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An Interdisciplinary Study between Arabic Language Teaching and English Language Teaching on the Attitudes toward Learning Foreign Languages

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Abstract

The present study aimed to find out the attitudes of Arabic as a foreign language (AFL) and English as a foreign language (EFL) students toward learning foreign languages in the Turkish higher education context within an interdisciplinary perspective. It was designed as a survey study and conducted with 26 Turkish AFL students and 26 Turkish EFL students who were chosen through convenience sampling. The data were collected through the attitude toward learning foreign languages scale for students studying at schools of Foreign Languages and were analyzed with descriptive statistics. According to the findings of the present study, the opinions of the participants related to foreign language lessons and their emotions related to learning foreign languages were positive, while their opinions about learning foreign languages were not very negative. Also, the findings indicated that the participants gave a lot of importance to learning foreign languages and used foreign languages on social media a lot. As a result of these, the findings revealed that both participant AFL and EFL students had a positive attitude toward learning foreign languages. The findings were discussed. The implications and limitations of the present study were explained, and suggestions for future studies were made.

Keywords: Attitudes toward learning foreign languages, AFL students, EFL students

1. Introduction

Foreign language teaching has a significant place in education because foreign languages can enable foreign language students to continue their education in a foreign country, work for an international company or in a foreign country, have good jobs in their own countries, and communicate with other people in different countries. Therefore, all disciplines of foreign language teaching, including Arabic language teaching, English language teaching, German language teaching, and Turkish language teaching can be considered equally significant for students if they want to achieve such things, so foreign language teaching should be effective and efficient.

To make foreign language teaching effective and efficient, a collaboration between different disciplines of foreign language teaching can be required because knowledge and experience transfer from one discipline to another in terms of several aspects of foreign language teaching, such as language teaching methods, approaches, and technics can contribute to making a foreign language teaching discipline more effective and efficient. One way of collaboration between different foreign language teaching disciplines is to conduct interdisciplinary research. Such research can focus on various aspects of foreign language teaching, such as students' attitudes toward learning foreign languages. The results of such research can be used to enhance the foreign language teaching disciplines on which the research is carried out.

In a similar vein, the present study was designed as an interdisciplinary study between Arabic language learning and English language learning that focused on Arabic as a foreign language (AFL) and English as a foreign language (EFL) students toward learning foreign languages because, to the best knowledge of the researchers, little has been known about such an interdisciplinary study between Arabic language teaching and English language teaching on AFL and EFL students' attitudes toward learning foreign languages in the literature. Thus, the findings of the present study can contribute to the existing research on students' attitudes toward learning foreign languages with an interdisciplinary perspective.

1.1. Attitude

An attitude is significant to know because it can affect a person's viewpoints about the world, thoughts, and actions (Maio et al., 2019), which makes understanding what it is, how it can differ, and what its components are important to know. An attitude toward somebody or something indicates how a person evaluates that person or thing in general and what his/her decision about that person or thing is within a perspective which indicates whether he/she likes or favors that person or thing or not (Haddock & Maio, 2008; Maio et al., 2019). It can be positive, negative (Haddock & Maio, 2008; Maio et al., 2019), or neutral (Maio et al., 2019), and strong or weak (Haddock & Maio, 2008). It reflects and involves a person's feelings, thoughts, and previous behaviors related to somebody or something (Haddock & Maio, 2008; Maio et al., 2019), which indicates its three components: affective (related to feelings), cognitive (related to thoughts), and behavioral (related to previous behaviors) components in order (Haddock & Maio, 2008; Maio et al., 2019). These three components are the basis of an attitude toward somebody or something (Maio et al., 2019). As an attitude can impact a person's views about the world, thoughts, and actions (Maio et al., 2019), it can also influence that person's language learning (Liu, 2014; Pham, 2021). Accordingly, the present study focuses on attitudes toward learning foreign languages, so it becomes significant to understand the place of attitudes in foreign language learning.

1.2. Attitude and Language Learning

A person's attitudes toward learning a language have a central role in that person's learning of that language according to Liu (2014) who explained the place of attitude and motivation in English language learning and Pham (2021) who reviewed the place of attitude and motivation in language learning. This is because attitudes can impact a person's language learning (Pham, 2021), the performance of that person in language learning (Liu, 2014), and the perceptions of that person about the components of language learning, such as language teachers (Liu, 2014). Therefore, having a positive attitude toward learning a language can enhance a person's language learning (Pham, 2021) by improving his/her performance (Liu, 2014). Because of its influences on language learning, many studies were conducted to find out the attitudes of students toward language learning. As the present study focuses on the attitudes of students toward learning foreign languages in Arabic language teaching and English language teaching, the studies carried out on the attitudes toward learning Arabic language learning and English language learning were reviewed in the following two sections.

1.3. Research on the Attitudes of Students toward Arabic Language Learning

Several studies were conducted on the attitudes of students toward learning Arabic (Aladdin, 2010; Ajape et al., 2015; Anandi, 2021; Hermessi, 2020; Isleem, 2013; Mamat et al., 2013), learning Arabic skill courses (Arifin et al., 2014), learning oral Arabic (Yusri et al., 2012), and regional dialects of Arabic (Shiri, 2013). The findings of the present study have indicated that students had positive attitudes toward learning Arabic to varying degrees (Aladdin, 2010; Ajape et al., 2015; Anandi, 2021; Hermessi, 2020), toward learning Arabic language skill course (Arifin et al., 2014), and toward learning oral Arabic (Yusri et al., 2012). In addition, Arabic language courses could enable students to develop positive attitudes toward learning Arabic (Isleem, 2014). Also, the cognitive and affective components of the students' attitudes toward learning Arabic could affect their achievement in learning Arabic (Mamat et al., 2013). Besides, Shiri (2013) found out that students tended to have positive attitudes toward learning regional dialects of Arabic.

1.4. Research on the Attitudes of Students toward English Language Learning

Like the studies on the attitudes of students toward Arabic language learning, there were several studies conducted on the attitudes of students toward English language learning (Abidin et al., 2012; Ahmed, 2015; Alharbi, 2022; Genc & Aydin, 2017; Nazari & Abdollahi-Guilani, 2015; Muftah, 2022; Şentürk, 2019; Zulfikar et al., 2019) in addition to the attitudes of students toward English spelling and writing (Al-Sobhi et al., 2018) and toward English as a lingua franca (Luo, 2018). Despite Abidin et al. (2012) who found out that students had negative attitudes toward learning English, Ahmed (2015), Alharbi (2022), Genc and Aydin (2017), Nazari and Abdollahi-Guilani (2015), Şentürk (2019), and Zulfikar et al. (2019) revealed that students had positive attitudes toward learning English to varying degrees. Meanwhile, Muftah (2022) found out that some students might have positive attitudes toward learning English, while others might have negative attitudes toward it. In addition, like Ahmed (2015), Alharbi (2022), Genc and Aydin (2017), Nazari and Abdollahi-Guilani (2015), Şentürk (2019), and Zulfikar et al. (2019), Al-Sobhi et al. (2018) indicated that students' attitudes toward English spelling and writing were also positive. Besides, Luo (2018) showed that students tended to have positive attitudes toward English as a lingua franca.

1.5. The Aim of the Research and Research Question

As the literature review above indicates, students' attitudes toward learning Arabic and English were studied separately, but to the best knowledge of the researchers, there is a dearth of research on the attitudes of students toward learning foreign languages in an interdisciplinary way in Arabic language teaching and English language teaching. Therefore, the present study aimed to find out the attitudes of AFL and EFL students toward learning foreign languages in an interdisciplinary perspective by focusing on the Turkish higher education context by answering the following research question:

1. What are the attitudes of Turkish AFL and EFL students toward learning foreign languages?

This interdisciplinary study can provide a more comprehensive understanding of the attitudes of students in two different educational disciplines toward learning foreign languages. As a result, the commonalities between these two different groups can be identified, and both Arabic language teachers and English language teachers can collaborate with each other by sharing their field-related knowledge, experiences, and practices with each other to develop positive attitudes toward learning Arabic and English as foreign languages and/or to maintain their students' positive attitudes toward learning foreign languages so that AFL and EFL students' foreign language learning can be enhanced.

2. Research Methodology

2.1. Research Design

Survey research design is related to quantitative research (Creswell, 2012) and aims "to describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell, 2012, p. 376). Accordingly, the present study aimed to describe the attitudes of Turkish AFL and EFL students toward learning foreign languages by using a quantitative data collection instrument; therefore, it was designed as a survey study.

2.2. Participants of the Study

26 Turkish AFL students and 26 Turkish EFL students who studied at a Turkish university participated in the present study. 38 of them were female, while fourteen were male. Their ages ranged from eighteen to 34. They were selected through convenience sampling, that is, they were "available to be studied" (Creswell, 2012, p. 145).

2.3. Instrument

The data were collected through the attitude towards learning foreign languages scale for students studying at foreign language schools developed by Koç and Yastibaş (2022). Koç and Yastibaş (2022) used exploratory factor analysis to measure the validity of the scale, and the findings of the exploratory factor analysis in their study indicated that the scale is a valid scale that can be used to measure the attitudes of students studying at the school of foreign languages toward learning foreign languages. The scale is a five-Likert-type scale (completely agree, agree, partially agree, disagree, and completely disagree). They are scored as follows: 1 - completely agree, 2 - agree, 3 - partially agree, 4- disagree, and 5 - completely disagree. As a result of these scoring, low mean scores in the total scale mean positive attitudes toward learning foreign

languages, while high mean scores show negative attitudes toward learning foreign languages. It has 34 items. 21 items are positive items, while thirteen are negative items. It is composed of five subscales which are (a) emotions related to learning foreign languages, (b) negative opinions about learning foreign languages, (c) using foreign languages on social media, (d) significance given to learning foreign languages, and (e) opinions related to foreign language lessons in order. Items 1, 2, 4, 5, 13, 15, 24, 25, 31, and 34 belong to the first subscale, 7, 9, 10, 11, 14, 17, 32, and 33 to the second subscale, 18, 19, 20, 21, 22, and 23 to the third subscale, 3, 6, 12, 16, and 29 to the fourth subscale, and 8, 26, 27, 28, and 30 to the fifth subscale. The Cronbach's alpha coefficients for the first, second, third, fourth, and fifth subscales were 0,739, 0,729, 0,801, 0,554, and 0,636 in order, while the Cronbach's alpha coefficient for the total subscale was 0,89.

2.4. Data Analysis Technique

The collected data were analyzed through descriptive statistics. To analyze the students' responses to each item in each subscale, frequencies and percentages were used. Mean scores were used to analyze the data to find out Turkish AFL and EFL students' attitudes toward learning foreign languages, their emotions related to learning foreign languages, their negative opinions about learning foreign languages, their using foreign languages on social media, the significance given by them to learning foreign languages, and their opinions related to foreign language lessons.

3. Results

The present study's findings were given depending on the sub-scales of the attitude scale and the attitude scale, respectively.

3.1. Emotions Related to Learning Foreign Languages

Table 1 below indicates the descriptive statistics related to the first subscale of the attitude scale (i.e., emotions related to learning foreign languages).

Table 1: Descriptive statistics of the participants' responses in the first subscale

Items	Completely agree		Agree		Partially agree		Disagree		Completely disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	43	82,7	7	13,5	2	3,8	0	0	0	0
2	38	73,1	10	19,2	4	7,7	0	0	0	0
4	5	9,6	15	28,8	18	34,6	7	13,5	7	13,5
5	33	63,5	17	32,7	1	1,9	1	1,9	0	0
13	27	51,9	21	40,4	4	7,7	0	0	0	0
15	24	46,2	17	32,7	10	19,2	1	1,9	0	0
24	0	0	2	3,8	10	19,2	21	40,4	19	36,5
25	7	13,5	15	28,8	20	38,5	10	19,2	0	0
31	3	5,8	13	25,0	14	26,9	11	21,2	11	21,2
34	37	71,2	12	23,1	2	3,8	1	1,9	0	0

According to Table 1, 43 participants completely agreed, seven agreed, and two partially agreed that they enjoyed learning foreign languages. 38 of them completely agreed, ten agreed, and four partially agreed that words in a foreign language caught their interest. Seven of them

disagreed and seven completely disagreed that foreign language exams did not worry them, while five completely agreed, fifteen agreed, and eighteen partially agreed that foreign language exams did not worry them. Despite one participant, 33 of them completely agreed, seventeen agreed, and one participant partially agreed that learning a foreign language was fun for them. 27 of them completely agreed, 21 agreed, and four partially agreed that they enjoyed reading sources written in foreign languages. In spite of one participant, 24 of them completely agreed, seventeen agreed, and ten partially agreed that every activity on learning foreign languages caught their attention. Although two agreed and ten partially agreed that learning foreign languages was very complicated for them, 21 disagreed and nineteen completely disagreed with this item (24). Learning foreign languages was not very easy for ten participants, but seven completely agreed, fifteen agreed, and 20 partially agreed that it was very easy for them. Eleven of them disagreed and eleven completely disagreed that learning foreign languages was troublesome; however, three completely agreed, thirteen agreed, and fourteen partially agreed with this item (31). Even though one of them did not agree that learning foreign languages was pleasurable, 37 completely agreed, twelve agreed, and two partially agreed that it was pleasurable for them.

To sum up, almost all participants enjoyed learning foreign languages, and words in a foreign language caught their interest. Foreign language exams did not worry most participants. Learning a foreign language was fun for most of them. Almost all participants enjoyed reading sources written in foreign languages. Every activity on learning foreign languages caught most participants' attention. Learning foreign languages was very complicated, but very easy and pleasurable for most of them, yet learning foreign languages was troublesome for some of them.

3.2. Negative Opinions about Learning Foreign Languages

Table 2 below presents the descriptive statistics of the participants' responses in the second subscale (i.e., negative opinions about learning foreign languages).

Table 2: Descriptive statistics of the participants' responses in the second subscale

Items	Completely agree		Agree		Partially agree		Disagree		Completely disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
7	0	0	0	0	2	3,8	11	21,2	39	75
9	0	0	0	0	0	0	8	15,4	44	84,6
10	0	0	0	0	0	0	4	7,7	48	92,3
11	0	0	0	0	0	0	7	13,5	45	86,5
14	1	1,9	0	0	0	0	7	13,5	44	84,6
17	0	0	0	0	0	0	2	3,8	50	96,2
32	1	1,9	1	1,9	1	1,9	8	15,4	41	78,8
33	0	0	0	0	1	1,9	3	5,8	48	92,3

Table 2 indicates that while two participants partially agreed that they did not think of learning foreign languages unless it was obligatory, 39 of them completely disagreed and eleven disagreed with this item (7). 44 of them completely disagreed and eight disagreed that they hated foreign language lessons. 48 of them completely disagreed and four disagreed that the effort spent on learning foreign languages was in vain. 45 of them did not completely agree and seven did not agree that they preferred wasting time instead of learning foreign languages. Despite one participant who strongly agreed with item 14, 44 of them did not completely agree and seven did

not agree that they were not interested in learning foreign languages. 50 participants completely disagreed and two disagreed that they found learning foreign languages unnecessary when they had their native language. Although one participant completely agreed, one agreed, and one partially agreed that they were disturbed when foreign languages were spoken in a place where they were, 41 of them completely disagreed and eight disagreed with it. Despite one participant who partially agreed that learning foreign languages would not add anything to them, 48 of them completely disagreed and three disagreed with this item (33).

To conclude, most participants wanted to learn foreign languages even if it was not obligatory. Almost all of them liked foreign language lessons, did not think that the effort spent on learning foreign languages was in vain, and did not prefer wasting time instead of learning foreign languages. Most of them were interested in learning foreign languages and were not disturbed when foreign languages were spoken in a place where they were. Nearly all of them found learning foreign languages necessary even if they had their native language. Most of them thought that learning foreign languages would add a lot of things to them.

3.3. Using Foreign Languages on Social Media

The descriptive statistics of the participants' responses in the third subscale (i.e., using foreign languages on social media) are given in Table 3 below.

Table 3: Descriptive statistics of the participants' responses in the third subscale

Items	Completely agree		Agree		Partially agree		Disagree		Completely disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
18	27	51,9	17	32,7	7	13,5	1	1,9	0	0
19	36	69,2	10	19,2	4	7,7	0	0	2	3,8
20	22	42,3	14	26,9	9	17,3	4	7,7	3	5,8
21	24	46,2	15	28,8	8	15,4	4	7,7	1	1,9
22	24	46,2	15	28,8	10	19,2	1	1,9	2	3,8
23	19	36,5	20	38,5	7	13,5	2	3,8	4	7,7

As understood from Table 3, despite one participant, 27 participants completely agreed, seventeen agreed, and seven partially agreed that they enjoyed chatting in foreign languages on the internet. While the posts in foreign languages on social media accounts did not catch the attention of two participants, 36 of them completely agreed, ten agreed, and four partially agreed that such posts caught their attention. Three of them completely disagreed and four disagreed that sharing something in foreign languages on their social media accounts made them happy, whereas 22 completely agreed, fourteen agreed, and nine partially agreed that it made them happy. Though one of them did not completely agree and four did not agree with item 21, 24 of them completely agreed, fifteen agreed, and eight partially agreed that they enjoyed expanding their network of friends on the internet using foreign languages. In spite of three participants, 24 of them completely agreed, fifteen agreed, and ten partially agreed that communicating via foreign languages on their social media accounts gave them confidence. Despite six participants, nineteen completely agreed, 20 agreed, and seven partially agreed that following social media accounts in foreign languages enabled them to feel privileged.

To summarize, most participants enjoyed chatting in foreign languages on the internet, and the posts in foreign languages on social media accounts caught their attention. Most of them

became happy when they shared something in foreign languages on their social media accounts and enjoyed expanding their network of friends on the internet using foreign languages. Communicating via foreign languages on their social media accounts gave most of them confidence, and following social media accounts in foreign languages enabled most participants to feel privileged.

3.4. Significance Given to Learning Foreign Languages

The descriptive statistics of the participants' responses in the fourth subscale (i.e., the significance given to learning foreign languages) are shown in Table 4 below.

Table 4: Descriptive statistics of the participants' responses in the fourth subscale

Items	Completely agree		Agree		Partially agree		Disagree		Completely disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
3	42	80,8	6	11,5	4	7,7	0	0	0	0
6	49	94,2	3	5,8	0	0	0	0	0	0
12	46	88,5	5	9,6	1	1,9	0	0	0	0
16	37	71,2	12	23,1	3	5,8	0	0	0	0
29	45	86,5	5	9,6	1	1,9	0	0	1	1,9

Table 4 points out that 42 participants completely agreed, six agreed, and four partially agreed that learning foreign languages increased their confidence for the future. 49 of them completely agreed and three agreed that they would like to express themselves at least in a foreign language. 46 of them totally agreed, five agreed, and one partially agreed that learning foreign languages provided great convenience in today's world. 37 of them totally agreed, twelve agreed, and three partially agreed that learning foreign languages made them happy. While one participant disagreed with item 29, 45 completely agreed, five agreed, and one partially agreed that knowing foreign languages would provide benefits in their professional lives.

In short, learning foreign languages increased nearly all participants' confidence for the future, provided them with great convenience in today's world, and made them happy. Almost all of them would like to express themselves at least in a foreign language. Most of them thought that knowing foreign languages would provide benefits in their professional lives.

3.5. Opinions Related to Foreign Language Lessons

Table 5 below demonstrates the descriptive statistics of the participants' responses in the fifth subscale (i.e., opinions related to foreign language lessons).

Table 5: Descriptive statistics of the participants' responses in the fifth subscale

Items	Completely agree		Agree		Partially agree		Disagree		Completely disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
8	1	1,9	2	3,8	6	11,5	20	38,5	23	44,2
26	27	51,9	19	36,5	6	11,5	0	0	0	0
27	22	42,3	20	38,5	7	13,5	1	1,9	2	3,8
28	1	1,9	6	11,5	4	7,7	19	36,5	22	42,3
30	1	1,9	3	5,8	6	11,5	15	28,8	27	51,9

According to Table 5, 23 participants completely disagreed and 20 disagreed that they wanted the number of weekly foreign language lessons to decrease, whereas one completely agreed, two agreed, and six partially agreed with this item (8). 27 of them completely agreed, nineteen agreed, and six partially agreed that the subjects in foreign language lessons caught their attention. 22 of them completely agreed, 20 agreed, and seven partially agreed that they participated actively in foreign language lessons, yet two completely disagreed and one disagreed with this item (27). 22 participants completely disagreed and nineteen disagreed that the subjects in foreign language course books did not attract their attention even though one completely agreed, six agreed, and four partially agreed with this item (28). One of them completely agreed, three agreed, and six partially agreed that they found obligatory foreign language classes unreasonable, whereas 27 completely disagreed and fifteen disagreed with item 30.

In summary, most participants did not want the number of weekly foreign language lessons to decrease and participated actively in foreign language lessons. The subjects in foreign language lessons caught nearly all participants' attention, while the subjects in foreign language course books attracted most participants' attention. Most of them found obligatory foreign language classes reasonable.

3.6. Attitudes of the Turkish AFL and EFL students toward Learning a Foreign Language

Table 6 below presents the participants' mean scores for the whole scale and its subscales.

Table 6: Mean scores of the participants for the whole scale and its subscales

Scales	x	Sd.
First subscale	18,8654	4,58911
Second subscale	9,3269	2,22923
Third subscale	11,0962	4,42479
Fourth subscale	6,0192	1,56544
Fifth subscale	9	3,05505
Total scale	54,3077	12,48927

As understood from Table 6, the participants had a positive attitude toward learning a foreign language considering their mean score ($x=54,3077$) because low mean scores mean positive attitudes, while high mean scores mean negative attitudes in the scale used in this study. Their mean score in the first subscale was 18,8654, and low mean scores show positive emotions related to learning foreign languages in this subscale, so the emotions of the participants related to learning foreign languages were positive. Their mean score for the second subscale was 9,3269, and low mean scores in this subscale indicate that students' opinions about learning foreign languages are not very negative, so the participants did not have very negative opinions about learning foreign languages. Low mean scores in the third subscale demonstrate that students use foreign languages on social media a lot, and the mean score of the participants in this subscale was 11,0962, which means that they use foreign languages on social media a lot. Similarly, low mean scores in the fourth subscale mean that students give a lot of significance to learning foreign languages, and the mean score of the participants was 6,0192; therefore, they gave a lot of significance to learning foreign languages. Like the other subscales, low mean scores in the last subscale show that students' opinions related to foreign language lessons are positive, and the mean score of the participants was 9. Thus, their opinions related to foreign language lessons were positive.

In brief, the emotions of the participants related to learning foreign languages and their opinions related to foreign language lessons were positive. They did not have very negative opinions about learning foreign languages. They used foreign languages on social media a lot and gave a lot of significance to learning foreign languages. Therefore, they had a positive attitude toward learning a foreign language.

4. Discussion

The findings of the present have indicated that the participant Turkish AFL and EFL students had positive attitudes toward learning foreign languages, which is in line with the literature which shows that students who learned Arabic and students who learned English had positive attitudes toward learning Arabic (Aladdin, 2010; Ajape et al., 2015; Anandi, 2021; Hermessi, 2020) and toward learning English (Ahmed, 2015; Alharbi, 2022; Genc & Aydin, 2017; Nazari & Abdollahi-Guilani, 2015; Şentürk, 2019; Zulfikar et al., 2019). The positive attitudes of the participant Turkish AFL and EFL students toward learning foreign languages can be explained by their positive emotions related to learning foreign languages, not very negative opinions about learning foreign languages, using foreign languages on social media a lot, giving a lot of significance to learning foreign languages, and positive opinions related to foreign language lessons.

According to the descriptive findings of the present study, the participant AFL and EFL students had positive emotions related to learning foreign languages because the descriptive findings have shown that most of them found learning foreign languages enjoyable, fun, not complicated, easy, and pleasurable for them, enjoyed reading sources written in foreign languages, found foreign language words and foreign language learning activities interesting, and were not worried by foreign language exams, while some of them found learning foreign languages not troublesome. These positive emotions may result from the fact that the participant AFL and EFL students may have understood the importance of learning foreign languages in a globalized world because knowing a foreign language can open a door to many opportunities such as having international friends, a good job, and studying abroad. Another reason for these positive emotions may be that their learning environment may have been or may be supportive and encouraging for them because their language teachers may have or may have had positive attitudes toward them while they were learning Arabic or English, and their parents may have supported or may support their Arabic or English learning. They may be interested in learning foreign languages and be motivated to learn foreign languages can be two of the reasons for their positive emotions toward learning foreign languages. They may have not experienced any disappointment in their language learning such as failing an exam and losing their motivation or interest in foreign language learning, which can also help explain why they had positive emotions related to learning foreign languages.

As understood from the descriptive findings of the present study, the participant Turkish AFL and EFL students did not have very negative opinions about learning foreign languages because most of them (a) did not hate foreign language lessons, (b) did not think that the effort spent on learning foreign languages was in vain, (c) did not prefer wasting time instead of learning foreign languages, (d) were not uninterested in learning foreign languages, (e) did not find learning foreign languages unnecessary when they had their native language, (f) were not disturbed when foreign languages were spoken in a place where they were, and (g) did not think learning foreign languages would not add anything to them. Their generally positive opinions about learning foreign

languages can be explained by two possible reasons. First, they may have realized the significance of learning foreign languages in a globalized world and how knowing foreign languages could impact their life after they graduated from the university. Because of this reason, they may not have thought that the effort spent on learning foreign languages was in vain, preferred wasting time instead of learning foreign languages, found learning foreign languages unnecessary when they had their native languages, and thought learning foreign languages would not add anything to them. Second, they may be personally interested in learning foreign languages and motivated to learn foreign languages as well as had positive emotions related to foreign language learning, so they may not have hated foreign language lessons, been uninterested in learning foreign languages, and been disturbed when foreign languages were spoken in a place where they were.

The descriptive findings of the present study have also indicated that the participant Turkish AFL and EFL students used foreign languages on social media a lot because (a) most of them enjoyed chatting in foreign languages on the internet and expanding their network of friends on the internet using foreign languages, (b) the posts in foreign languages on social media accounts caught the attention of most of them, (c) sharing something in foreign languages on their social media accounts made most of them happy, (d) communicating via foreign languages on their social media accounts gave most of them confidence, and (e) following social media accounts in foreign languages enabled most of them to feel privileged. These findings can be explained by understanding the place of social media in people's lives. In the case of the participant Turkish AFL and EFL students, social media could allow them to use foreign languages to communicate and interact with the native speakers of those languages or other students who also learned those languages around the world. In addition, they could learn what happened around the world by following international accounts which shared posts in foreign languages. Therefore, with social media, the participants in the present study could be exposed to foreign languages they were learning or wanted to learn outside the class and use foreign languages in real life in a foreign language learning context, such as Turkey, where exposure to foreign languages and the opportunity to use them in real life are limited. Being exposed to foreign languages outside the class and being able to use foreign languages to communicate, interact, and learn what happened around the world may have resulted in the fact that they were happy when they shared something in foreign languages and may have felt confident when they communicated with foreign people and felt privileged when they followed social media accounts in foreign languages.

The descriptive findings of the present study have revealed that the participants Turkish AFL and EFL students gave a lot of significance to learning foreign languages since according to the descriptive findings, learning foreign languages increased the confidence of almost all of them for the future, almost all of them would like to express themselves at least in a foreign language, almost all of them thought that learning foreign languages provided great convenience in today's world, and learning foreign languages made almost all of them happy, while most of them thought that knowing foreign languages would provide benefits in their professional lives. These findings can be explained by the fact that the participant Turkish AFL and EFL students may have understood the significance of knowing foreign languages in a globalized world in terms of the opportunities it could provide them. These opportunities may include studying abroad, finding a good job, communicating with foreign people, and being informed about what happened around the world.

The opinions of the participant Turkish AFL and EFL students related to foreign language lessons were positive according to the descriptive findings of the present study as most of them did not want the number of weekly foreign language lessons to decrease, participated actively in foreign language lessons, found the subjects in foreign language lessons and course books attention-catching and attractive, and considered obligatory foreign language classes reasonable. These findings can be explained by the participants' positive emotions related to learning foreign languages, generally, positive opinions about learning foreign languages, using foreign languages on social media a lot, and giving a lot of importance to learning foreign languages. In addition, these findings can be explained by the fact that most of the participants in the present study may know that the only way to learn foreign languages in a foreign language learning context is foreign language lessons in which foreign language teachers teach foreign languages in a systematic way by following a curriculum and using foreign language teaching and learning materials.

To sum up, the participant Turkish AFL and EFL students had similar features considering their positive emotions related to learning foreign languages, not very negative opinions about learning foreign languages, using foreign languages on social media a lot, giving a lot of significance to learning foreign languages, and positive opinions related to foreign language lessons. In terms of the emotions related to learning foreign languages, foreign language learning seems to be associated with positive feelings such as being enjoyable and pleasurable for them, and similarly, things related to foreign language learning, such as activities and words, seem to be associated with positive feelings for them. In terms of their not-very-negative opinions about learning foreign languages, it seems that they understood the significance of learning foreign languages in their lives; therefore, they seem to like foreign language lessons, be interested in learning foreign languages, and prefer spending time and effort on learning foreign languages. In terms of their use of foreign languages on social media, it seems that using foreign languages on social media could work as a motivator for them to learn foreign languages; therefore, they seem to enjoy doing several things related to social media, such as sharing something in a foreign language and communicating by using a foreign language on social media. In terms of their giving a lot of significance to learning foreign languages, it seems that they understood the importance and necessity of learning foreign languages in their lives since they thought that learning foreign languages could make them confident for their future and happy, could be beneficial for them in their professional lives, and could provide them with great convenience in today's world. In terms of their opinions related to foreign language lessons, it seems that their positive emotions related to learning foreign languages, not very negative opinions about learning foreign languages, using foreign languages on social media a lot, and giving a lot of significance to learning foreign languages could help them to have positive opinions related to foreign language lessons, so they seem to like foreign language lessons and things related to them, such as subjects in foreign language lessons and coursebooks. As a result of these, it is clear that both the participant Turkish AFL students and EFL students had positive attitudes toward learning foreign languages.

As for the pedagogical implications of the present study, as the present study has indicated that both the participant Turkish AFL students and EFL students had similar characteristics in terms of their attitudes toward learning foreign languages, both AFL teachers and EFL teachers can work together in groups to share their experiences related to making their students' attitudes toward learning foreign languages positive and maintaining this with each other. In such groups, AFL teachers and EFL teachers can talk about or present what kind of activities they do in their classes to render their students' attitudes toward learning foreign languages positive and maintain

this in their language classes. In addition, academicians in both fields can organize seminars or workshops in which they can inform AFL teachers and EFL teachers about the latest improvements related to students' attitudes toward learning foreign languages in their fields or what teachers can do in their classes to make their students' attitudes toward learning foreign languages positive and maintain this. Such collaborative activities may contribute to creating a mutual database which can be used by in-service AFL and EFL students in their language classes and to train pre-service AFL and EFL student teachers.

5. Conclusion

The findings of the present study have indicated that AFL and EFL students can share similar characteristics in terms of their attitudes toward learning foreign languages, which shows that Arabic language teachers and English language teachers can collaborate with each other to maintain their students' positive attitudes toward learning Arabic and English and enhance their students' attitudes toward learning foreign languages. Therefore, Arabic language teachers and English language teachers can improve their students' Arabic and English language learning by working together.

6. Limitations of the Present Study and Suggestions for Further Studies

The number of participants in the present is low, so its results cannot be generalized to other contexts, but future studies can be conducted in different research contexts with more participants by using the same methodology and data collection tools, so a general understanding of the situation under investigation in the present study can be obtained. Also, this study was conducted with AFL and EFL students. Future studies can be conducted with students of other foreign languages such as German as a foreign language, French as a foreign language, or Russian as a foreign language. As a result, a general understanding of the situation studied in the present study can be obtained, and collaboration between different disciplines of foreign language education can be developed to enhance students' learning of those foreign languages.

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