.54	High

10	I see English lectures are important for professional communication.	3.94	0.63	High
2	I enjoy learning English language skills that I need in the work environment.	3.93	0.58	High
14	I continue to learn English on my own.	3.86	0.70	High
20	I choose English when hunting job opportunities on the internet.	3.72	0.80	High
19	I use AI tools to improve my English language skills.	3.71	0.80	High
3	I feel happy to meet my teachers in English language courses.	3.69	0.80	High
8	I feel confident when communicating in English in the work environment.	3.69	0.75	High
15	I recommend fellows to register English courses when they are offered	3.68	0.76	High
17	I engage with the English courses activities.	3.6	0.91	Moderate
13	I tend to apply English skills in the work environment.	3.59	0.77	Moderate
11	Learning English develops my problem-solving skills.	3.58	0.73	Moderate
5	I feel comfortable with the English language lectures.	3.54	1.00	Moderate
22	I tend to make conversations with native speakers of English.	3.54	0.98	Moderate
1	I prefer to use English in the work environment.	3.53	0.64	Moderate

23	I interact with other University Courses taught in English.	3.46	0.89	Moderate
4	Using English language boost my belonging to the work environment.	3.44	0.93	Moderate
21	I prefer communicating in English on social media to meet my work needs.	3.35	0.91	Moderate
18	I prefer communicating in English with my colleagues to complete collaborative projects. ( team work)	3.27	0.95	Moderate
6	I feel that time passes quickly in English lectures.	3.24	1.12	Moderate
<b>Total Degree</b>		<b>3.70</b>	<b>0.03</b>	<b>High</b>

As shown in table 2, the total degree score is **3.70** with a standard deviation of **0.03** which indicates an overall positive attitude toward English among dual studies students at al-Quds, reflecting a strong recognition of its importance in professional 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 high means for items such as "Proficiency in English qualifies me to work with a global team" (M = 4.38, SD = 0.41) and "English proficiency is necessary to get a job" (M = 4.16, SD = 0.72) indicate a strong agreement among students regarding the essential role of English in achieving professional success. The low standard deviations reflect consistency in students' perceptions, highlighting a shared recognition of English as a critical skill for global teamwork and employability. These findings emphasize the importance of integrating targeted English language training within the Dual Studies curriculum to

better prepare students for global professional demands, with a particular focus on enhancing job-related and collaborative skills. However, the table highlights the lowest-rated attitudes toward English among Dual Studies students, shedding light on potential areas for improvement. The item **"I prefer communicating in English with my colleagues to complete collaborative projects"** received a mean score of **3.21**, indicating a lack of comfort or confidence in using English for teamwork and collaboration. Similarly, **"I feel that time passes quickly in English lectures"** scored **3.05**, reflecting a potential disengagement or lack of enjoyment during English classes. These findings point to challenges in fostering a positive and engaging learning environment and in encouraging the practical use of English in collaborative contexts. Addressing these gaps may require strategies such as incorporating interactive activities, real-world simulations, and team-based projects to enhance students' comfort and enthusiasm for using English in professional and academic settings.

#### ***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 al-Quds University due to gender.

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

	Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Attitudes	male	66	3.69	0.49	0.06	0.02	0.90
	female	75	3.60	0.46	0.05		

Table 3 shows that the means of the attitudes toward English for the males were (3.69) and the means of the attitudes toward English for the females were (3.60), The F-value for equality of variances is **0.02**, with a significance level (Sig.) of **0.90**. Which means that Null hypothesis is accepted. There are no statistically significant differences in attitudes toward English among Dual Studies students at al-Quds University due to gender.

### ***10.3 Differences Due to High school stream***

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 al-Quds University due to High school stream.

Table 4 and table 5 show the results.

**Table 4.** Means, of Attitudes toward English among Dual studies Students in al-Quds due high school stream

High school stream	N	Mean
Scientific	73	3.59
Industrial	8	3.61
Art	50	3.63
Commercial	10	3.94
Total	141	3.63

**Table 5.** Results of One-Way ANOVA for Differences in Attitudes toward English Based High school stream

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.20	3	0.40	1.78	0.16
Within Groups	31.58	140	0.23		
Total	32.78	143			

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 al-Quds University due to High school stream.

#### **10.4 Differences Due to Faculty**

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 al-Quds University due to the faculty. Table 6 and table 7 show the results.

**Table 6.** Means of Attitudes toward English among Dual studies Students in al-Quds due to faculty

Faculty	N	Mean
IT	33	3.61
Digital Business	45	3.55
Electrical Engineering	22	3.74
Industrial Engineering	12	3.81
Business Administration	29	3.67
Total	141	3.64

**Table 7.** Results of One-Way ANOVA for Differences in Attitudes toward English Based on faculty

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.931	4	0.23	1.03	<b>0.40</b>
Within Groups	30.87	136	0.23		
Total	31.80	140			

Table 7. shows that Null Hypothesis is accepted since there are no statistically significant differences in attitudes toward English among Dual Studies students at al-Quds University due to faculty

### **11. Discussion of Results**

The main purpose of the study was to investigate the attitudes of Dual studies students in al-Quds university 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:

1. In general both males and females have positive attitude towards English in the Collage of Dual Studies at Palestine Polygenic University.
2. Students' High School Stream does not affect his/ her attitude towards English.
3. Student's faculty does not affect his/ her attitude towards English.

### **12.2 Recommendations**

In fact, the absence of significant differences between the groups in the study, despite having an overall high degree of attitudes toward learning English-table 2, can convey one crucial message for all parties or stakeholders in the educational process at universities: any targeted adjustment toward the goals of teaching English courses can create or boost a desirable change in learners' perceptions and performances before and after graduation. The study suggests that learners with high attitudes will respond equally to any well-planned developments and improvements, regardless of their individual differences or their backgrounds.

Here are the recommendations for all partners:

**Universities** are recommended to adopt English for Specific Purposes (ESP) in designing English curriculum to focus on the practical language skills students need for their professional settings. This approach would help students develop proficiency in both linguistic and communicative competences required for their future careers, boosting both their academic performance and professional growth.

**Teachers** are recommended to adopt **Task-Based learning** that mimic real-life situations in their future professions. This could include tasks such as writing professional emails, writing minutes and reports conducting interviews, or creating and presenting Business charts, Presenting proposals responding to telephone conversations, simulating Business dialogues, delivering elevator pitches and practicing other relevant skills inside and outside classroom. Teachers should regularly reassess students' needs to ensure English course syllabi are relevant and modified to support both academic and workplace requirements.

**Researchers** are urged to **Incorporate Diverse Methodologies** by using mixed-method approaches, such as combining quantitative surveys with qualitative interviews, to gain a deeper understanding of students' attitudes and their underlying reasons. They are also advised to design experimental studies to test the effectiveness of specific teaching strategies or tools on improving students' attitudes and language proficiency aligned with career requirements.

**Students** are encouraged to be engaged and equipped with networking and English competences that let them able to effectively contribute to sustainability and collaborative efforts

at national and international levels. They are advised to stay updated with global developments related to their specialists taking into consideration that English is the passport of academic and professional success.

## References

- Ardeo, Joseba Mikel González. 2003. “Attitude towards English and ESP Acquisition as an L2 or L3 at University.” *Ibérica, Revista de La Asociación Europea de Lenguas Para Fines Específicos*, no. 6: 109–33.
- Baker, C. 1992. “Attitudes and Language. Clevedon: Multilingual Matters. Choy, SC & Troudi, S.(2006) An Investigation into the Changes in Perceptions of and Attitudes towards Learning English in a Malaysian College.” *International Journal of Teaching and Learning in Higher Education* 18 (2): 120–30.
- Buschenhofen, Paul. 1998. “English Language Attitudes of Final-Year High School and First-Year University Students in Papua New Guinea.” *Asian Journal of English Language Teaching* 8 (1998): 93–116.
- Donitsa-Schmidt, Smadar, Ofra Inbar, and Elana Shohamy. 2004. “The Effects of Teaching Spoken Arabic on Students’ Attitudes and Motivation in Israel.” *The Modern Language Journal* 88 (2): 217–28.
- Kwofie, Rose Jane. 2001. “A Pilot Study of Language Attitudes among University of Cape Coast Students.” *Unpublished Long Essay. University of Cape Coast, Cape Coast.*
- Lindemann, Stephanie. 2002. “Listening with an Attitude: A Model of Native-Speaker Comprehension of Non-Native Speakers in the United States.” *Language in Society* 31 (3): 419–41.
- Mamun, Abdullah Al, M Rahman, A R Rahman, and A A

- Hossaim. 2012. **“Students’ Attitudes towards English: The Case of Life Science School of Khulna University.”** *International Review of Social Sciences and Humanities* 3 (1): 200–209.
- Mantle-Bromley, Corinne. 1995. **“Positive Attitudes and Realistic Beliefs: Links to Proficiency.”** *The Modern Language Journal* 79 (3): 372–86.
- Rukh, SAMAR. 2014. **“Students’ Attitude towards English Language Learning and Academic Achievement: A Case of Business Students in Punjab.”** *European Academic Research* 2 (4): 5596–5612.
- Shaw, Willard D. 1981. **“Asian Student Attitudes towards English.”** In *English for Cross-Cultural Communication*, 108–22. Springer.
- Skehan, Peter. 1991. **“Individual Differences in Second Language Learning.”** *Studies in Second Language Acquisition* 13 (2): 275–98.
- Starks, Donna, and Brian Paltridge. 1996. **“A Note on Using Sociolinguistic Methods to Study Non-native Attitudes towards English.”** *World Englishes* 15 (2): 217–24.
- Tanni, Ziyad Ahmed Ibraheem. 2015. **“Attitudes toward English among al-Quds Open University Students in Tulkarm Branch.”** *World Journal of Education* 5 (3): 139–47.
- Wenden, Anita. 1991. **“Learner Strategies for Learner Autonomy.”** *New York*.