

**Republic of Sudan**  
**Ministry of Higher Education and Scientific Research**  
**Red Sea University**  
**Faculty of Graduate Studies and Scientific Research**

**Secondary School Students' Attitude towards Learning  
English as a Foreign Language in The Red Sea State and its  
Relation to Achievement  
(A case Study – Port Sudan Locality)**

**A Thesis Submitted to the Faculty of Graduate  
Studies and Scientific Research in Partial Fulfillment  
of the Requirements for the Degree of Med. in ELT**

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الآية

قال تعالى :

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{ وَقُلِ اعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عَالَمِ  
الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ } {105} صدق الله العظيم

سورة التوبة

### *Dedication*

*I dedicate this research To:*

*My lovely sons; (Ahmed and Awab)*

*My mother Leila Hanafi A/ Al-Majed*

*My father Mirgani Alfaki Mohammed Khair*

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## Abstract

**This study aims to investigate secondary schools students' attitudes towards learning English as a foreign language and its relation to achievement.** The study followed the descriptive analytical approach, through the computer program of SPSS. This study based on a questionnaire for secondary school students and teachers at Portsudan Locality..

The study came out with some findings:

-The result of qualitative and quantitative analysis showed a positive attitude towards learning in four interactive components of behavior , behavior intention, cognition and emotional .

The study recommends that;

- **Students' attitudes towards learning English should be put as a priority for awareness delivered of the students themselves.**
- **Students are to participate actively in various communicate activities with other cultures.**
- **Students' achievements should be included in the English assessment system in secondary schools.**

## المستخلص

هدفت هذه الدراسة إلى التعرف على اتجاهات طلاب المدارس الثانوية بنوعيهـم الذكور والإناث والمنجز من خلال دراستهم لمادة اللغة الإنجليزية كلغة أجنبية. اتبعت الدراسة المنهج الوصفي التحليلي من خلال معالجة البيانات عبر برنامج التحليل الإحصائي. اعتمدت الدراسة على استبانة لطلاب ومعلمي المدارس الثانوية بمحلية بورتسودان. توصلت الدراسة إلى:

- أن نتائج التحليل الكمي والنوعي أظهرت اتجاهها ايجابيا نحو التعلم فى أربعة مكونات تشمل السلوك والارادة والمعرفة والعاطفة.
- توصي الدراسة بما يلي:
- ضرورة أن تحظى اتجاهات الطلاب لدراسة اللغة الإنجليزية، بأولوية فى التوعية التدريسية المقدمة للطلاب أنفسهم.
- ينبغي على الطلاب المشاركة بفاعلية فى شتى الأنشطة ذات العلاقة بالتواصل مع الثقافات الأخرى.
- يجب ان تخضع أبرز انجازات طلاب المدارس الثانوية إلى نظام تقييمي دقيق فى مادة اللغة الانجليزية.

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## 5.2 Recommendations

The research offered the following recommendations to help improving the subject of the role of students' attitude in affecting achievement in English as a foreign language:

Regarding the observed negative attitude towards English, the EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards English. They should also motivate the students to learn English, highlighting its importance. This can be achieved by implementing the appropriate methods and techniques that may lead to more achievements as a result of teaching English effectively. Furthermore, they should integrate up-to-date materials and supplementary resources with addition to the English text books. This can help them capture students' attention to learn English successfully. Moreover, the EFL teachers should consider the role of gender perspective in language learning, using various approaches to improve the students' attitudes, motivation and language performance as well.

They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The EFL teachers must be aware that communicative approach encourages EFL learners to collaborate and discuss their experiences and other issues regarding language learning. This can increase their attitude, achievements and their motivation to acquire the language properly.

Furthermore, curriculum makers should review the content and the design of the curriculum to meet the needs and the interests of the students. They are recommended to consider that the EFL learners have different perceptions

about learning other languages due to their differences regarding gender, specialization, year of study, etc. Thus, taking all these issues into account, the curriculum design should be re-evaluated, so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.