

# INVESTIGATING ENGLISH MAJOR STUDENTS' ATTITUDES TOWARDS THE EFFICIENCY OF THE "ENGLISH STUDY SKILLS" COURSE IN BURYIMI UNIVERSITY COLLEGE.

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**Abstract**— In the field of teaching English as a foreign language, and precisely in teaching general English course, this study reflects the attitudes and perceptions of English language learners towards the "Study Skill Course" provided by the Buryimi University college in the Sulyinate of Oman. The study is based on the analysis of 25 questionnaires distributed to first Year College students registered in the English Study Skill course class at the time of the study. The questionnaire, aimed at knowing how the students perceived the English Study Skill course class at the end of the semester. The study shows that the majority of students feel that they have benefited from the English Study Skill course different domains; yet, many required a clearer outline of the course. Between their fondness for the English Study Skill course and confusion of its aims, English language students understand their need for the course, and perhaps an extra advanced one too.

**Index Terms**—English language - learners attitudes - study skill-course outcomes

## 1 INTRODUCTION

The main purpose of the study was to investigate on students from Buryimi University College attitude and perception towards the English study skill course in Oman. It is often said that globalization has twisted the whole world into a very tiny village. As people interact now and then from different countries and boundaries becoming familiar has made effective communication to be more critical. This has also led to English language becoming the world's major lingua franca. English has become the language of commerce, information science, diplomacy, aviation, trade, technology, peace keeping and the more so the internet. Due to consideration of this factor many countries from all over the world have recognized this and hence incorporating English language into their educational systems starting with young learners in their early school days. The total number of learners studying the language as a overseas language is currently exceeding the total figure of the native and second language speakers (Al-Issa,2002).

Study skills is an area of growing importance, and has been receiving much attention recently. According to Jordan (1997)," students are required to develop study skills to an appropriate level for the subjects to be studied, in conjunction with the development of language proficiency." It is also suggested (Jordan, 1997) that "...study skills are abilities, techniques, and strategies are used when reading, writing, or listening for study purposes."

Since 1970 to present, English language has been given special attention in Oman. This is after his majesty Sultan Qaboos Bin Said sat on power. This is often seen as one of the major contributing factor towards the growth of the country and its actual integration into the modesty world. From 1970 -1998, English was mainly taught from the fourth grade upwards at the school level giving the young pupils a nine year of experience and instructions concerning the language prior to joining higher education. A Program by the name Basic Education was introduced during the 1998-1999 academic year in 17 pub-

lic schools. This led to the number of tuition years for the pupils increasing from nine to twelve since the new English instructions begun in grade one. The elder system is currently referred in the country as General Education.

The government of Omani tries to increase the opportunities there is to learn the language in the country by backing both programs but without luck this has still produced meager results. Many high level of education students still needs extra instructions deliverance in English. In Oman graduates finds it difficult to secure job because the non-governmental organization requires conversant English writers and speakers. It is therefore good to understand and find out why grandaunts from the universities and colleges don't perform so well. This study will then focus on other factors that may be affecting the performance of English Study Course like the students attitude towards the study, how well are the lecturers trained and how the lectures are administered which may prevent them from getting the adequate English language after all those years of study(Al-Issa,2002).

### 2.1 literature Review

This literature review is deemed appropriate to the research objectives since it tries to capture the attitudes perceived and motivation incorporated to students to promote the English study course in Buryimi University College. Attitude can be defined as an inference made on the root of a complex belief towards an object. Attitude can as well be defined as the total sum of ones feelings and instincts, bias or prejudice, fears, pre-conceived notions, threats and convictions of any kind. We can also consider attitude as a way of response to a situation either favorably or unfavorably towards an object, institution, event or a person. Attitude is mainly composed of three components. They include behavioral, affective and cognitive. The affective mainly consists of the emotions and feelings towards objects. The cognitive component is composed of the opinions,

ideas and beliefs about the object and finally the behavioral which consists of ones intentions towards an object. This components are usually interrelated.

Learning a new different language is kind of closely connected to attitudes towards the supposed languages. A positive attitude makes the learner to have a positive direction towards learning English. Such attitudes plays major roles in ensuring language learning is efficient and hence influencing the student's failure or success on the language. On the other hand motivating students also affects the student's attitude toward learning the English language. Motivation over and over again has been seen differently by many schools of thought. Motivation from behavioristic viewpoint is simply an expectation towards reward.

The role and importance of motivation towards enhancing effective English Study skill in Buryini University in Oman is undeniable. Most people when asked about factors that affect ones level of success in whatever activity many people usually mention proper motivation as the answer. English Students from the college who are highly motivated usually do better than those students who are less motivated.

Various studies have been conducted to willingly investigate the student's attitudes and motivation towards the English language. In Malaysia a research was conducted in university of Putra Malaysia to investigate the learner's motivation for English learning. The researcher made and distributed questionnaires to a number of students in all different faculties. The findings clearly show that the learners are both instrumentally and integrative oriented in the direction of learning English language. Teachers and lecturers who provided the required learning materials and course outlines in advance and on time made the learners produce excellent results as it motivated and prepared the students minds towards learning (Al-Issa,2002).

### 3 DISUCSSION AND PRESENTATION

To conduct this study the authors developed a questionnaire of three sections. it asks participants to identify learning outcomes that been have accomplished. The authors divided the questionnaire into three sections. Section one is about the course content and organization. This section contained three questions. The second section identifies learners opinions and evaluations for the reading skills in the course studied- study skills. They had to respond to five questions at this level. The third part was devoted to identify the writing skills that are achieved as prescribed at the course out come. At For each outcome, participants were asked to circle only one response on the following 1-to-4 rating scale:

1. (4) Essential a learning outcome you consider vital for Study skills course.
2. (3) Important a learning outcome you consider

significant but not critical for Study skills course

3. (2) Unimportant a learning outcome you consider marginally significant but not terribly important for Study skills course.
4. Not applicable a learning outcome you consider irrelevant for Study skills course.

The questionnaire have distributed at the college of Buryimi University College who have recently completed studying Study skill course last semester. The researcher has explained the aim of the study and the questions types to the participants. The participants of the study are studying at the department of English in the faculty of arts.

### 4 DATA PRESENTAION AND DISCUSSION

Figure 1: illustrates what the participants think about the study skill course organization and content. It can be clearly seen that the majority of them 90% have seen that course is well organized and the content of the course frame work was

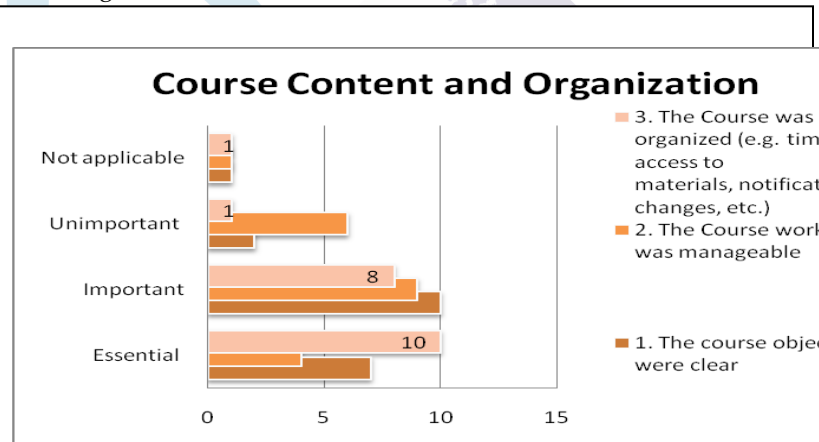


Figure 1: illustrates what the participants think about the study skill course organization and content.

### FIGURE 2: READING SKILLS.

There were five questions in this section to identify learners achieved portion of the inteded areas to be iproved as stated in the course oucomes. The common trends here can be seen in question 1,2,3 and 5 are important which they develop their ability to comperhend ,evaluate and compare contranst college level-reading text as majors reading skills required for their study not only in English courses but also in the other courses.

At the question asks participant about appreciating reading text more than 50% of them have marked it as not important to aquire this skill or they have found it not useful in their study.

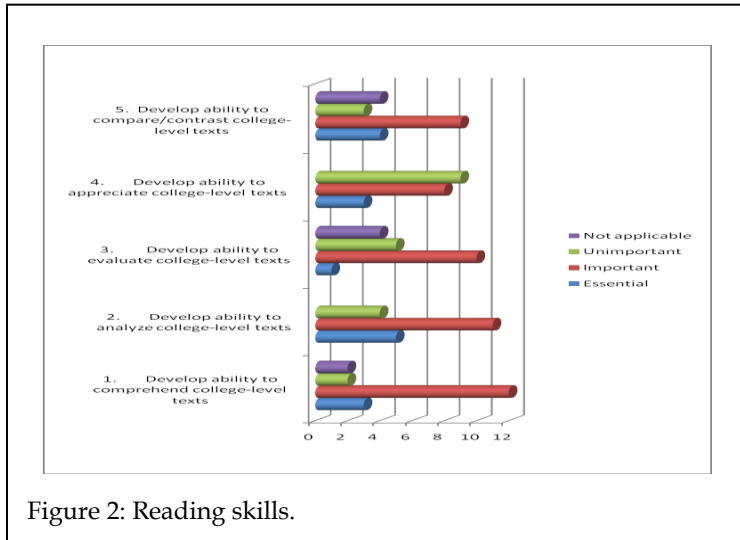


Figure 2: Reading skills.

## WRITING SKILLS

Writing part was containing eight questions appeared in the below chart. They concern taking note skill, paraphrase, edit follow process, write unified and coherent essays and develop writing requirements. It is clearly shown below that satisfaction of the participants has represent in the chart below since 75% of them have noted the eight mentioned skills either important or essentials.

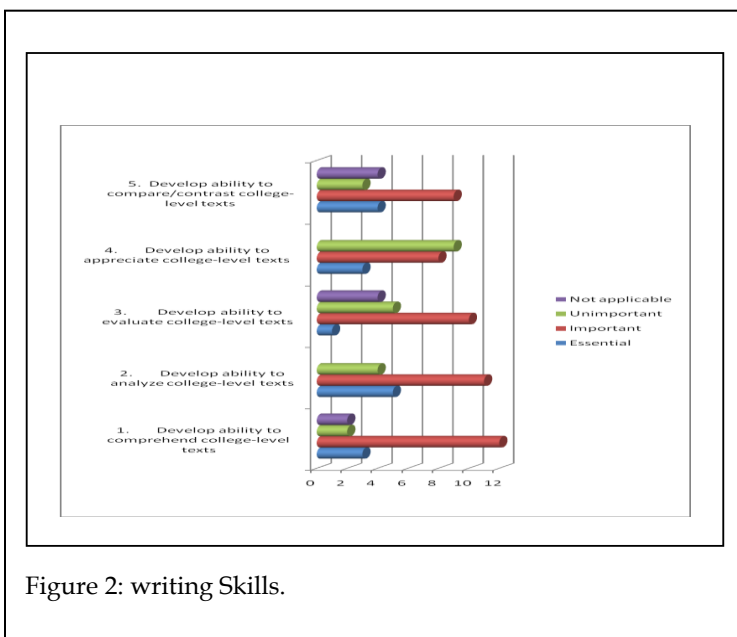


Figure 2: writing Skills.

## FINDINGS

Learning outcomes broadly represent the achievement and integration of instructional objectives from courses in a program. Learning outcomes usually reflect higher-levels of thinking than objectives used to build a specific lecture or lesson. Learning outcomes are the achieved consequences of what was learned. The study has covered the overall achievements of the learning outcomes stated in the course syllabus. Fortunately most of the objectives stated are achieved precisely the organization and the content of the course fully matched the period of study and the delivery of lectures was in achievable manners. The response of the participants says the clarity of the study skill course objectives at the beginning of the course is appreciated and helpful. Based on the learners or the participants response the appreciation of the reading texts given is not that valuable for their furthers courses hence the time allotted for these lectures can be distributed to writing skills classes as they are highly accepted by the samples as important or essential required skills to be developed.

## 6 FURTHER STUDIES

The researchers recommend that further studies should be carried to connect between the study skill course outcomes and the use of them in the other courses ie. Business, law or Education. The coming study can investigate the usage of acquired summarization and paraphrasing skills in term papers and at the following semesters.

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