مجلة العلوم الإنسـانية

دورية علمية محكمة تصدر عن جامعة حائل

بسم الله الرحمن الرحيم

مجلة العلوم الإنسانية

نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "ارسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكين الباحثين -من مختلف بلدان العالم- مـن نشـر أبحاثهـم ودراسـاتهم وإنتاجهم الفكري لمعالجـة واقـع المشـكلات الحياتيـة، وتأسـيس الأطـر النظريـة والتطبيقيـة للمعـارف الإنسـانية في المجـالات المتنوعـة، وفـق ضوابـط وشـروط ومواصفـات علميـة دقيقـة، تحقيقـا للجـودة والـريادة في نشـر البحـث العلمـي.

قواعد النشر

لغة البحث

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.

2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.

3- يُكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشـر الدراسـات والمقـالات الـي تتوفـر فيهـا الأصـول والمعاييـر العلميـة المتعـارف عليهـا دوليـاً، وتقبـل الأبحـاث المكتوبـة باللغـة العربيـة والإنجليزيـة في مجـال اختصاصهـا، حيـث تعنى المجلة بالتخصصـات الآتيـة:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلـة ورقيـاً حسـب القواعـد والأنظمـة المعمـول بهـا في المجلات العلميـة المحكمـة، كمـا تُنشـر البحـوث المقبولـة بعـد تحكيمهـا إلكترونيـاً لتعـم المعرفـة العلميـة بشـكل أوسـع في جميـع المؤسسـات العلميـة داخـل المملكـة العربيـة السـعودية وخارجهـا.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

اولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلّاً من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).

2. في حال (نشر البحث) يُزوّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلّاً لبحثه.

3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحقّ لها إدراجه في قواعد البيانات المحلّية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.

4. لا يحقّ للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.

5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.

6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثًا: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).

2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.

3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملاً أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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Al-Shammari, Ali bin Issa. (2020). The effectiveness of an electronic program based on the Keeler Model (ARCS) in developing the motivation towards my language subject among sixth graders. (in Arabic). Journal of Human Sciences, University of Hail.1(6), 98-87

السميري، ياسر. (2021). مستوى إدراك معلمي المرحلة الابتدائية للإستراتيجيات التعليمية الحديثة التي تلبي احتياجات التلاميذ الموهوبين من ذوي صعوبات التعلم. المجلة السعودية للتربية الخاصة، 18(1): 19- 48.

Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). The Saudi Journal of Special Education, 18 (1): 19-48.

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic....1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعًا: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامسًا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبًا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشره (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاًّ من الرسائل العلمية للماجستير أو الدكتوراه.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونيّاً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة **(1000)** ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أوليًا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغيًا.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكِّمين اثنين؛ على الأقل.

10. في حال اكتمال تقارير المحكِّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمَّن إحدى الحالات التّالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنّشر؛ بعد التّعديل.

ج. تعديل البحث، ثمّ إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا تّرّد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنّياً.

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Exploring the Attitude of ELI Students and Their Parents toward Learning English Language After Covid-19 Pandemic and Its Relationship with Their Academic Achievement

اكتشاف اتجاهات طلاب معهد اللغة الانجليزية ووالديهم نحو تعلم اللغة الانجليزية بعد جائحة كوفيد-19 وعلاقته بالتحصيل الدراسي

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Abstract:

The study explored the attitudes of English Language Institute and Preparatory Year Program (ELI-PYP) students and their parents towards learning the English language and its relationship to academic achievement. To achieve the study's objective, the researcher designed two questionnaires to measure the students' attitudes and their parents toward learning the English language regarding gender. The study was conducted at the end of the second semester of the academic year 2023-2024 to determine the relationship between students' attitudes and academic achievement. The study sample was 139 students, representing all the students of ELI-PYP. The findings of the study confirmed that there is no correlation between the attitude of the students and their academic achievement. This indicates that the pandemic did not affect their attitude toward English Language.

المستخلص:

استكشفت الدراسة اتجاهات طلاب معهد اللغة الإنجليزية والسنة التحضيرية ووالديهم نحو تعلم اللغة الإنجليزية وعلاقته بالتحصيل الأكاديمي. لتحقيق هدف الدراسة، قام الباحث بتصميم استبيانين لقياس اتجاهات الطلاب ووالديهم نحو تعلم اللغة الإنجليزية لدى الجنسين. تم إجراء الدراسة في نهاية الفصل الدراسي الثاني من العام الأكاديمي 2023-2024 لتحديد العلاقة بين اتجاهات الطلاب والتحصيل الأكاديمي. تكونت عينة الدراسة من 139 طالبًا، يمثلون جميع طلاب معهد اللغة الإنجليزية وبرنامج السنة التحضيرية. أكدت نتائج الدراسة أنه لا توجد علاقة بين اتجاهات الطلاب وتحصيلهم الأكاديمي، مما يشير إلى أن الجائحة لم تؤثر على اتجاهاتهم نحو تعلم اللغة الإنجليزية.

achievement.

The attitudes of YELI (Young English Language Initiative) students toward learning English after the COVID-19 pandemic reveal significant insights into how global events influence language learning perspectives. As students transitioned to online learning environments, many faced access, motivation, and engagement challenges, which shaped their current views on learning English. Post-pandemic, there has been a renewed appreciation for in-person classes and structured learning environments, often perceived as more effective for language acquisition. However, some students have also embraced the flexibility of digital learning platforms, indicating that their attitudes may have shifted towards a hybrid model that balances traditional and virtual language learning methods.

The attitudes of YELI students' parents toward English language learning after the pandemic also hold considerable importance. Many parents observed the benefits and limitations of online education firsthand during lockdowns, which has influenced their current stance. Some parents now appreciate the potential of online tools to support their children's English language development. In contrast, others prefer face-to-face learning for its effectiveness in building communication skills and confidence. Their attitudes reflect concerns for quality education, the practicality of learning environments, and a desire to see their children succeed academically and socially.

Assessing the academic achievement levels of YELI students in English after the pandemic is crucial to understanding how well they adapted to these new learning dynamics. Shifts in achievement could highlight gaps in knowledge resulting from online instruction and the possible advantages gained by students who adapted quickly to digital tools. Measuring achievement levels can provide valuable feedback for educators and help inform curriculum adjustments that account for learning lost during the pandemic while reinforcing language skills.

Exploring differences in YELI students' attitudes toward learning English based on gender may reveal intriguing trends. Male and female students may respond differently to language learning in a post-pandemic world, especially given the various external factors influencing

Introduction:

Undoubtedly, everyone is aware of the importance of the English language as a modern and essential language in different fields: political, scientific, medical, research, social, and commercial. The English language has also become influential in the academic achievement of students, not only in the English language but in the rest of the subjects. Rukh (2014) confirms that the English language has become increasingly an international language, as it is associated with the academic achievement of students in any field.

Many factors affect learning English. Many studies examined the correlation between learning English and other factors like motivation and attitudes. Al-Zuhairi (2008), Al-Tamimi & Shuib (2009), Gomleksiz (2010), Rukh (2014), Genc & Aydin (2017), Al-Sobhi & Abdullah (2018), Savitri & Andrianto (2021) proved that the positive attitude towards the English language plays a vital role in learning the English language and confirmed that one of the reasons for the low level of students in academic achievement, students have no motivation to learn English.

Amongst the mentioned factors is the positive attitudes of students' parents toward learning English. Parents' attitudes play an important role in encouraging and motivating their children to learn English. Several studies measured the influence of this factor Griva & Chouarda (2012), Hosseinpour et al. (2015), Al-Qahtani & Al Zumor (2016), Getie (2020), and Nair et al. (2020) found that the there was a high influence in learning English Language.

In the last five years, the COVID-19 pandemic has stalked the world, affecting not only education but also the style of life. (Hartshorn & McMurry (2020); Mi Xiang et al. (2020); Rahardjo & Pertiwi (2020), Engzell et al. (2021), and Hidalgo et al. (2021) confirmed that the Covid-19 pandemic had a significant impact on some aspects of lifestyles, the motivation, stress, attitudes and achievement of the student.

As the researcher worked as a faculty member, he noticed the low level of students. He sought to examine students' attitudes and their parents 'attitudes toward learning the English Language after the COVID-19 crisis, so the researcher is studying their attitudes toward the English language and its relationship to academic

from low achievers. The study problem is represented in the following central question:

What are the attitudes of the students and their parents towards learning the English language, and what is its relationship to academic achievement?

The current study aimed at answering the following questions:

1. What are the attitudes of the YELI students toward learning the English language after the COVID-19 pandemic?

What are the attitudes of the YELI students' parents toward learning the English language after the COVID-19 pandemic?

What is the level of academic achievement of the YELI students in English?

Is there a statistical difference in the student's attitude toward learning the English language after the COVID-19 pandemic regarding gender?

Is there a statistical difference in the parents' attitude toward learning the English language after the COVID-19 pandemic regarding gender?

What is the relationship between the attitudes of the YELI students and their academic achievement in the English language?

What is the effect of the attitudes towards learning the English language on YELI students' academic achievement in English?

Literature Review

Teaching English in YELI& PYP

English language is one of the most essential courses students study at Yanbu English Language Institute and Preparatory Program. It has been taught in the first semester at a rate of (20) hours per week and in the second semester at an average of (20) hours per week. The student studies general English language (two books) in the first semester and the same serial books but different levels in the second semester. For the first semester, two books, "Skills for Success Listening and Speaking 1" and "Skills for Success Reading and Writing 1". For the second semester, two books, "Skills for Success Listening and Speaking 2" and "Skills for Success Reading and Writing 2."

their engagement and motivation. Understanding these differences can help educators create inclusive strategies that cater to all learners, ensuring that both boys and girls feel equally encouraged and capable in their pursuit of English language proficiency.

Similarly, investigating gender-based differences in parents' attitudes toward their children's English language learning can shed light on cultural and societal influences that might impact parental support. Fathers and mothers might have varying perspectives on the value of English education, potentially influenced by their own experiences or career expectations for their children. By understanding these differences, educators can work to foster environments that align parental attitudes with positive educational outcomes, regardless of gender.

Examining the relationship between YELI students' attitudes toward learning English and their academic achievement can provide insights into the motivational aspects of language learning. A positive attitude often correlates with better performance, as students who value learning English are more likely to engage deeply with the material. However, discovering the strength and nature of this relationship will clarify whether attitudes are a reliable predictor of achievement or if other factors play an equally significant role.

Finally, exploring how students' attitudes toward learning English impact their academic achievement can help educators understand the practical outcomes of fostering positive learning environments. Attitudes can either enhance or hinder students' progress, making it essential to consider how beliefs, motivations, and attitudes influence performance. By understanding this dynamic, educators can tailor instructional methods and interventions that support positive attitudes and drive academic success in English for YELI students.

Research Problem

It is evident to the faculty members in YELI that there is a decline in student achievement. Al-Zahrani (2023) conducted a diagnostic exam on basic English language skills, and the results showed that 83% of the students still needed to pass the exam. Furthermore, the absence from classes is repeated every semester, and there are recurring complaints of the faculty members

school, university or daily. A positive attitude plays a significant role at the university and pre-paratory levels.

Students' Attitude toward English Language

Several studies have paid attention to students' attitudes toward the English language at different stages, and this interest is due to the importance of the attitude. Among the studies that paid attention to the attitude are:

Genc and Aydin (2017) studied to identify students' motivation and attitude toward learning English as a foreign language. The participants in the study were 462 students at the School of Foreign Languages at a large state University in Turkey. 178 of them were male, and 284 of them were female, and the researchers used a questionnaire as the instrument for the study. The findings of the study indicated that most students had a highly positive attitude toward learning English Language. Furthermore, there was a positive correlation between their attitudes and their intrinsic motivation, instrumental motivation, and parental involvement.

Another study conducted by Al-Sobhi and Abdullah (2018) explores the attitude of Arab ESL Secondary School Students Toward English Speaking and Writing. The researcher used a 52-item attitude questionnaire. The participants were 70 Arab students studying English as a Second Language (ESL) in Saudi Schools in Malaysia. The results of the study revealed that Arab ESL secondary school students have a high positive attitude toward English spelling and writing.

Savitri and Andrianto (2021) conducted a study to identify the attitude toward English Phonetics Learning: The Perspectives of Indonesian EFL Learners. The study's methodology was descriptive quantitative, using a survey design. The participants were 103 students of batch 2015 to 2017 in the English Language Education Program. To gather the study's data, the researcher used an adapted questionnaire.

The results of the study revealed a positive attitude.

Hiep (2022) Scrutinized Non-English-major students' Attitudes toward English Learning and Teaching via Video Conferencing at the University of Labor and Social Affairs in Vietnam. The

The importance of studying English intensively lies in that all courses at Yanbu Industrial College are taught in English except Arabic and Islamic, whether in the first year or the coming years.

The Impact of the Pandemic

Undoubtedly, the Coronavirus crisis affected all aspects of life in general. Hartshorn and McMurry (2020) aimed to measure the impact of the Coronavirus Pandemic on ESL learners and TESOL practitioners in the United States. The results revealed that the crisis increased stress for both students and teachers. Also, students faced more challenges than teachers during distance learning. Finally, the most significant effect on students was speaking skills more than writing skills.

Mi Xiang et al. (2020) mentioned in their study that they compared some aspects of life-styles before and during the crisis. The first aspect was that the physical activity of young and old decreased from 540 minutes per week to 105 minutes during the crisis, and the second aspect was that sitting in front of screens increased from 610 to 2340 minutes per week.

As for the impact of education, the world has gone through a period in which it was forced to adopt distance education. Some believe that the period in which the world went through and applied distance education increased the gap and disparity in the levels of students. Anderson (2020) mentioned that distance education increased the gap and disparity in the levels of students.

According to Engzell et al. (2021), the students did not progress in their distance learning, and there was a learning loss from homes that did not care for or follow their children.

Also, Hidalgo et al. (2021) confirmed that the Corona crisis affected the achievement level of students.

Students' attitudes towards the English language: Many English Language teachers in the various stages of pre-university education and University faculty members complained about the students' attitude towards the English language. He should change his attitudes towards the English language and its importance at

medium. The sample was 68 who have children in a private primary school, and the study used a questionnaire for data collection. The study showed a positive attitude toward using English as a medium of instruction. Many Saudi parents prefer to send their children to private primary schools because they believe English is essential as an international language. Also, they prefer to send their children to those schools because they provide a better opportunity for their children to practice and learn the language at an early age.

In line with that, Getie (2020) sought to examine some factors affecting the attitude of students toward learning English Language as a foreign language in secondary school in Ethiopia. To collect the research data, the researcher designed a questionnaire and distributed it among 103 chosen students; 9 students were selected purposely for focused group discussion, and he interviewed grade 10 English Language teachers. After analyzing the data quantitatively and qualitatively, the study's findings revealed that the students' attitudes were positive and that social factors affect the students' attitude.

Nair et al.(2020) examined the attitude, parental engorgement, and perception of the importance of English in English Language learning. To achieve the study's goal, the researcher selected 150 upper-six students from six schools in Malaysia. The study's findings showed that the students were fully aware of the importance of the English Language, and their attitude toward learning English was very positive. Furthermore, parental engorgement and support scored a high mean.

Achievement of students

Academic achievement has been a central focus in Arab and foreign studies across all educational levels. Rukh (2014) conducted a study to examine the attitudes of business administration students in Punjab toward learning English and its relationship to their academic achievement. Utilizing a questionnaire to gather data, Rukh's sample included 200 master' s-level business administration students in their final semester. The results indicated that these students had positive attitudes toward learning English, which correlated positively with their academic performance.

Similarly, Al-Samadani and Ibanian (2015) aimed to identify the relationship between Sau-

study involved 203 students from six majors, including Human Resources Management (HR), Accounting, Insurance, Business Administration (BA), Social Works, and Labor Economics (LE). A well-structured questionnaire was used to gather the data. The results revealed that ULSA2 students are positive toward video conferencing learning.

The student's low academic achievement is one of the problems that have attracted the attention of many educators, whether officials in the Ministry of Education or those interested in educational research. There are many reasons, some related to the psychological aspect, and some related to the social aspect. Barakat and Harzallah (2010) emphasized that the low level of academic achievement is a big problem that must be solved. It is a social problem that is concerned with psychologists in the first place, as well as educators, social workers, and parents.

Parents' attitude toward English Language

Parents' attitudes are crucial in encouraging their children to learn the English language. This attitude may be positive because parents may sense the significance of the English language in their children's future lives and careers.

Griva and Chouarda (2012) aimed to explore parents' beliefs about their children's English Language learning in primary school in Greece. They used surveys and semi-structured interviews to collect the data. The results of the study showed that parents' attitudes toward early foreign language learning were positive, and the majority of the parents helped their children with English Language learning by answering some questions.

Hosseinpour et al. (2015) sought to evaluate parents' involvement and attitude toward their children's foreign Language learning. They distributed questionnaires among 140 parents (70 male and 70 female) in primary schools in Iran. The results revealed that parents with a higher level of involvement and positive attitude toward their children 's language learning caused their children to achieve higher levels of language learning.

Al-Qahtani and Al Zumor (2016) studied Saudi parents' attitudes toward using the English Language as a private primary school instruction

Abbasi (2018) explored the relationship between critical thinking skills and academic achievement in an English language course. Using the California Critical Thinking Skills Test (CCTST) Form B, Abbasi assessed critical thinking among 300 students. Final exam scores were collected to measure academic performance. Results revealed a strong positive correlation between critical thinking skills and academic achievement, suggesting that English language proficiency can be predicted based on critical thinking ability.

In another study, Rahardjo and Pertiwi (2020) examined the link between learning motivation and English achievement among 84 high school students in Surabaya. Utilizing both questionnaires and tests, the researchers found a positive correlation between students' motivation and English achievement, indicating that motivation plays a crucial role in academic success.

Rameli (2020) investigated the influence of self-regulation on English academic achievement among upper primary students in Johor Bahru, Malaysia. Using a self-regulated learning questionnaire, the study sampled 389 students from primary grades 4 and 5. Findings indicated that self-regulation significantly influenced students' achievement, underscoring the importance of self-directed learning in language acquisition.

Previous studies predominantly focused on factors influencing students' academic achievement, including attitude, motivation, self-regulation, critical thinking, and instructional methods. The current study aligns with these findings, reinforcing the positive relationship between academic achievement (dependent variable) and influencing factors such as attitudes, motivation, and learning strategies (independent variables).

Method and Research Procedures

Methodology

The current study implies a *quantitative* approach that highlights an in-depth view of the attitudes of English Language Institute and Preparatory Year Program (ELI-PYP) Students. Furthermore, it implies the attitude of their parents towards Learning the English language. Moreover, this study focuses on the relationship between the students' attitudes and academic achievement.

di English language students' attitudes towards learning English and their academic achievement at the University College in Al-Qunfudah Governorate. The researchers employed a questionnaire to assess students' general attitudes toward English, listening, speaking, reading, and writing skills. Additionally, interviews were conducted to gain deeper insights into the factors influencing these attitudes. The sample consisted of 112 English language majors. Findings revealed that students generally held positive attitudes towards English, with a strong correlation between high academic performance and a positive outlook on learning English. However, the study also noted that students' achievement in English was relatively low during the preparatory year, as evidenced by placement test results, which indicated a need for enhanced instruction.

In a different approach, Al-Sulomi's (2015) study examined the impact of multimedia on the English reading skills of third-grade intermediate students in Makkah Al-Mukarramah. Using a quasi-experimental design, the study's sample comprised 40 students divided into experimental and control groups. Pre- and post-tests on reading skills, along with an attitude scale, were used to assess the influence of multimedia. The results indicated that multimedia positively affected students' acquisition of reading comprehension skills, scanning, and browsing skills. However, multimedia showed no statistically significant effect on reading recognition skills. Statistically significant differences at the 0.05 level were observed between the experimental and control groups, favoring the experimental group in reading comprehension, survey reading, and browsing reading skills.

In another study, Al-Rubai (2015) investigated the impact of Marzano's model on English language achievement and attitudes among second-grade secondary students. Employing a quasi-experimental design, the researcher divided 50 students into experimental and control groups. An achievement test measured English vocabulary, grammar, and reading comprehension. Findings demonstrated significant differences between the groups, with the experimental group outperforming the control group in vocabulary, grammar, reading comprehension, and their attitudes toward English.

male students and 212 of their parents. "Tables 1 and 2 show the details of the study participants", with a heading for the Table.

Description of the student sample according to the gender variable

The sample of students consisted of 318 students from *the YELI* Institute. The following is the distribution of the sample according to the gender variable.

Study sample

The researcher applied the study to the preparatory year students and their parents at Yanbu English Language Institute. The researcher designed two questionnaires to measure the attitudes of the students and their parents toward learning the English language after the COVID-19 pandemic. Also, the researcher collected the final exam results to explore the relationship between the students' attitudes and academic achievement. The researcher applied the study to 318 male and fe-

Table 1
Distribution of the student sample according to the gender variable

Gender	Number	Percentage
Male	226	71.07%
Female	92	28.93%
Total	318	100.0%

Table 1 clearly shows that the research sample included 226 male students, representing 71.07%, and 92 female students, representing 28.93%.

Figure 1.
Sample distribution according to the student gender variable

students at YELI. Below is the distribution of the sample of parents according to the gender variable

Description of the sample of parents according to the gender variable:

The parent sample consisted of 212 parents of

Table 2
Distribution of the sample of parents according to the gender variable

Gender	Number	Percentage
Male	129	60.85%
Female	83	39.15%
Total	212	100.0%

Table 2 clearly shows that the sample of parents included 129 males, representing 60.85%, and 83 females, representing 39.15%.

Figure 2
Sample distribution according to the parent's gender variable

and the extent of support they provide for English language education.

Achievement Test: The researcher collected results from achievement tests administered at the end of the first semester to investigate the relationship between students' attitudes toward English and academic achievement. These results served as indicators of students' academic performance in English.

Justifications for Using Questionnaires

The researcher chose questionnaires as the primary data collection tool to address the research questions about measuring attitudes. The rationale behind this choice includes the following:

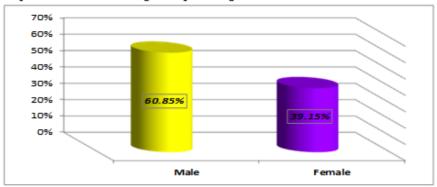Alignment with Attitudinal Domain: Since the study focuses on measuring attitudes, which belong to the emotional domain, a questionnaire is an appropriate tool as it is well-suited for capturing attitudinal data.

Preferred Response Format: Questionnaires' response formats allow respondents to select answers that best reflect their preferences and beliefs, making them a practical choice for gathering attitudinal data.

Self-Reflective Data Collection: The questionnaire collects data directly from each respondent about their attitudes and perspectives rather than about an external topic. This direct approach makes the questionnaire ideal for collecting such personal data.

Ethical Procedures

The researchers followed several procedures to ensure that data collected from participants and informants during a study adhere to rigorous criteria and protect all those affected, including researchers and participants. First, the researchers obtained informed consent (Appendix A) from participants before beginning their study to ensure they understood what their involvement entails and to ensure their confidentiality. Due to anonymity concerns, the participants were informed that they would not be identified using their names or IDs and that their emails would be written instead. Moreover, participants were notified that their participation was voluntary and that they could withdraw from the research at any time and for any reason.

Instruments

To achieve the objectives of this study, the researcher utilized the following instruments:

Student Attitude Questionnaire: This questionnaire was designed to measure students' attitudes toward learning the English language. It encompassed multiple aspects of attitude toward language learning, including listening, speaking, reading, and writing skills.

Parent Attitude Questionnaire: A separate questionnaire was administered to assess parents' attitudes toward their children's English language learning. This instrument contained 15 items and was aimed at understanding parental perspectives

ness (Abu Allam, 2014); moreover, the researcher verified the validity of the scale through the following:

The initial draft of the attitude scale was presented to a group of jury with expertise and specialization in the English language from teaching staff in universities in the English language departments, English language centers, and the preparatory year, as well as to specialists in measurement and evaluation to ensure the appropriateness of the questionnaire phrases to measure the emotional side in pictures of indirect declarative sentences. The number of juries reached 10 in order to benefit from their experiences and express their opinions on the following criteria:

1. Each questionnaire item is measurable.

2. Each paragraph of the questionnaire is accurate and precise in scientific and linguistic formulation.

3. Add or delete any item.

4. Make wording modifications to any item.

The researcher took the jury's directions and thus obtained the final draft of the attitude scale.

Second: Internal Consistency Validity

The internal consistency method is one of the accurate means of extracting the discriminatory power of the tool paragraphs because it is concerned with knowing whether each paragraph of the tool goes in the same path as the tool as a whole (Esawy, 1985). For this, the researcher applied the scale to a pilot sample. The Pearson correlation coefficient was used to calculate the correlation between the score of each statement and the total score of the students' questionnaire. This was done using the statistical program (SPSS). The results were as shown in the following tables:

Structure of the Student Attitude Questionnaire

The student questionnaire was structured around the following thematic axes:

Attitudes toward Learning English

Attitudes toward Listening

Attitudes toward Speaking

Attitudes toward Reading

Attitudes toward Writing

The researcher was guided by theoretical frameworks and insights from previous studies in constructing the questionnaire. The axes were analyzed to identify specific elements, attitudes, and behavioral traits relevant to each theme. These components were then formulated into direct, declarative statements, allowing students to express their attitudes and tendencies clearly.

For each axe, the researcher developed direct and indirect statements that reflect the elements, attitudes, and behavioral traits within each thematic area. These statements were organized into a corresponding list for each axis, ensuring that the questionnaire comprehensively captured the various facets of student attitudes.

The parental questionnaire consisted of 15 items measuring parents' attitudes toward their children's English language learning. This tool was designed to provide additional insight into parental influence, expectations, and support, thus contributing to a broader understanding of factors impacting student attitudes and achievement in English.

Validity and reliability of the Attitude scale

First: Scale Validity

The concept of validity refers to the particular inferences we draw from the scale scores regarding their relevance, meaning, and useful-

Table 3

The internal consistency for every statement of the students' questionnaire (n = 35)

N	Correlation coefficient	Sig	N	Correlation coefficient	Sig	N	Correlation coefficient	Sig
1	0.528	0.01	13	0.572	0.01	25	0.551	0.01
2	0.623	0.01	14	0.540	0.01	26	0.437	0.01
3	0.554	0.01	15	0.630	0.01	27	0.623	0.01
4	0.603	0.01	16	0.733	0.01	28	0.618	0.01
5	0.651	0.01	17	0.725	0.01	29	0.606	0.01
6	0.589	0.01	18	0.594	0.01	30	0.526	0.01
7	0.659	0.01	19	0.691	0.01	31	0.503	0.01
8	0.574	0.01	20	0.689	0.01	32	0.434	0.01
9	0.520	0.01	21	0.651	0.01	33	0.553	0.01
10	0.549	0.01	22	0.564	0.01	34	0.438	0.01
11	0.586	0.01	23	0.507	0.01	35	0.445	0.01
12	0.498	0.01	24	0.536	0.01			

r table value at df (33) and sig. level (0.05) = 0.304
r table value at df (33) and sig. level (0.01) = 0.393

internal consistency of the parents' questionnaire by applying it to a sample of (28) non-participants in the primary sample of the research. The Pearson correlation coefficient was used to calculate the correlation between each statement's score and the questionnaire's total score. This was done using the statistical program (SPSS). The results were as shown in the following tables:

The results of Table 3 show that the correlation coefficient of each statement with the total score of the questionnaire was statistically significant at the level (0.01). Thus, the questionnaire was highly reliable and valid as a tool for conducting this study.

The researcher also verified the validity of the

Table 4

The internal consistency for every statement of the questionnaire (n = 28)

N	Correlation coefficient	Sig	N	Correlation coefficient	Sig
1	0..596	0.01	9	0.707	0.01
2	0.542	0.01	10	0.516	0.01
3	0.608	0.01	11	0.742	0.01
4	0.653	0.01	12	0.730	0.01
5	0.774	0.01	13	0.567	0.01
6	0.784	0.01	14	0.582	0.01
7	0.526	0.01	15	0.653	0.01
8	0.462	0.05			

r table value at df (26) and sig. level (0.05) = 0.374
r table value at df (26) and sig. level (0.01) = 0.478

Third: Scale Reliability

Reliability means "that the scale gives the same results if repeated to the same group and in the same circumstances, and it is one of the desirable qualities to be available in the tool" (Samara

The results of Table 4 show that the correlation coefficient of each statement with the total score of the questionnaire was statistically significant at the significance levels (0.01) and (0.05). This confirms that the parents' questionnaire has a high degree of reliability.

Alpha-Cronbach's coefficient:

The researcher verified the reliability of the questionnaire by calculating the alpha-Cronbach coefficient on the data collected from the pilot sample. The results are shown in the following Table:

Table 5
Results of the questionnaire's reliability with Cronbach's alpha coefficient

Mean	Variance	Std. Deviation	No of items	Alpha coefficient
105.37	326.299	18.064	35	0.939

statements; the "Person Correlation" coefficient was used to calculate the extent of the correlation between the degrees of the two halves, and the length was adjusted by the "Spearman and Brown" coefficient; And with the "Guttman" coefficient, the results came as the following Table shows:

Table 6
The reliability coefficients by the split-half method

No of items	Correlation coefficient	Spearman-Brown coefficient	Guttman coefficient
35	0.861	0.926	0.925

was verified through the following:

Alpha-Cronbach's coefficient:

The researcher verified the reliability of the parents' questionnaire by calculating the alpha-Cronbach coefficient on the data collected from the pilot sample. The results are shown in the following Table:

Table 7
Results of the questionnaire's reliability with Cronbach's alpha coefficient

Mean	Variance	Std. Deviation	No of items	Alpha coefficient
56.14	60.053	7.749	15	0.885

statements; the "Person Correlation" coefficient was used to calculate the extent of the correlation between the degrees of the two halves, and the length was adjusted by the "Spearman and Brown" coefficient; And with the "Guttman" coefficient, the results came as the following Table shows:

& Aladeli, 2008, p. 83). Different methods verified the reliability of the scale.

The researcher verified the reliability of the two scales (students' and parents' questionnaires).

The reliability of the students' questionnaire was verified through the following:

The results show that the reliability coefficients are acceptable. This means that the questionnaire is reliable and valid.

Split-Half Method

The questionnaire statements were divided into two halves: odd statements versus even

It is clear from Table 6 that the general reliability coefficient of the students' questionnaire, according to the Spearman and Brown equation, reached (0.926), and with the Guttman equation, it reached 0.925. These values confirm that the questionnaire has an acceptable degree of reliability.

The reliability of the Parents' questionnaire

The results show that the reliability coefficients are acceptable. This means that the questionnaire is reliable and valid.

Split-Half Method

The questionnaire statements were divided into two halves: odd statements versus even

Table 8
The reliability coefficients by the split-half method

No of items	Correlation coefficient	Spearman-Brown coefficient	Guttman coefficient
15	0.754	0.859	0.856

5. Is there a statistical difference in the parents' attitude toward learning the English language after the COVID-19 pandemic regarding gender?

6. What is the relationship between the attitudes of the YELI students and their academic achievement in the English language?

7. What is the effect of the attitudes towards learning the English language on YELI students' academic achievement in English?

The researcher presents the results of each question as follows:

Results of the first question

To answer the first question, frequencies, percentages, arithmetic means, standard deviations, and relative weights were calculated from the student's points of view on the questionnaire related to determining their attitudes toward learning the English language after the COVID-19 pandemic. The results are shown in Table 9.

According to the Spearman and Brown equation, reached (0.859), and with the Guttman equation, it reached (0.856). These values confirm that the questionnaire has an acceptable degree of reliability.

Results

The current research sought to answer the following questions:

1. What are the attitudes of the YELI students toward learning the English language after the COVID-19 pandemic?

2. What are the attitudes of the YELI students' parents toward learning the English language after the COVID-19 pandemic?

3. What is the level of academic achievement of the YELI students in the English language?

4. Is there a statistical difference in the student's attitude toward learning the English language after the COVID-19 pandemic regarding gender?

Table 9
Results associated with identifying the attitudes of the YELI students toward learning the English language after the Covid-19 Pandemic (n=318)

N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
1	I feel that learning English is not important.	F	25	27	19	85	162	1.96	1.28	39.2%	small	35
		%	7.9	8.5	6.0	26.7	50.9					
2	I am keen to study in English language institutes during summer vacations.	F	64	76	83	61	34	3.24	1.27	64.8%	Medium	12
		%	20.1	23.9	26.1	19.2	10.7					

N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
3	I feel bored when looking at English dictionaries.	F	42	63	88	98	27	2.98	1.17	59.6%	Medium	15
		%	13.2	19.8	27.7	30.8	8.5					
4	I participate in different topics in school broadcast in English language.	F	30	84	102	62	40	3.01	1.16	60.2%	Medium	14
		%	9.4	26.4	32.1	19.5	12.6					
5	When I use the ATM, I choose the English language.	F	45	43	87	72	71	2.75	1.33	55.0%	Medium	20
		%	14.2	13.5	27.6	22.6	22.3					
6	I don't memorize a lot of English terminologies.	F	25	52	96	95	50	2.71	1.15	54.2%	Medium	21
		%	7.9	16.4	30.2	29.9	15.7					
7	I enjoy using the English language on my mobile.	F	114	116	48	25	15	3.91	1.12	78.2%	large	2
		%	35.8	36.5	15.1	7.9	4.7					
8	I get annoyed when participating in activities related to the English language.	F	24	41	89	106	58	2.58	1.15	51.6%	small	24
		%	7.5	12.9	28.0	33.3	18.2					
9	I often think about traveling to English-speaking countries.	F	102	114	43	29	30	3.72	1.26	74.4%	large	6
		%	32.1	35.8	13.5	9.1	9.4					
10	I love to use new English terminologies not included in the course.	F	75	118	92	17	16	3.69	1.05	73.8%	large	7
		%	23.6	37.1	28.9	5.3	5.0					
11	I get bored when I listen to others speaking English.	F	8	25	67	120	98	2.14	1.02	42.8%	small	33
		%	2.5	7.9	21.1	37.7	30.8					
12	When I hear a person speaking English, I listen to him and understand everything he/she says.	F	75	144	79	20	0	3.86	0.85	77.2%	large	3
		%	23.6	45.3	24.8	6.3	0.0					
13	I hope to become a broadcaster in one of the English radio stations.	F	12	45	73	87	101	2.31	1.17	46.2%	small	29
		%	3.8	14.2	23.0	27.4	31.8					
14	When I hear a text in English, I keep myself busy with drawing and writing.	F	17	30	81	109	81	2.35	1.12	47.0%	small	28
		%	5.3	9.4	25.5	34.3	25.5					
15	I love to hear the lecturer when he speaks English.	F	56	133	98	16	15	3.63	0.99	72.6%	large	9
		%	17.6	41.8	30.8	5.0	4.7					
16		F	42	80	87	83	26	3.09	1.17	61.8%	Medium	13

N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
	I often follow Telegram channels that teach English listening skills.	%	13.2	25.2	27.4	26.1	8.2					
17	Speaking English with my teacher increases my self-confidence.	F	124	94	84	15	1	4.02	0.94	80.4%	large	1
		%	39.0	29.6	26.4	4.7	0.3					
18	I get annoyed with speaking and discussing with the lecturer in English.	F	13	34	69	102	100	2.24	1.13	44.8%	small	13
		%	4.1	10.7	21.7	32.1	31.4					
19	I go to hospitals regularly to speak with doctors and nurses in English.	F	33	66	99	71	49	2.88	1.21	57.6%	Medium	18
		%	10.4	20.8	31.1	22.3	15.4					
20	I hate speaking English outside of class.	F	12	29	66	119	92	2.21	1.08	44.2%	small	23
		%	3.8	9.1	20.8	37.4	28.9					
21	I am very happy to speak English with the customer services.	F	68	128	84	24	14	3.67	1.03	73.4%	large	8
		%	21.4	40.3	26.4	7.5	4.4					
22	I prefer to speak English when I call the teacher.	F	92	114	77	25	10	3.80	1.04	76.0%	large	4
		%	28.9	35.8	24.2	7.9	3.1					
23	I prefer to read the instructions in English.	F	42	94	112	63	7	3.32	1.01	66.4%	Medium	11
		%	13.2	29.6	35.2	19.8	2.2					
24	I get bored when I read long sentences in English.	F	18	45	110	95	50	2.64	1.08	52.8%	Medium	22
		%	5.7	14.2	34.6	29.9	15.7					
25	I enjoy reading daily newspapers published in English.	F	23	52	109	100	34	2.78	1.07	55.6%	Medium	19
		%	7.2	16.4	34.3	31.4	10.7					
26	Stories written in English do not fulfill my desires.	F	18	65	135	84	16	2.95	0.96	59.0%	Medium	16
		%	5.7	20.4	42.5	26.4	5.0					
27	I like to read the translation of the Qur'an in English.	F	17	35	73	88	105	2.28	1.19	45.6%	small	30
		%	5.3	11.0	23.0	27.7	33.0					
28	I get bored when the teacher asks me to read in English.	F	16	30	44	101	127	2.08	1.17	41.6%	small	34
		%	5.0	9.4	13.8	31.8	39.9					
29	I feel happy when I write in English.	F	110	93	80	30	14	3.75	1.13	75.0%	large	5

N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
		%	31.8	29.2	25.2	9.4	4.4					
30	I get bored when I write]my homework in English.	F	28	32	83	113	62	2.53	1.17	50.6%	small	26
		%	8.8	10.1	26.1	35.5	19.5						
31	I participate in all calligraphy competitions in the English language.	F	11	28	105	118	56	2.43	0.99	48.6%	small	27
		%	3.5	8.8	33.0	37.1	17.6						
32	I get annoyed with writing in English on the board.	F	20	31	102	116	49	2.55	1.06	51.0%	small	25
		%	6.3	9.7	32.1	36.5	15.4						
33	I love writing in English when I participate in social media.	F	80	98	85	39	16	3.59	1.14	71.8%	large	1
		%	25.2	30.8	26.7	12.3	5.0						
34	I am thrilled to write my daily diary in English.	F	36	61	110	64	47	2.92	1.20	58.4%	Medium	17
		%	11.3	19.2	34.6	20.1	14.8						
35	I don't enjoy reading stories written in English.	F	17	48	96	112	45	2.62	1.07	52.4%	Medium	23
		%	5.3	15.1	30.2	35.2	14.2						
	General Mean							2.95	1.11	59.0%	Medium	

erage of (3.86), a relative weight of (77.2%), and a degree of (large).

Statement No. (11): "I get bored when I listen to others speaking English" ranked thirty-third with an average of (2.14), a relative weight of (42.8%), and a score of (small), while Statement No. (28): "I get "bored when the teacher asks me to read in English" was ranked thirty-fourth - and penultimate - with an average of (2.08), a relative weight of (41.6%) and a score of (small), and Statement No. (1): "I feel that learning English is not important" ranked thirty-fifth - and last - with an arithmetic average of (1.96), a relative weight of (39.2%), and a score of (small). The following figure includes a graphical representation of these results:
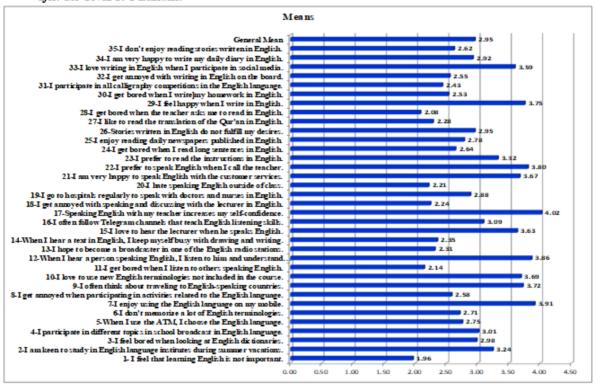
Table 9 shows that the general arithmetic mean of the students' questionnaire was 2.95, with a relative weight of 59.0%. These values confirm that YELI students have Medium attitudes towards learning English after the COVID-19 pandemic.

Statement No. (17): "Speaking English with my teacher increases my self-confidence" ranked first with a mean of (4.02) and a relative weight of (80.4%) and a degree of (large), followed by Statement No. (7): "I enjoy using "The English language on my mobile" came in second place with an average of (3.91), a relative weight of (78.2%), and a degree of (large), and Statement No. (12): "When I hear a person speaking English, I listen to him and understand everything he /she says" ranked third with an arithmetic av-

Figure 3.

Arithmetic averages of "the attitudes of the YELI students toward learning the English language after the Covid-19 Pandemic."

parents' viewpoints on the questionnaire regarding their attitudes toward learning English after the COVID-19 pandemic. The results are shown in Table 10.

Results of the second question

To answer the second question, frequencies, percentages, arithmetic means, standard deviations, and relative weights were calculated for

Table 10

Results associated with identifying the attitudes of the YELI students' parents toward learning English language after Covid-19 Pandemic Pandemic (n=212)

N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
							Response alternatives					
1	It is my pleasure to see my son/daughter learning English Language.	F	185	18 22	5	0	0	4.85	0.42	97.0 %	Very large	1
		%		87.4	10.4	2.4	0.0	0.0					
2	I am very happy when I hear my son/ daughter speaking English fluently.	F	183	18 26	5	0	0	4.83	0.44	96.6 %	Very large	2
		%		85.3	12.3	2.4	0.0	0.0					
3	I feel interested when I read the English curriculum.	F		71 70	61	6	4	3.93	0.95	78.6 %	large	6
		%		33.5 33.0	28.8	2.8	1.9					

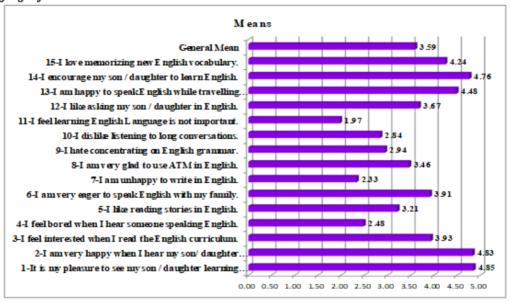| N	Statements	Frequencies and ratios	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Means	Standard deviations	Relative Mean	Obstacles	Ranks
4	I feel bored when I hear someone speaking English.	F	12	28	56	69	47	2.48	1.14	49.6%	small	13
		%	5.7	13.2	26.4	32.5	22.2					
5	I like reading stories in English.	F	28	59	69	41	15	3.21	1.11	64.2%	Medium	10
		%	13.2	27.8	32.5	19.3	7.1					
6	I am very eager to speak English with my family.	F	87	50	50	19	6	3.91	1.12	78.2%	large	7
		%	41.0	23.6	23.6	9.0	2.8					
7	I am unhappy to write in English.	F	24	17	35	65	71	2.33	1.32	46.6%	small	14
		%	11.3	8.0	16.5	30.7	33.5					
8	I am very glad to use ATM in English.	F	11	109	64	22	6	3.46	0.86	69.2%	large	9
		%	5.2	51.4	30.2	10.4	2.8					
9	I hate concentrating on English grammar.	F	32	30	73	48	29	2.94	1.23	58.8%	small	11
		%	15.1	14.2	34.4	22.6	13.7					
10	I dislike listening to long conversations.	F	27	37	58	55	35	2.84	1.26	56.8%	Medium	12
		%	12.7	17.5	27.4	25.9	16.5					
11	I feel learning English Language is not important.	F	6	6	38	87	75	1.97	0.95	39.4%	small	15
		%	2.8	2.8	17.9	41.0	35.4					
12	I like asking my son / daughter in English.	F	64	67	38	33	10	3.67	1.19	73.4%	large	8
		%	30.2	31.6	17.9	15.6	4.7					
13	I am happy to speak English while travelling abroad.	F	133	57	16	2	4	4.48	0.83	89.6%	Very large	4
		%	62.7	26.9	7.5	0.9	1.9					
14	I encourage my son / daughter to learn English.	F	176	27	5	2	2	4.76	0.63	95.2%	Very large	3
		%	83.0	12.7	2.4	0.9	0.9					
15	I love memorizing new English vocabulary.	F	109	59	36	2	6	4.24	0.96	84.8%	Very large	5
		%	51.4	27.8	17.0	0.9	2.8					
	General Mean							3.59	0.97	71.8%	large	

with an arithmetic average of (4.76), a relative weight of (95.2%), and a degree of (Very large)

Statement No. (4): "I feel bored when I hear someone speaking English" ranked Thirteenth place with an average of (2.48) and a relative weight of (49.6%) and a score of (small), while Phrase No. (7): "I am unhappy to write in English" was ranked Fourteenth place - and penultimate - with an average of (2.33), a relative weight of 46.6%) and a score of (small), and Statement No. (11): "I feel learning English Language is not important "ranked Fifteenth place - and last- with an arithmetic average of (1.97), a relative weight of (39.4%), and a score of (small). The following figure includes a graphical representation of these results:

It is clear from Table (10) that the general arithmetic mean of the parents' questionnaire was (3.59), with a relative weight of (71.8%). These values confirm that parents of YELI students have large attitudes toward learning English after the COVID-19 pandemic.

Statement No. (1): "It is my pleasure to see my son / daughter learning English Language" ranked first with a mean of (4.85) and a relative weight of (97.0%) and a degree of (Very large), followed by Statement No. (2): "I am very happy when I hear my son/ daughter speaking English fluently" came in second place with an average of (4.83), a relative weight of (96.6%), and a degree of (Very large), Statement No. (14): "I encourage my son / daughter to learn English" ranked third

Figure 4

Arithmetic averages of "the attitudes of the YELI students' parents toward learning English language after Covid-19 Pandemic"

dents on the English language achievement test and its default Mean (equal to 60% of the final grade of the test), and the results were as shown in the following Table:

Results of the third question

To answer the third question, a one-sample T-test was used to identify the significance of the differences between the average scores of stu-

Table 11

Results of the " one-sample T-test " To identify the significance of the differences between the average scores of students on the English language achievement test and its default Mean. (n=318)

Actual Mean	default Mean	SD	Total score	T-value	df	Sig. value	Statistical significance
74.16	60	9.90	100	25.50	317	0.00	Sig at (0.01)

Results of the fourth question

To answer the fourth question, the researcher used Independent Samples T-test to identify the statistical difference in the students' attitude toward learning English language after Covid-19 Pandemic regarding the gender. The results are shown in the following Table:

It is clear from Table (11) that there is a statistically significant difference at the significance level (0.01) between the average scores of students on the English language achievement test and its default Mean. The differences were in favor of the actual average, and this result confirms that the YELI students have a higher-than-average level (high) of academic achievement in the English language.
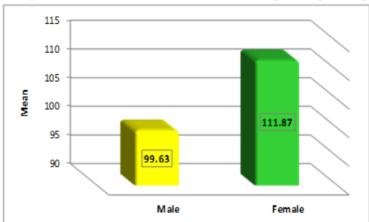
Table 12
Results of the "Independent Samples T-test" To identify the statistical difference in the students' attitude toward learning English language after Covid-19 Pandemic regarding the gender. (n=318)

Gender	N	Mean	SD	T-value	df	Sig. value	Statistical significance
Male	226	99.63	9.509	9.865	316	0.00	Sig at (0.01)
Female	92	111.87	11.226				

the English language after the Covid-19 pandemic regarding the gender, and the difference was in favor of (female students).

It is clear from Table (12) that there is a statistically significant difference at the significance level (0.01) in students' attitude towards learning

Figure 5
The difference in the student's attitude toward learning the English language regarding the gender

the statistical difference in the parents' attitudes toward learning the English language after the COVID-19 pandemic regarding gender. The results are shown in the following Table.

Results of the fifth question

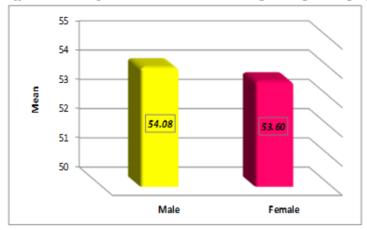To answer the fifth question, the researcher used the Independent Samples T-test to identify

Table 13
Results of the "Independent Samples T-test" To identify the statistical difference in the Parent's attitude toward learning the English language after the Covid-19 Pandemic regarding gender. (n=212)

Gender	N	Mean	SD	T-value	df	Sig. value	Statistical significance
Male	129	54.08	5.692	0.621	210	0.536	no sig
Female	83	53.60	5.022				

tudes toward learning the English language after the COVID-19 pandemic regarding gender.

It is clear from Table 13 that there is no statistically significant difference in the parents' atti-

Figure 6
Differences in the parents' attitude toward learning the English language regarding gender

on the attitude's questionnaire and their scores on the achievement test in the English language. The results are shown in the following Table:

Results of the sixth question

To answer the sixth question, Pearson's coefficient was used to verify the statistical significance of the correlation between students' scores

Table 14
Results of the relationship between the attitudes of the YELI students and the academic achievement in the English language

Variables	N	Pearson Correlation	Sig. value	Statistical significance
Attitudes toward learning English language	318			Sig at
academic achievement in the English language	318	0.583	0.00	(0.01)
language				

Results of the seventh question

The seventh question states, "What is the effect of attitudes towards learning the English language on academic achievement in the English language for YELI students?"

To answer the seventh question, a simple regression analysis method was used, and the results were as follows:

Table (14) clearly shows a positive correlation with statistical significance at the significance level (0.01) between the attitudes of the YELI students and their academic achievement in the English language.

Table 15
Results of the analysis of variance test for the significance of the regression analysis model. (n=318)

Gender	Sum of Squares	df	Mean Square	F-value	Sig. value	Statistical significance
Regression	10572.983	1	10572.983			
Residual	20515.579	316	64.923	162.855	0.00	Sig at (0.01)
Total	31088.562	317				

of the regression analysis model in predicting the dependent variable.

Table 15 clearly shows that the F ratio reached 162.855, which is statistically significant at the significance level (0.01) and confirms the validity
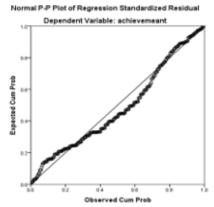
Table 16
Results of simple regression analysis of the effect of the attitude towards learning the English language on academic achievement in the English language.

Dependent variable	Independent variable	B	R	Adjusted R Square	T-value	Sig. value	Statistical significance
Academic achievement	(Constant)	22.159	0.583	0.338	5.404	0.00	Sig at (0.01)
	students' attitude	0.504			12.761	0.00	Sig at (0.01)

achievement for YELI students. It also confirms that attitudes toward the English language affect 33.8% of learning English for YELI students.

Table 16 clearly shows that (Adj R Square) reached (0.338), which indicates attitudes toward learning the English language affect academic

Figure 7
The regression relationship between attitudes and academic achievement in the English language

the language. In the last two years, the COVID-19 pandemic has stalked the world, affecting not only education but also the style of life. As the researcher works as a faculty member, he has noticed the low level of students, which may be due to their attitudes towards the English language. This study emerges as a response to this issue. The study explored students' attitudes toward the English language and its relationship to academic achievement. The data analysis revealed an apparent decline in student achievement, and absence from lectures is repeated every semester. Also, their parent's attitude, despite all attempts and efforts to reduce this problem, the management of and also their parent's attitude is undertaken. After conducting this study, it was found that:

Generally, YELI students have medium attitudes toward learning English after the

Discussion

Over the years, English has become one of the most significant and dominant languages globally. Sharifian (2013) argues that English has become the global language as it is rapidly becoming a world language and the most spoken language in many parts of the world. Millions of people worldwide are currently learning English for different purposes such as communicating, working, or pursuing a degree in one of the English-speaking countries. Students are trying to learn English in their schools despite the difficulties. Some of these learners are learning English as a second language, while others are being exposed to English as a foreign language.

With the recent issues in our world, teaching the English language has undergone changes that require teachers' and students' efforts to acquire

Furthermore, there is a statistically significant difference at the significance level of 0.01 in students' attitudes towards learning the English language after the COVID-19 pandemic regarding gender, with the difference favoring female students.

Moreover, no statistically significant difference exists in parents' attitudes toward learning the English language after the COVID-19 pandemic regarding gender.

A positive correlation with statistical significance at the significance level of 0.01 is present between the attitudes of YELI students and their academic achievement in the English language.

Attitudes toward learning the English language affect academic achievement for YELI students, with a confirmed impact of 33.8% on learning English. This positive correlation between the students' attitude and their achievement in learning English aligns with the results of Rukh (2014), Al-Samadani and Ibanian (2015), Al-Sulomi's study (2015), Al-Rubai (2015), Abbasi (2018), Rahardjo and Pertiwi (2020), and Rameli (2020).

Finally, there is no correlation between students' attitudes and their academic achievement, indicating that the pandemic did not influence their attitudes toward learning the English language.

On the other hand, several studies (Gomleksiz, 2010; Genc, 2017; Getie, 2020) pointed out that students' attitudes are negatively affected by factors such as gender, fields of study, academic achievement, teachers, the learning environment, the way English is taught, and classroom size. Hartshorn and McMurry (2020); Hidalgo et al. (2021) also pointed out that remote learning during the COVID-19 crisis had a negative impact on students' academic achievement. Additionally, the crisis affected both teachers and students, increasing their stress levels. Furthermore, the speaking skill was one of the most affected skills during the COVID-19 crisis.

Conclusion

A five-point Likert scale was employed to measure the degree of respondents' attitudes. This scale assigned scores as follows: a score of 5 for "Strongly Agree," 4 for "Agree," 3 for "Neutral," 2 for "Disagree," and 1 for "Strongly

COVID-19 pandemic. Statement No. (17): "Speaking English with my teacher increases my self-confidence" ranked first with a mean of 4.02 and a relative weight of 80.4%, classified as significant. The statement followed this No. (7): "I enjoy using the English language on my mobile" in second place with an average of 3.91, a relative weight of 78.2%, also classified as significant. On the other hand, Statement No. (11): "I get bored when I listen to others speaking English" ranked thirty-third with an average of 2.14 and a relative weight of 42.8%, falling into the small category. Statement No. (28): "I get bored when the teacher asks me to read in English" was ranked thirty-fourth with an average of 2.08, a relative weight of 41.6%, also considered small. Statement No. (1): "I feel that learning English is not important," ranked thirty-fifth and last, with an average of 1.96 and a relative weight of 39.2%, indicating a small degree.

Similarly, parents of YELI students exhibit a significant attitude towards learning English after the COVID-19 pandemic. Statement No. (1): "It is my pleasure to see my son/daughter learning the English Language" ranked first with a mean of 4.85 and a relative weight of 97.0%, categorized as very large. The statement followed this No. (2): "I am very happy when I hear my son/daughter speaking English fluently" in second place with an average of 4.83, a relative weight of 96.6%, also massive. On the other hand, Statement No. (4): "I feel bored when I hear someone speaking English" ranked thirteenth with an average of 2.48 and a relative weight of 49.6%, indicating a trim level of attitude. Statement No. (7): "I am unhappy to write in English" was ranked fourteenth and penultimate with an average of 2.33, a relative weight of 46.6%, and a small degree. Statement No. (11): "I feel learning English Language is not important" ranked fifteenth and last with an average of 1.97, a relative weight of 39.4%, again reflecting a trim level of attitude. The high attitude of parents toward learning English may lead to high achievement, which aligns with the study of Griva and Chouarda (2012); Hosseinpour, Sherkatolabbasi, and Yarahmadi (2015); Al-Qahtani and Al Zumor (2016); Getie (2020); and Nair et al. (2020).

Additionally, YELI students demonstrate a higher-than-average level (high) in academic achievement in the English language.

students' attitudes toward learning English and to provide academic support in cases of declining academic performance. This can be achieved through remedial programs, as well as by identifying their needs and supplying them with the necessary resources.

Acknowledgments

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Disagree." The following criterion was established for interpreting the arithmetic mean values in the results tables: if the mean ranged from 1.00 to 1.80, it was interpreted as "Very Small"; if greater than 1.80 to 2.60, it was interpreted as "Small"; if greater than 2.60 to 3.40, it was interpreted as "Medium"; if greater than 3.40 to 4.20, it was interpreted as "Large"; and if greater than 4.20 to 5.00, it was interpreted as "Very Large."

Several statistical methods were utilized to analyze the collected data. To verify the validity and reliability of the instruments, the study employed Pearson's simple correlation coefficient to calculate internal consistency. Reliability was further assessed using Cronbach's alpha coefficient and the split-half method, both commonly used to ensure consistency within the data.

Descriptive statistics summarized the responses, including calculating means, standard deviations, response frequencies, and ratios. Ranks and weighted averages were computed for each item to provide insight into the relative importance or frequency of specific attitudes among respondents.

Inferential statistical methods were also applied. An Independent Samples T-test was used to analyze differences in responses between students and parents based on the gender variable. A one-sample T-test was conducted to determine the student's academic achievement levels. The correlation coefficient and simple regression analysis were used to examine the influence of attitudes on academic achievement. This allowed the study to identify any significant relationships between attitudes toward learning English and performance in English.

In light of the study's findings, the researcher recommends the following:

Since parents' attitudes toward learning English were positive, workshops or online meetings for them can be implemented if they are unable to attend in person, in order to reinforce this positive attitude and motivate their sons and daughters to improve their academic performance. Additionally, since girls exhibited higher attitudes than boys toward learning English, enrichment programs should be dedicated to enhancing this positive attitude among them.

Furthermore, training programs for faculty members should be offered on how to improve

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