

The Attitudes of Parents and Students towards Teaching English in the Secondary Stage at Public and Private Schools in Jordan

Raghad Mohammed Souod Abd Alwahid

Fatima Jafar

Department of Curriculum and Instruction || Faculty of Education || Amman Arab University || Jordan

Abstract: This study aimed at investigating Parents' and Students' attitudes towards teaching English at public and private schools for the secondary stage in Jordan through answering the following questions. A questionnaire was designed to measure parents' and students' attitudes towards Teaching English at Public and Private Schools using the described method. Participants of the study consisted of (114) students from public and private schools, and (37) parents. Means, standard deviations and T-test were used to analyze the data. The results revealed that parents of public and private schools students show neutral attitudes towards English language teaching, as well as students' attitudes towards. No statistically significant differences in attitudes towards teaching English were found from parents' or students due to the type of school (public / private).

Keywords: Attitudes, parents, students, teaching English, public and private schools.

1. Introduction

For decades, English language has been the widespread language of the globe. It is not possible now to find a country, where teaching and learning English has not become a norm. although there are some citizens who would like to stick with their native language, and who would favor not to learn English, learning and mastering English include many benefits that goes ahead of the four corners of one's own country. Around the world English is the most spoken language. 20% of the world population understands it. As expected, (380) million native speakers and (300) million that utilize English as a second language and an additional (100) million who use English as a foreign language. It is the language of aviation, science, diplomacy, computers, and tourism. It is the official or co-official language in (45) countries, and it is widely spoken in other countries, where it does not have official position because it is not needed in many jobs and fields (Peters et al, 2009). Learning English is considered one of the key qualifications for the individual to a better life. Zawahreh (2012) assures the fact that English is the world's most used language, and with the huge numbers of students learning English as a foreign language, it is the world's most spoken international language, and progress seekers are required to have the ability to read, write, and speak English.

Several terms refer to teaching English, Teaching English as a Foreign Language (TEFL) refers to teaching English to learners with different first languages, and teaching English as a second language (TESL), while Teaching English to Speakers of Other Languages is known as (TESOL), English as a second language refers to as (ESL) (Ching, 2010). By learning English as a foreign language, students will completely value the culture of a country and its background, it extends learner's understanding and will enable him to bridge the gap between cultures, it also enhances the understanding of learner's own culture by considering it from another viewpoint. Learning new language will give a sole chance of stepping outside the border of everyday life (Hammer-Merle & Marcheteau, 2000).

English is one of the main subjects in the educational system in Jordan. At the beginning of the educational system, textbooks were authored by Jordanian specialists with the help of British educational experts. After the independence in (1946), English was the first foreign language to be taught in the schools of Jordan. Later, English was taught in all Jordanian schools from the fifth grade for six to seven forty minutes' periods a week. After the 1990s, English was taught beside Arabic in all the schools of Jordan throughout the twelve school years starting from the first grade. In the year (2006), the Ministry of Education in Jordan introduced the new general guidelines of English language curriculum, which confirmed the integral role of learning English language and improving social, psychological, cultural and cognitive domains (Al-Ghazo & Smadi, 2013; Darbseh, 2013). The concern of the MOE about English language teaching is understandable. The fast developments in communication technology and its impact on world affairs give English, through which globalization is carried out, more importance, not only for Jordan but for all countries in the world (Bani-Khaled, 2013). The introduction of English language curriculum states that:

“English is an international language and fundamental to learning and communicating in all cultures ... with the increasing amount of information and communication technology (ICT) our students need to cope with different means of technology that emerge as a result. Through learning English, they will be able to develop confidence, competence and self-reliance to meet the demands of employment and further education. English is one of the main courses taught for grades one through twelve...” (MOE, ERfKE, 2003, p. 3).

The schooling system in Jordan is, as elsewhere in the world, divided into public and private schools. Some private schools develop their own curriculum regarding teaching English, besides, they teach other subjects in English as well. But at the end of the schooling years, all students have to pass the Government General Exam (Tawjihi), and the results show that public schools' graduates are equivalent to private schools' graduates in this exam.

Parents are considered one of the stakeholders in implementing and evaluating curriculum of their children, they do their best to ensure that their children learn English in the proper way, because they know its importance to their future as instrumental and academic requirement for life. Parental involvement is defined by Gonzalez-Mena (2011) as a combination of commitment and active participation by the parents in the schooling of their children. Parents and the school work collaboratively and collectively to ensure adequate and effective implementation of the curriculum in terms of discipline, funding, facilities and staffing for the success of the children. Teaching English is one of the most important factors in determining the choice of school for children in Jordan. An increasing number of parents transfer their children from one school to another according to their attitudes towards teaching English. At the same time, students themselves build different attitudes toward the school in terms of the level of teaching English. By investigating these attitudes it is expected to uncover the real reasons for building these attitudes in order to diagnose any shortcomings in this issue.

This study aims to explore the attitudes of parents and students towards teaching English at public & private schools for the secondary level in Jordan for the academic year 2016/2017. It is expected that this study could pinpoint the exact problem of teaching English as a foreign language from both the parents' and the students' points of view of the secondary level in Jordan.

1.1. Research problem

Mastering English as a foreign language is one of the general objectives of education in Jordan. Parents and students build their attitudes towards teaching English both in the public and private schools according to their own observations about details of the teaching process. The purpose of this study is to explore the attitudes of parents and students towards teaching English at public & private schools for the secondary level in Jordan for the academic year 2016/2017. This investigation might lead to understanding the points of interest in the teaching process of English by parents and students, in order to enhance, develop or improve the whole process.

1.2. Research Questions

This study examines the following research questions:

- 1- What are the attitudes of parents towards the process of teaching English for the secondary level in public and private schools in Amman?
- 2- What are the attitudes of students towards the process of teaching English for the secondary level in public and private schools in Amman?

- 3- Is there any statistical significant difference due to type of school in the attitudes of parents towards the process of teaching English for the secondary level in Amman?
- 4- Is there any statistical significant difference due to type of school in the attitudes of students towards the process of teaching English for the secondary level in Amman?

1.3. Significance of the Study

This study is expected to contribute in the field of the scientific research about parents' and students' attitudes towards teaching English in public and private schools for the secondary level. Also this study might contribute in exploring the parents' and students' problems with English language teaching in public and private schools that might foreshadow the possible development in the discussed domains of teaching English. On the other hand, the results of this study might help decision makers of TEFL curriculum in Jordan in terms of ways to develop the studied domains. In addition, it might guide English teachers pay attention to their teaching processes and activities.

1.4. Limitations

The results of this study are limited to the participants of the study who form the sample, and the instruments used to collect data during the scholastic year 2016/2017. The study results will be determined and limited in the light of the the availability of psychometric characters of the instrument of the study; validity, reliability, and sample and the procedures followed in choosing the members of it.

2. Review of literature

2.1. Theoretical background

Learning English language assists in rising life skills. It involves different learning skills, like listening, speaking, writing and reading. This in order will help students to improve in other fields too. Mental skills and general reading will develop through learning a language. Actually, if learned from an early age, a noticeable advantage to cognitive development, such as reasoning, creativity, and problem-solving will appear. Additionally, learning English language will develop significant life skills, like coping and adapting with changes, and being able to deal with strange and new circumstances (Lescanne& Mason, 2008).

In the first place, the challenging nature of (TEFL) can be considered due to the permanently active status of both the English language, and the practical aspects implied by teaching. It is frequently painstaking to follow and comply with the too often changes in curriculum and in the policies concerning the preparation of documents needed in the field (Jahangard, 2007). (TEFL) is considered as an everlasting challenge, though as some researchers have noted that, it is not unusual for tutors in the present situation to interpret

professional progress solely in the sense of progressing their linguistic competence, rather than the teaching practice. Teaching has in itself always been in the first place a matter of self-improvement so as to be able to pass over knowledge and facts that are accurate, true and up to date (Ching, 2010).

Moreover, foreign language teaching (FLT) and the issue of when to start introducing foreign languages have been given much consideration by almost all educational systems worldwide. For example, at the European level, and over a period of several decades, changes of policies witnessed a steadily increasing importance attached to the teaching of foreign languages. Schools in the USA have also demonstrated increased interest in beginning the study of foreign languages in the early grades (Brown, 2009). According to Rosenbusch (1995), a major influence on the trend toward an early start indicates that the early study of a foreign language results in cognitive benefits, gains in academic achievement and positive attitudes towards diversity. Educators, nevertheless, highlight cautions that should be considered in planning a foreign language program early in schools. Such cautions include among other things, the lack of teachers with sufficient language skills and the appropriate teaching methodology for young learners. Realistic program goals that clearly state why and what students are expected to learn and be able to do are also important to be considered. While educators in the USA and Europe realize the importance of building positive attitudes towards diversity through FLT, others might have a different rationale. Without ignoring the cultural aspect, educators in Jordan consider ELT a necessity for future survival. The major components of the process of (TEFL) are the curriculum, teacher education, and the attitudes towards it.

2.1.1. Curriculum

Curriculum is the main reference point for teachers, mainly in developing countries, presented in the textbook and teacher guides as the only resource for teachers. Teachers' academic practices, approaches and strategies thus help to perform the curriculum. The curriculum links the officially selected educational goals and content, with the act of teaching and assessment, and is best seen as a series of transformations, transpositions, and translations (Alexander, 2009). The curriculum is performed, and in the process gets transformed, as teachers and students add, interpret, and modify the meaning included in the official specification. Thus, assessment, pedagogy, and curriculum, are interconnected and equally influence one another in the daily interaction in the classroom (Bernstein, 1975, Alexander, 2009).

Besides, learning and understandings acquired by students are mediate by student's related factors like; students' action, home language, motivation, socioeconomic status (SES), needs, age, and gender. There are four types of the curriculum in the developing countries:

- 1- Content-driven curriculum, in which subjects are used to describe the curriculum, with growing specialization for senior students. The main idea is discipline, which indicates the acceptance of a

given, organization selection, timing and pacing of knowledge in the educational association between the student and the teacher in turn to cover up the curriculum. So teacher has a maximal control in Knowledge transition (Bernstein, 1975).

- 2- Process-driven curriculum, where content areas locate in an open relation to each other. Learners have extra carefulness regarding what is learnt, compared to individual teachers, who have to work together with colleagues. Process-driven curriculum includes a sort of forms; integrated, cross-curricular, interdisciplinary, and thematic. In this model many forms of assessment are used, focusing on personal, formative, open-ended assessment and coursework-based (Ross, 2000).
- 3- Objectives-driven curriculum are planned about a group of estimated outcomes, written by identifying the kind of behavior in addition to the context in which that behavior is predicted to work, like, analyzing applying, comprehending, ranging from lower-order objectives to the increasing levels of difficulty. The selection of content is based on its relevance to the workplace (Tyler, 1949).
- 4- Outcomes-based curriculum is prepared to fit a group of outcomes that all students like to accomplish at the end of their study, where assessment, curriculum, and instruction, ordered in a way that ensures learning success (Botha, 2002).

2.1.2. Teacher education

Robertson (2012) believes that teachers' characteristics, knowledge and their status as professionals, are challenged by curriculum. Heavyloads of work places more weights on them and weakens their participation and autonomy, so the status of teachers has dropped rather than improved over the last decades. Teachers' features as they enter teacher education are, vary and include gender, background in terms of location within a country (urban/rural), educational experience and qualifications, teaching experience, attitudes and beliefs around teaching and learning. (Pryor, Akyeampong, Westbrook, Lussier, 2012).

According to Shulman (1987), teachers' basic knowledge continues to be an important framework that contains; the domains of content, curriculum and pedagogical knowledge, learners knowledge, and educational contexts. His idea of pedagogical content knowledge (PCK) is essential to effective pedagogies, that is, how teachers present content knowledge in ways that learners can grip, expecting difficulties and building in support such as using images, oral explanations, related examples, images and actions. Shulman & Shulman, (2004) claim that teachers' learning has moved from stress on the individual to the concept of teacher-learning communities. It is based on theories of situated cognition that identifies the significance of social engagement, rising from specific contexts and institutes, in which teachers exercise situated cognition built on social constructivism, and holds that 'knowledge is situated, being in part a product of the activity, context, and culture in which it is developed'. According to Mourshed et al. (2010), learning happens when

students participate in activities that are perfectly introduced in the suitable conditions, or those activities that approximate as strictly as possible to the contexts in which the knowledge will later be required. Accurate tasks and simulations that approximate to 'real' situations, along with teachers' modeling expert practices are central pedagogic approaches in this theory of learning. Such collaborative teacher professional development is seen as key to improving education systems globally.

2.1.3. Attitudes

The study of attitudes has been a significant area of concern for psychologists, also educators have been interested in attitudes because of their effect on learning. As attitudes relate to beliefs and experiences, researchers rely on effective language teaching strategies that can inspire students to hold positive attitudes towards the learning process, and learning (EFL) in particular (Tahaineh& Danna, 2013). Wenden (1991) suggests that the term attitude has three components: behavioral, affective and cognitive. The behavioral component refers to one's consistent actions or behavioral intentions towards the object. The affective part refers to the feeling and emotions that one has towards an object: the 'likes' or 'dislikes' and the 'with' or 'against'. Finally, a cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. Padwick, (2010) asserts that language learning has psychological and social aspects that depend mainly on the motivation of learners and the attitude towards learning the target language.

2.2. Related studies

The reviewed studies focused on attitudes of learners and parents towards teaching English in different parts of the world. The studies are classified according to the variables as follows: studies of Shahzadi& Janjua (2016), Chohan& Rana (2016), Al Noursi (2013), Abidin (2012), Ashour (2002), and Freidrich (2000) studied students' attitudes towards the process of teaching in general or English in specific. And Davis-Perkins, (2016), Ee (2015), Park (2012), and Friedman, Bobrowski& Markow (2006) investigated parents' attitudes towards their children schooling in general and in teaching English. While Tarhan (2003) and King, (2002) examined both parents and students' attitudes, and finally Tariq, Bilal, Sandhu, Iqbal& Hayat (2013) explored the factors affecting students' attitudes towards teaching English.

Shahzadi& Janjua (2016) examined the attitudes of Pakistani students towards English grammar. One hundred students studying Functional English I& II courses at Multan Education University were selected, and a (15) item questionnaire was used to collect data. Findings revealed that most of the students like to learn grammar rules because it is important to communicate efficiently in English and to develop language proficiency, and showed positive attitudes towards Learning English grammar.

Chohan& Rana (2016) investigated perceptions concerning likings and usefulness of EFL of secondary schools' students in Punjab province, Pakistan. The researcher used a questionnaire to collect data from (180) high school EFL students. The study revealed that students had much tendency for learning English language and had positive attitudes towards usefulness and liking of English in their professional progress.

Davis-Perkins, (2016) studied the relationships between social networks that supply parents with information about their long-term of English language students' academic position, the information accuracy, and parents' perceptions of their children. The researcher used a questionnaire and interviews to collect the data from 31 students' parents. Results showed that a slight majority of parents were precise of their reports about the status of their children on at least two of three academic indicators, majority of parents reported that their children were under pressure in school but they believed in their children's capability to get better. Besides there were inadequate contact channels offered to parents, and there was a mismatch between the parents contact tools and those the schools used. Finally parents reported inadequate information needed to help in their children's educational improvement. A similar study, Ee (2015), examined the attitudes and experiences of parents of students in Korean-English two-way immersion (TWI) programs in the Los Angeles area. The researcher collected data from seven elementary schools, and total of (454) parents participated in the study. The findings indicated that the primary enrollment reasons that parents pointed out were, rising bilingual abilities, enhancing child's abilities to integrate and performing better. Moreover, Parents were satisfied with the integrative experiences of their children. The study also revealed that the participating parents were positive regarding interaction with other parents, integration among children, English proficiency, and evaluation of the program.

On the other hand, Al Noursi (2013) conducted aimed at identifying the attitudes of the Applied Technology High School students towards learning English, and to explore how the teacher's nativity affects the attitudes of the students. In order to collect the data, the researcher designed a questionnaire distributed to (196) students studying at the Applied Technology School in UAE. The study revealed that students had positive attitudes towards learning English language. In addition teacher's nativity did not affect the students' attitudes towards learning English. Another related study by Tariq, Bilal, Sandhu, Iqbal& Hayat (2013), organized some factors which affect learning English as a second language. Participants were (60) tenth grade (male and female) students aging between 13-18 years from public high schools of Tehsil Sargodha area in Pakistan. A questionnaire was designed to collect data regarding family factors affecting learning English as a second language. The problems were listed as family factor, student friends, neighbors, cable networking, Electronic & print media, environment, internet and mobile phones, which affect rural area students' attitudes towards learning English.

Abidin (2012) examined the attitudes of high school students towards learning English language regarding cognitive, emotional and behavioral features, besides investigating the role of demographic profiles in the attitudes of students towards English. A sample of (180) students from Zliten area in the west of Libya participated in answering the questionnaire regarding three aspects of attitudes (behavioral, emotional, and cognitive). The findings showed that students had negative attitudes towards learning English. Also there was a statistically significant attitudinal difference concerning gender and field of study in case of demographic profile.

Park (2012) aimed at understanding the perceptions of Korean parents, kindergarten teachers, and kindergarten students of the education of English-language. The study sample consisted of (95) participants; (30) teachers, (33) parents, and (32) students, from five kindergartens in Chung-Nam province, Korea. The teachers' and parents' perceptions were examined through questionnaires, whereas the students' perceptions were investigated by using: interviews, a questionnaire, and drawings. The findings showed that student groups and parents shared more positive attitudes towards English-language education than teachers. Furthermore, many students and parents believed that English education is necessary at the kindergarten level more than the teachers did. The study pointed that there were positive attitudes towards learning English among kindergarten children, and they also showed a high self-confidence in learning English.

In (2006), Friedman; Bobrowski& Markow, conducted a study to identify factors of parent satisfaction about their children schooling process in the United States, then to identify school satisfaction predictors in three groups of variables: parent demographics, school satisfaction factors and district characteristics. Participants of the study were (30, 279) parents from (121) schools in (27) districts across USA, responded to the questionnaire developed by the researchers. The study revealed that three factors (perceiving information about their children, school involvement, and school resources management) significantly predict overall parent/school satisfaction.

Tarhan(2003) aimed to find out the perceptions of parents, teachers and students regarding English-medium teaching, and their perceptions of English as a foreign language. The researcher designed a nationwide questionnaire and interviews to study a number of (988) parents, (982) students, and (383) teachers from (42) secondary schools in (32) provinces in Turkey. Findings showed that parents, students, and teachers were not in favor of English-medium teaching at high school education. There was a positive association between perceptions of English and perceptions of English-medium teaching for each group. Also all groups see English positively as a foreign language, and support learning and teaching English language. Furthermore, King, (2002) conducted a study to determine parents' and students' level of satisfaction with organizing and using of information technology for learning and teaching in the governmental schools of

Queensland. The study sample included (36000) parents and (40, 000) students responded to the survey across the state. The finding showed that the overall satisfaction levels regarding technology in the survey were high, with (81%) of all parents and (75%) of all students. Moreover, forty percent of parents and sixty percent of students, revealed some marked variations across different types of schools with students generally exhibiting lower levels of satisfaction on the technology items than their parents. Furthermore, clients of distance education schools, displayed marked differences from those of other school types in their need for computers as communication devices. In his study, Ashour (2002) examined fifty students' attitudes studying English literature courses, aiming at highlighting the causes that may discourage the students from having positive attitudes towards learning English literature, and drawing students' attention to the importance of English literature for better English Language learning. The results indicated that the difficulties those Arab and Moslem students faced when taking English course were the language, the textbook and the teacher. Moreover, Freidrich (2000) examined Brazilian EFL students' attitudes towards English language using a survey questionnaire. The study focused on the students' perception of the English language as a language for international communication. Subjects of the study were (190) students attending private institute in Silo Paulo metropolitan area. The study stressed on the importance of creating a curriculum which addresses not only the formal features of the language, but also the cultural and attitudinal elements, which are brought into the classroom.

3. Methods and procedures

3.1. The design of the study

The study followed the descriptive analytical design to collect data using a questionnaire.

3.2. Population

The population of this study comprised of students (males& females) of secondary level students studying in (64) public and private schools, and their parents (males& females) who study in the secondary level in the Forth Educational Directorate, in Amman for the academic year 2016/2017.

3.3. Participants of the Study

Due to availability and schools collaboration, the researcher chose a sample of (114) secondary level students, (55) from public and (59) private schools, and (37) parents, (21) from public schools and (16) from private schools of secondary level students studying English Language at Alqadisya public school, and Loulout

Tareq private School, in the Fourth Educational Directorate in Amman in the academic year 2016/2017. Table (1) illustrates the distribution of the sample of the study.

Table (1) Distribution of the participants

Participants	School type	Public school	Private school	Total
parent	Count	21	16	37
	% of Total	%56. 8	%43. 2	%100
student	Count	55	59	114
	% of Total	%48. 2	%51. 8	%100

By contacting parents personally with the help of schools administration, the researchers assured their commitment in answering the questionnaire. Moreover, the students answered the questionnaire under teachers’ supervision.

3.4. Instrument of the Study

The researchers developed a questionnaire after referring to the related literature and studies, where the tool included two parts; the first part included the demographic characters, while the second part comprised of Four fields: (curriculum, teachers, teaching methods and activities, sharing information with parents) distributed into (37) items with a 5- point Likert scale ranging from 5= very satisfied to 1=very dissatisfied. In order to determine the kind of attitudes of parents and students towards learning English, the means for all the items were calculated. The following scale was used to classify the means of responses:

- Less than (2. 33) = negative attitudes
- between (2. 34 – 3. 67) = neutral attitudes, and
- More than (3. 67) = positive attitudes.

The questionnaire was written in English and then translated into Arabic, because a large number of students and their parents were not able to answer the questionnaire in English.

3.5. Validity of the instrument

The questionnaire in its preliminary structure was presented to a number of experts among faculty members, majoring English Curriculum and Instruction in the Jordanian Universities. Comments of the experts were taken into consideration, regarding the fields and the paragraphs appropriateness, with regard to the main aim of the study and the matching between the English and Arabic tool. Modifications were concerning the language of some paragraphs, and none of the experts indicated to the irrelevance of the study tool items.

3.6. Reliability of the Instrument

A pilot sample was selected randomly from the population of the study and not from the sample of the study. The chosen (15) secondary level students and (15) parents, who have secondary level students studying English at public and private schools in the Fourth Educational Directorate in Amman were asked to answer the questionnaire twice with a two weeks' time lag, and then computing Pearson correlation coefficient reached (0.898). Besides Cronbach alpha coefficient used to compute the Internal Consistency Reliability on the first application which was (0.907). These coefficients indicated a high level of reliability of the questionnaire as illustrated in table (2).

Table (2) Reliability Coefficients of the Attitudes towards Teaching English Instrument

Attitudes towards teaching English and its domains	Items no.	Internal Consistency Reliability coefficient	Pearson Correlation Coefficient (r)
First domain: curriculum	10	.804	.815
Second domain; teachers	10	.885	.897
Third domain: teaching methods	11	.855	.835
Fourth domain: communication with parents	6	.839	.725
Attitudes towards teaching English	37	.907	.898

3.7. Statistical analysis

- The first two questions were answered by using means, percentages, and standard deviations.
- Third and fourth questions were answered by using T-TEST.

4. Findings of the Study

4.1. Findings related of question one

Table (3) presents the responses of the parents of the secondary stage students at the private and public schools to the questionnaire of attitudes towards teaching English. The responses are presented in means and percentages that show their attitudes towards each domain of the teaching process followed at their schools.

Table (3) Means and Percentages of Parent's Attitudes towards Teaching English in Public and Private Schools

No	The Items	Public Schools		Private Schools	
		Mean	%	Mean	%
First Domain: Curriculum					
1	Learning English is important.	4.76	95.2%	4.70	94%
2	English curriculum is clear and well-printed.	2.97	59.4%	3.19	63.8%
3	English curriculum is appropriate.	2.59	51.8%	2.89	57.8
4	No agreement between the curriculum, and the exam.	2.46	49.2%	2.52	50.4%
5	English is preparing students for college or a career.	2.00	40%	1.97	39.4%
6	Teaching English concentrate more on conversation.	1.78	35.6%	2.57	51.4%
7	English curriculum Focus on reading and writing.	2.43	48.6%	2.94	58.8%
8	Curriculum concentrates on English Grammar.	3.32	66.4%	3.42	68.4%
9	English curriculum needs to be improved.	4.57	91.4%	3.80	76%
10	The English curriculum is not appropriate for the assigned time.	4.46	89.2%	3.37	67.4%
	Total	3.13	62.6%	3.13	62.6%
Second Domain: Teachers					
11	English teacher(s) are well- qualified.	2.78	55.6%	3.34	66.8%
12	English Teacher(s) need professional development.	3.95	79%	3.91	78.2%
13	Teacher(s) treat students with respect.	3.16	63.2%	3.01	60.2%
14	English teacher(s) communicate with parents about the academic progress, challenges and successes of their children.	2.51	50.2%	2.47	49.4%
15	Giving comments to the teacher(s) at this school is very comfortable.	2.65	53%	2.45	49%
16	English teacher(s) motivate students to learn.	2.78	55.6%	3.39	67.8
17	English teacher(s) manage the classroom effectively.	2.73	54.6%	2.99	59.8%
18	English teacher(s) give helpful comments on homework, class work, and tests.	2.73	54.6%	2.88	57.6%
19	English teacher(s) consider student's individual learning styles.	2.49	49.8%	2.47	49.4%
20	English teacher(s) has a good relationship with students.	2.95	59%	2.72	54.4%
	Total	2.87	57.4%	2.96	59.2%

No	The Items	Public Schools		Private Schools	
		Mean	%	Mean	%
Third Domain: Teaching Methods					
21	Teacher(s) apply suitable teaching methods.	2.78	55.6%	3.22	64.4%
22	English teacher(s) provide extra-curricular activities.	2.14	42.8%	2.78	55.6%
23	The academic class work is interesting.	2.70	54%	2, 64	52.8%
24	Homework is productive and supports learning in the classroom.	2.59	51.8%	2.60	52%
25	Students have sufficient time to complete homework.	3.08	61.6%	2.77	55.4%
26	Projects, trips, and other hands-on learning opportunities are available.	1.97	39.4%	2.35	47%
27	The amount of homework is appropriate for the student's grade level.	2.49	49.8%	2.66	53.2%
28	Technology and other instructional resources are well used.	2.11	42.2%	2.37	47.4%
29	No attention is given to gifted students.	3.78	75.6%	3.28	65.6%
30	Student's need social advisors.	4.27	85.4%	3.64	72.8%
31	No attention is given to special needs students.	4.16	83.2%	3.46	69.2%
	Total	3.05	61.1%	2.89	57.7%
Fourth Domain: Communication with Parents					
32	School communicates well with parents.	2.95	59%	3.22	64.4%
33	Collaboration and feedback are valued at this school.	2.65	53%	2.85	57%
34	Parents can react with the school through the website.	1.78	35.6%	2.31	46.2%
35	School management cooperates/ listen.	2.49	49.8%	2.53	60.6%
36	The school response is satisfying regarding questions and concerns.	2.57	51.4%	2.66	53.2%
37	This school offers a wide variety of opportunities for parental involvement.	2.24	44.8%	2.58	51.6%
	Total	2.44	48.9%	2.69	53.8%

As shown in Table (3) results by type of school were as follows:

4.1.1. Public schools

Table (3) results revealed that the curriculum domain wranked first with a mean score of (3.13) and a percentage of (62.6%), and Item (1) "Learning English is important" had the highest mean (4.76), while item (6) " Teaching English concentrate more on conversations" came had the lowest mean (1.78)."Communication with Parents" domain ranked last with a mean score of (2.44) and a percentage of (48.9%), and item (32)

"School communicates well with parents" came with the highest mean (2.95), while item (34) "Parents can react with the school through the website" came with the lowest mean (1.78).

4.1.2. Private schools

Table (3) results reveal that curriculum domain ranked first with a mean score of (3.13) and a percentage of (62.6%), and item (1) " Learning English is important" came with the highest mean (4.70) , while item (5) " English is preparing students for college or a career." came with the lowest mean (1.97)."Communication with parents" domain ranked last with a mean score of (2.69) and a percentage of (53.8) , and item (32) " School communicates well with parents" came with the highest mean (3.22), while item (34) " Parents can react with the school through the website" came with the lowest mean (2.31).

Means and percentages for the domains of the questionnaire, and the total score regarding public and private schools from parent views are shown in table (4).

Table (4) Means and Percentages of Parent's Attitudes towards Teaching English in Public and Private Schools

No	Domain	Items	Public school			Private school		
			Mean	%	Level	Mean	%	Level
1	Curriculum	10	3.13	62.6%	Medium	3.13	62.6%	Medium
2	Teachers	10	2.87	57.4%	Medium	2.96	59.2%	Medium
2	Teaching Methods	11	3.05	61.1%	Medium	2.89	57.7%	Medium
4	Communication with Parents	6	2.44	48.9%	medium	2.69	53.8%	Medium
		37	2.85	57%	Medium	2.91	58.3%	Medium

As shown in Table (4) the attitudes of parents towards teaching English for the secondary level at public schools came medium (2.34–3.67)with a total mean of (2.85) and a percentage of (57%).And the "curriculum" domain ranked first with a medium level (Mean=3.13, percentage= 62.6%), while the "communication with parents" domain ranked last with a medium level (mean=2.44, percentage=48.9%).

As shown in Table (4) the attitudes of parents towards teaching English for the secondary level at private schools came medium (2.34–3.67)with a total mean of (2.91) and a percentage of (58.3%).And the "curriculum" domain ranked first with a medium level (Mean=3.13, percentage= 62.6%) , while the " communication with parents" domain ranked last with a medium level (mean=2.69, percentage=53.8%).

4.2. Findings related to question two

Table (5) presents the responses of the students of the secondary stage at the private and public schools to the questionnaire of attitudes towards teaching English. The responses are presented in means and percentages that show their attitudes towards each domain of the teaching process followed at their schools.

Table (5) Means and Percentages of Students’ Attitudes towards Teaching English in Public and Private Schools

No	The Items	Public School		Private School	
		Mean	%	Mean	%
First Domain: Curriculum					
1	Learning English is important.	4.86	97.2%	4.57	91.4%
2	English curriculum is clear and well-printed.	3.11	62.2%	3.17	63.4%
3	English curriculum is appropriate.	2.63	52.6%	3.01	60.2%
4	No agreement between the curriculum, and the exam.	2.36	47.2%	2.65	53%
5	English is preparing students for college or a career.	1.54	30.8%	2.43	48.6%
6	Teaching English concentrate more on conversation.	2.58	51.6%	2.17	43.4%
7	English curriculum Focus on reading and writing.	2.76	55.2%	2.87	57.4%
8	Curriculum concentrates on English Grammar.	3.22	64.4%	3.57	71.4%
9	English curriculum needs to be improved.	3.82	76.4%	4.16	83.2%
10	The English curriculum is not appropriate for the assigned time.	3.45	69%	3.83	76.6%
	Total	3.03	60.6%	3.24	64.8%
Second Domain: Teachers					
11	English teacher(s) are well- qualified.	3.36	67.2%	3.05	61%
12	English Teacher(s) need professional development.	4.00	80%	3.84	76.8%
13	Teacher(s) treat students with respect.	2.88	57.6%	3.21	64.2%
14	English teacher(s) communicate with parents about the academic progress, challenges and successes of their children.	2.39	47.8%	2.57	51.4%
15	Giving comments to the teacher(s) at this school is very comfortable.	2.24	44.8%	2.76	55.2%
16	English teacher(s) motivate students to learn.	3.34	66.8%	3.13	62.6%
17	English teacher(s) manage the classroom effectively.	2.95	59%	2.91	58.2%
18	English teacher(s) give helpful comments on homework, class work, and tests.	2.70	54%	2.99	59.8%
19	English teacher(s) consider student's individual learning styles.	2.30	46%	2.65	53%
20	English teacher(s) has a good relationship with students.	2.39	47.8	3.16	63.2%
	Total	2.85	57.1%	3.02	60.5%

No	The Items	Public School		Private School	
		Mean	%	Mean	%
Third Domain: Teaching Methods					
21	Teacher(s) apply suitable teaching methods.	3.21	64.2%	3.01	60.2%
22	English teacher(s) provide extra-curricular activities.	2.66	53.2%	2.59	51.8%
23	The academic class work is interesting.	2.55	51%	2.76	55.25
24	Homework is productive and supports learning in the classroom.	2.39	47.8%	2.80	56%
25	Students have sufficient time to complete homework.	2.62	52.4%	3.08	61.6%
26	Projects, trips, and other hands-on learning opportunities are available.	2.45	49%	2.07	41.4%
27	The amount of homework is appropriate for the student's grade level.	2.61	52.2%	2.63	52.6%
28	Technology and other instructional resources are well used.	2.21	44.2%	2.40	48%
29	No attention is given to gifted students.	3.34	66.8%	3.47	69.4%
30	Student's need social advisors.	3.68	73.6%	3.91	78.2%
31	No attention is given to special needs students.	3.81	76.2%	3.45	69%
	Total	2.86	57.3	2.92	58.4%
Fourth Domain: Communication with Parents					
32	School communicates well with parents.	3.14	62.8%	3.16	63.2%
33	Collaboration and feedback are valued at this school.	2.72	54.4%	2.88	57.6%
34	Parents can react with the school through the website.	2.13	42.6%	2.23	44.6%
35	School management cooperates/ listens.	2.37	47.4%	2.67	53.4%
36	The school response is satisfying regarding questions and concerns.	2.41	48.2%	2.87	57.4%
37	This school offers a wide variety of opportunities for parental involvement.	2.33	46.6%	2.07	41.4%
	Total	2.51	50.3%	2.64	52.9%

As shown in Table (5) results by type of school were as follows:

4.2.1. Public schools

Table (5) results reveal that curriculum domain ranked first with a mean score of (3.03) and a percentage of (60.6%), and item (1) " Learning English is important" came with the highest mean (4.86) , while item (5) " English is preparing students for college or a career." came with the lowest mean (1.54)."Communication with Parents" domain ranked last with a mean score of (2.51) and a percentage of (50.3%).And item (32) "School communicates well with parents" came with the highest mean (3.14), while item (34) "Parents can react with the school through the website" came with the lowest mean (2.13).

4.2.2. Private schools

Table (5) results reveal that curriculum domain ranked first with a mean score of (3.24) and a percentage of (64.8%), and item (1) " Learning English is important" came with the highest mean (4.57) , while item (6) " English is preparing students for college or a career." came with the lowest mean (2.17)."communication with parents" domain ranked last with a mean score of (2.64) and a percentage of (52.9%) , and item (32) " School communicates well with parents " came with the highest mean (3.16), while item (37) " This school offers a wide variety of opportunities for parental involvement " came with the lowest mean (2.07).

Means and percentages for the domains of the questionnaire, and the total score regarding public and private schools from students' views are shown in table (6).

Table (6) Means and Percentages of Student's Attitudes towards Teaching English in Public and Private Schools

No	Domain	Items	Public school			Private school		
			Mean	%	Level	Mean	%	level
1	Curriculum	10	3.03	60.6%	medium	3.24	64.8%	medium
2	Teachers	10	2.85	57.1%	medium	3.02	60.5%	medium
2	Teaching Methods	11	2.86	57.3%	medium	2.92	58.4%	medium
4	Communication with Parents	6	2.51	50.3%	medium	2.64	52.9%	medium
Total		37	2.81	56.2%	medium	2.95	59.1%	medium

As shown in table (6) the attitudes of parents towards teaching English for the secondary level at public schools came medium(2.34–3.67) with a total mean of (2.81) and a percentage of (56.2%).And the "curriculum" domain ranked first with a medium level (Mean=3.03), percentage= 60.6%), while the "communication with parents" domain ranked last with a medium level (mean=2.51, percentage=50.3%).

Result of private schools as shown in Table (6) indicated that the attitudes of parents towards teaching English for the secondary level were medium(2.34–3.67) with a total mean of (2.95) and a percentage of (59.1%).And the "curriculum" domain ranked first with a medium level (Mean=3.24), percentage= 64.8%), while the "communication with parents" domain ranked last with a medium level (mean=2.64, percentage=52.9%).

4.3. Findings related to question three

Table (7) T- Test Results to Denote Statistical Differences towards Teaching English from Parents' Views According to the Type of School

Domain	Type of School	NO	Mean	SD	T	Df	Sig
Curriculum	Public	21	3.0571	.50554	-1.131	35	.266
	Private	16	3.2375	.44553			
Teachers	Public	21	2.8905	1.06109	.137	35	.892
	Private	16	2.8500	.59330			
Teaching Methods	Public	21	2.8831	.60585	-.405	35	.688
	Private	16	2.9602	.52901			
Communication with Parents	Public	21	2.3651	1.03899	-.565	35	.576
	Private	16	2.5521	.94029			
Attitudes of Parents	Public	21	2.8481	.69252	-.466	35	.644
	Private	16	2.9392	.41006			

Table (7) shows no significant differences towards teaching English from parents views according to the variable type of school (public / private), where (t) value for the total score of the attitudes towards teaching English was (- 0.466) and with a statistical significance of (0.644), indicating no statistically significant differences between the attitudes of parents in public and private schools.

4.4. Findings related to question four

Table (8) T- Test Results to denote statistical differences towards teaching English from students views according to the type of school

Domain	Type of School	No	Mean	SD	T	Df	Sig
Curriculum	Public	55	3.0218	.39285	-2.272	112	.025
	Private	59	3.2458	.62459			
Teachers	Public	55	2.8418	.73123	-1.562	112	.121
	Private	59	3.0763	.86030			
Teaching Methods	Public	55	2.8612	.41581	-.517	112	.606
	Private	59	2.9137	.63758			
Communication with Parents	Public	55	2.5758	.76633	-1.411	112	.161
	Private	59	2.7966	.89436			
attitudes of students	Public	55	2.8531	.49552	-1.610	112	.110
	Private	59	3.0284	.65073			

Table (8) shows no significant differences in attitudes towards teaching English from students views according to the variable type of school (public / private), where (t) value for the total score of the attitudes towards teaching English was (- 1.610) and with a statistical significance of (0.110), Indicating no statistically significant differences between, the attitudes of students in public and private schools. Besides, there is a statistically significant differences in the students' attitudes towards teaching English in the "curriculum" domain, as the differences came in favor of private schools ($t=-2.272$, $sig=.025$).

5. Discussion

Parents' neutral attitudes towards English language teaching indicates that they think their children have no choice but to learn English language in order to complete their school's requirements. Besides, socio-economic level, family background and the demographic factors of the family may influence the attitude towards teaching English. One more reason may influence the attitude of parents is their educational level and their capability in looking after their children's educational needs. From the results of the study, it seems that parents value the curriculum more because it is clear and well-printed, moreover it is simple and enables everyone understands it easily. On the other hand, it is obvious that parents suffer from communication with schools for many reasons such as schools' low response, limited ways of communication, and partial participation in school activities.

Students' medium level attitudes towards teaching English in public and private schools many refer to many reasons, first of which is their imperfect motivation towards English, low study performance, and limited expectations about English. Also parents limited involvement in helping their children to learn English. Besides, the moderate educational status of the schools, and low qualification of teachers can affect their attitudes. Furthermore, teaching methods could be applied imperfectly to deal with the students' capabilities

Regarding curriculum, students revealed high attitudes towards it, because it is well presented and developed in a way to let students deal with easily, moreover, the activity book enables students to practice more. It is worth mentioning that most parents and students are incapable of evaluating the curriculum. Concerning communication with parents, students were frustrated because of the limited ways of communications that lead to a low parental involvement in teaching process.

Students' similar attitudes towards teaching English in both public and private schools could be due to many reasons; it may have a positive indication of the great shift in public schools performance in recent years, teacher's development, and the similarity in facilities between public and private schools. Also private schools in Amman Fourth Directorate belong to a second class category of private schools, which might decrease the gap between public and private schools. One more reason is that the qualification of teachers

may be the same in public and private schools. Finally, the quality of teaching depends on the contributions of teachers and parents in both schools in the whole process of teaching in Jordan.

6. Conclusion

The results of this study indicated that both parent and students of the secondary level schools at the Fourth Directorate of Amman showed medium attitudes towards the process of teaching English. There was no preference between public and private schools among parents, nor among the students regarding teaching English. Still there is serious question to ask: Why do lower middle class families insist to send their children to private schools although it causes financial burden on their shoulders? No denial to the fact that teaching English as a foreign language suffers from weakness in teacher pre-and-in- service training, methods and strategies of teaching lack motivating activities, and parents' are incapable of helping students and support them with positive attitudes. But this fact seems to be a common issue among most public and private schools, which needs urgent actions to be taken by the Ministry of Education to overcome this serious problem.

7. Recommendations

In the light of the study results, the researchers believe that the following recommendations are helpful:

- 1- Teachers have to employ different teaching methods in order to meet students' needs in learning English.
- 2- Teachers should receive pre-service and in-service training on modern teaching strategies.
- 3- More studies to be conducted on TEFL in Jordan.

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اتجاهات الآباء والطلبة نحو تدريس اللغة الإنجليزية للمرحلة الثانوية في المدارس الحكومية والخاصة في الأردن

الملخص: هدفت هذه الدراسة إلى استقصاء اتجاهات طلبة المرحلة الثانوية وآبائهم في الأردن نحو تدريس اللغة الإنجليزية في المدارس الحكومية والخاصة من خلال الإجابة على الأسئلة التالية:

- 1- ماهي اتجاهات الآباء نحو تدريس اللغة الإنجليزية في المدارس الحكومية والخاصة في عمان؟
 - 2- ماهي اتجاهات الطلبة نحو تدريس اللغة الإنجليزية في المدارس الحكومية والخاصة في عمان؟
 - 3- هل هناك فروق ذات دلالة إحصائية في اتجاهات الآباء نحو تدريس اللغة الإنجليزية للمرحلة الثانوية في عمان؟
 - 4- هل هناك فروق ذات دلالة إحصائية في اتجاهات الآباء نحو تدريس اللغة الإنجليزية للمرحلة الثانوية في عمان؟
- ولتحقيق أهداف الدراسة صممت الباحثة استبانة لقياس اتجاهات الآباء والطلبة نحو تدريس اللغة الإنجليزية باستخدام المنهج الوصفي، وتكونت هذه الاستبانة من (37) فقرة توزعت على أربعة مجالات وهي: المنهاج (10) فقرات؛ المعلمون (10) فقرات؛ أساليب التدريس (11) فقرة؛ والتواصل مع الآباء (6) فقرات. وقد تكونت عينة الدراسة من (114) طالبا وطالبة من المدارس الحكومية والخاصة و (37) آباء. وقد تم استخراج المتوسطات الحسابية والنسب والانحرافات المعيارية من أجل تحليل النتائج.
- كشفت النتائج عما يلي:

- 1- أظهر آباء الطلبة الذين يدرسون في المدارس الحكومية والخاصة اتجاهات متوسطة نحو تدريس اللغة الإنجليزية
 - 2- أبدى الطلبة اتجاهات متوسطة نحو تدريس اللغة الإنجليزية في المدارس الحكومية والخاصة.
 - 3- لا توجد أي فروق ذات دلالة إحصائية في اتجاهات الآباء نحو تدريس اللغة الإنجليزية تعزى لمتغير نوع المدرسة.
 - 4- لا توجد أي فروق ذات دلالة إحصائية في اتجاهات الطلبة نحو تدريس اللغة الإنجليزية تعزى لمتغير نوع المدرسة.
- الكلمات المفتاحية: اتجاهات، آباء، طلبة، تدريس اللغة الإنجليزية، المدارس الحكومية والخاصة.