

أثر انموذج التفكير النشط في تنمية اتجاهات الطلبة نحو تعلم اللغة الانكليزية: دراسة مقارنة

المدرس. داليا فرج عزيز

قسم التربية الخاصة ، كلية التربية الاساسية، جامعة الموصل ، محافظة نينوى، العراق

البريد الإلكتروني Email : daliaagrawi@uomosul.edu.iq

الكلمات المفتاحية: انموذج التفكير النشط ، اتجاهات الطلبة

كيفية اقتباس البحث

عزيز ، داليا فرج ، أثر انموذج التفكير النشط في تنمية اتجاهات الطلبة نحو تعلم اللغة الانكليزية: دراسة مقارنة ،مجلة مركز بابل للدراسات الانسانية، أيلول 2026،المجلد:16،العدد:9.

هذا البحث من نوع الوصول المفتوح مرخص بموجب رخصة المشاع الإبداعي لحقوق التأليف والنشر (Creative Commons Attribution) تتيح فقط للآخرين تحميل البحث ومشاركته مع الآخرين بشرط نسب العمل الأصلي للمؤلف، ودون القيام بأي تعديل أو استخدامه لأغراض تجارية.

مسجلة في
Registered
ROAD

مفهرسة في
Indexed
IASJ



The Effect of Active Thinking Model on the Development of Students' Attitudes towards Learning English: A Comparative Study

The Effect of Active Thinking Model on the Development of Students' Attitudes towards Learning English: A Comparative Study

Lecturer Dalia Faraj Aziz*

Department of Special Education, College of Basic Education, University of Mosul

Keywords : Active thinking model, Students' attitudes

How To Cite This Article

Aziz, Dalia Faraj, The Effect of Active Thinking Model on the Development of Students' Attitudes towards Learning English: A Comparative Study ,Journal Of Babylon Center For Humanities Studies, September 2026, Volume:16, Issue 9.



This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

المخلص:

هدف البحث التعرف على اثر انموذج التفكير النشط في تنمية اتجاهات الطلبة نحو تعلم اللغة الانكليزية ، دراسة مقارنة بين طلبة السنة الثانية الجامعية في قسمين بكلية التربية الاساسية وهم (التربية الخاصة و الرياضيات). تكونت العينة من (64) طالبا وطالبة تم تقسيمهم الى مجموعتين (تجريبية 1 وتجريبية 2) ليكون لكل مجموعة (32) طالبا وطالبة. ولتحقيق هذا الهدف تم صياغة فرضية صفيرية واحدة بالاضافة الى اداة تمثلت في (مقياس الاتجاهات نحو تعلم اللغة الانكليزية) التي احتوت على (32) فقرة، وتم التحقق من صدقها وثباتها. وقد تم اجراء التكافؤ بين المجموعتين في ثلاثة متغيرات وهي: عمر الطالب بالاشهر، درجة اللغة الانكليزية في العام السابق، ودرجة الاختبار القبلي على مقياس الاتجاهات. بعد انتهاء التجربة ، تم اجراء الاختبار البعدي على عينة البحث وتم تحليل البيانات احصائيا باستخدام برنامج الحقيبة الاحصائية. وقد أظهرت النتائج ان اتجاهات الطلبة نحو تعلم اللغة الانكليزية قد تطورت لدى

المجموعتين نتيجة استخدام نموذج التفكير النشط، وإن الأفضلية في فرق متوسط درجات التنمية بين الاختبار القبلي والبعدي كانت لصالح المجموعة التجريبية الثانية.

Abstract:

This research aimed to investigate the effect of active thinking model on the development of students' attitudes towards learning English, a comparative study between the second year university students in two departments (Special Education and Mathematic) at the college of Basic Education. The sample was (64) students divided into two groups (experimental 1 and experimental 2) to be (32) for each. To realize such an aim, one null hypothesis was made as well as one tool represented by - attitude scale towards learning English- which contains (32) items, its validity and reliability were verified. The equivalence was made between the two groups in three variables, i.e. students' age in months, the English language score in the previous year and the pre-test score of attitudes scale. After the experiment finished, a post-test was carried out on the research sample, and the data analyzed statistically by using (SPSS). The results showed that students' attitudes towards learning English were developed for both groups as a result of using the model of active thinking, and the superiority in the difference mean development scores between pre-posttest was in favor of the experimental group 2.

1. Introduction:

There is no doubt that English language is an important language in many fields. So, in the educational domain learning English as a foreign language both in schools and university has become an effect on students' motivation and attitudes towards it, as well as connected with their achievement.

In this issue of attitudes, (Al-yamani, 2009:257) point out that attitudes formulate a vital cognitive aspect to fullness the learners' development and learning, it also increase their interaction in various situations and rising their emotionally and cognitive experiences. Weinburgh (1998) shows that "attitude influence one's behavior, inner mood and therefore learning. So, both negative and positive attitudes have a strong impact on the success of language learning" cited in (Saleh, 2021:9). In relation to language learning, (Al-wadi, 2023:337) adds that "attitudes are related to learners' beliefs in responding to the language to be learnt, their ways of feeling, receiving language and their reactions in a teaching/learning situation".

Therefore, many studies on attitudes agreed that positive attitudes towards English language play an important role in language learning, which can help students' acquire good level of proficiency in it. Thereby,





positive attitude towards foreign language can developed during school or university life that helps students to enhance their interest to learn English by using modern teaching methods, strategies and models.

Depending on what mentioned previously about the importance of English language and attitudes towards it, Ahmed (2016:197) asserted that many educators intended to generalize teaching strategies and models that develop and enhance the teaching and learning process. Likewise, the teachers have to discover methods of engaging students and to use learning preparations for making them active learners through positive participation in the lessons (Richards and Rodgers, 2014:244).

One of the models that can achieve the goal of the current research is the active thinking model proposed by (Belle Wallace) and (Harvey Adams), which aims to solve problems in an educational environment in which an atmosphere of social interaction prevails among students. It includes all the cognitive and metacognitive skills that improve students' ability to think and reflect on what has been learned, and encourages them to solve the educational problems they face, also give them the right skills and attitudes (Jaber, 2008:288).

Thereupon, this research tries to pay attention to the teaching modern models represented by the (active thinking model) that may be improve and develop the university students' attitudes toward learning English.

2. Statement of the problem:

The researcher noticed through her teaching experience as a teacher of English in university that many students in general and at the college of basic education in particular (except the students in the English language department) have a decline in learning English, as well as the students' motivation and attitudes towards it are contrast with their academic achievement in this subject. This may be due to the negative experience that students have in learning English in the previous and current educational stages. This is evident in the lack of consideration of students' emotional aspects (represented by inclination, motivation and attitude) by English language teachers during the lesson and the rarity of their use of modern methods and strategies in teaching. Also, the majority of students consider English a secondary language that is of no benefit to use except in the case of traveling abroad. However, Alawdi (2023:335) mentions that "sometimes the students' attitudes toward learning English are changeable and need more attention and effort".

3. Significance of the research:

1. According to the knowledge of researcher, it is the first research dealing with the model of active thinking in the teaching of English and

its effect on second year university student's attitudes towards learning English,

2. It focus on students' interest and emotional aspects towards English learning rather than on their achievement level,

3. It may help teachers to select teaching strategies and models that contribute in raising the level of students' thinking and solve problems they face in learning.

4. The research aim:

The present research aims to investigate "the effect of active thinking model on the development of students' attitudes towards learning English: a comparative study".

5. The research hypothesis:

The following hypothesis was formulated to achieve the aim of the research: "there is no statistically significant difference at level (0.05) between the difference mean scores for the two groups (experimental 1 humane) and (experimental 2 scientific) in the pre-test and post-test of the attitudes scale towards learning English".

6. Limitation of the research:

The current research is limited to second year university students at special education department (humane) and mathematic dept. (scientific) in the college of Basic Education during the first term of the academic year (2024-2025).

7. Definition of key terms:

7.1 Active Thinking Model:

Wallace and Adams (1993) defined active thinking as "an educational model consisting of eight successive steps: gathering information, identifying and distinguishing, generating ideas, making decisions, implementing, evaluating, communicating, and learning from experience. It helps the learner to think effectively in an environmental characterized by an atmosphere of social interaction" (Sweidan and Al-Zuhairi, 2018:76)

The operative definition of active thinking is a teaching model contains eight successive steps depending on constructivist theory for information presented in English language material, these steps are used by second year university students (the research sample humane & scientific) during their thoughts and solving problems skill in an interaction The operative definition of active thinking is a teaching model contains eight successive steps depending on constructivist theory for information presented in



English language material, these steps are used by second year university students (the research sample humane & scientific) during their learning, which helps them enhance climate among them.

7.2 Attitude:

The operative definition of active thinking is a teaching model contains eight successive steps depending on constructivist theory for information presented in English language material, these steps are used by second year university students (the research sample humane & scientific) during - Gass et.al (2013:521) view attitude as "A tendency to respond in a particular way (positively or negatively) toward something (e.g., a situation, a culture)".

The researcher defines attitudes as: mental and emotional readiness that arises from it organizing knowledge positively or negatively for second year university students towards learning English, and it expressed through the sample members' responses to the items of the attitude scale prepared for this study.

8. Active Thinking (Theoretical Background)

In the field of educational and psychological sciences, many researchers and scientists interested in the educational process have tried to link the thinking process with problem solving as the basic goal of the learning process and to facilitate the transfer of learning effects. So, the researchers Wallace & Adams proposed an educational model for thinking called the (Thinking Actively in a Social Context), which improves the learners' ability to think and solve problem through social communication among them during the lesson. This model consists of a set of thinking strategies that the learner uses during his learning, including: innovative, logical and scientific thinking, which leads to the development of the learner's inclination, motivation and attitudes towards learning (Jaber, 2008:288-294).

Wallace (2010:23) states that "This model gives opportunities for all learners to negotiate the topics of their investigative and creative work. They then have ownership of their learning which leads to increased motivation and attention. This will encourage learners to find out possible answers to questions that they have risen as interesting and worth exploring. This, in turn, leads to increased confidence in questioning, a sense of self-esteem and self-worth, and the promotion of a life lived with the posing of questions and the search for possible answers to those questions".

The active thinking model contains of eight steps, the researcher dependent on it in writing the lesson plans, as follows:

1. Gather and organize the information about the subject, topic, problem, and situation,
2. Identify and distinguish what the problem actually is, which involve searching about additional information, discover the aims and introduce the questions,
3. Generate ideas together with others, thinking of new ideas and compare it with the possible alternatives to solve the problem and answer the questions,
4. Decision-making, which include looking into possible outcomes, determine priorities, choose a path of action, and planning the stages and methods of observation,
5. Implement the ideas by reviewing the efficiency of the decisions, observation progress and revise the solution,
6. Evaluate the progress of processes in previous steps and the extent of achieving the goals of learning process,
7. Communicate and exchange ideas between teacher and student throughout listening and explanation,
8. Learning from experience, review and revise the success of overall procedures that were used, as well as, transfer the successful strategies to other future learning situations. (Wallace, 2008:18-19 & Sweidan and Al-Zuhairi, 2018:77-78).

9. Attitudes and Language Learning:

According to Al-Zoubi (2013:182), attitude is a general interest towards any subject connected with the previous information, experience, emotions and preparatory that individual has toward that subject, this attitude characterized by relative stability which can change or adjustment. So, the stability of attitude or modified, rather positive or negative towards various topics to be as a result of individual influenced by what is found in social environment and the culture standards with which he interacts. Therefore, attitudes are relative and modified with changes in their stimuli.

Alawdi (2023:337) states that, "In a relation to language learning, attitudes are related to learners' beliefs in responding to the language to be learnt, their ways of feeling, receiving language and their reactions in a teaching/learning situation". Getie (2020:4) reports that there is a connection between language learning and the elements of environment in which the student grows up. Therefore, success of language learning depends on either negative or positive attitudes that the learners has towards it.

From the above it can be said that, the learners' attitudes towards English language may diverse according to the atmosphere in class , the methods



of teaching and activities that the teachers used with them, which affect on their motivation and interests or desires toward what they learned.

10. Review of the previous Literature:

A. Studies on Active Thinking Model:

10.1 Ahmed's study (2016)

This research tried to find out the effect of active thinking model in the development of metacognitive skills for the fourth literary grade students in the history subject. The study consists of (76) participants were divided into experimental group studied by active thinking model and control group which was studied by traditional method. To verifying the research hypothesis, the researcher used T-test for two independent samples at (0.05) level of significant. The finding of the study resulted that superiority of the experimental group on the control group in metacognitive skill post-test; this was due to the method of teaching (Ahmed, 2016: 193- 211).

10.2 Ali et al study (2018)

The study conducted in Baghdad, which aimed at know the effect of Active Thinking model in the achievement of applied fifth class students in physics and their Pivotal Thinking. To achieve the research aim, the researchers put two zero hypotheses. The sample contained (77) male and female students, divided into experimental group (39), and control group (38). The tools of the study represented by the achievement test that prepared by the researchers, which included (40) items and adopted on ready-made of pivotal thinking test prepared by (Fayyad, 2016) formed of (21) article. The data analyzed by using statistical program (SPSS). The researchers reached to "there was a statistical significant difference in achievement and pivotal thinking tests scores between the two groups for the benefit of the experimental group" (Ali & et al, 2018: 175-185).

B. Studies on Attitudes towards Learning English:

10.3 Al-Zahrani's study (2018)

The study purpose was to identify the attitudes of preparatory year students towards English language and its relationship to academic achievement at Al-Leeth branch of Umm Al-Qura University in Saudi Arabia. The participants of the study was (55) students. To achieve the aim of the study, the researcher designed a questionnaire consisted of (42) item to measure the students attitudes towards English language. After analyzing the data, the results showed that there was a positive attitude among the preparatory year students towards English. The level of achievement in English was less than the average among the students in the preparatory year. And there was a positive correlation relationship

statistically significant at the level of (0.01) between the attitudes and the achievement of the preparatory year students (Al-Zahrani, 2018: 54-77).

10.4 Alawdi's study (2023)

The aim of this study was to investigate the relationship between college students' attitudes toward learning English as a foreign language and their academic achievement in examinations at the faculty of Education/Saber-University of Lahij. The participated in the study was (60) represented fourth year university students. The questionnaire consisted of (30) statements which were used to gather data about the students' attitudes and comparing it with their academic achievement scores. The results indicated that there were highly positive attitudes among students toward learning English and gap between participates' attitudes and their achievement in examinations (Alawdi, 2023: 335-349).

11. The research procedures:

11.1 The experimental design:

The researcher adopted the pre-posttest equivalent groups design.

11.2 The research sample

The population of the research consisted of second year university students at the basic education college among ten departments the researcher chose deliberately two departments (cause she taught them) namely, Special Education and Mathematic Departments as a sample of the current research, which contained (64) students divided into two experimental groups Humane (special education dept.) and Scientific (mathematic dept.), both of them had (32) students.

11.3 Equivalence of groups

The equivalence between the two groups was made in the following variables: students' age measured by months, grades of English in the previous year, and pre-test scores of the attitudes scale. Through the use of T-test for two independent samples, the results showed that there was no statistically significant difference between them at (0.05) level of significance and (62) degree of freedom, this means that two groups were equal in the above variables as shown in table (1) below:

Table (1) T-test results for students' equivalence in three variables

Groups	No.	Variable	Mean	S.D.	T-Value	
					Calculated	Tabulated
Experimental 1	32	Students' age	257.8125	15.75	0.453	

Experimental 2	32		256.968	13.978		2.00
Experimental 1	32	Grades in English	67.406	11.195	0.568	
Experimental 2	32		68.968	10.780		
Experimental 1	32	Pre-test scores of attitude scale	74.563	10.147		
Experimental 2	32		74.000	11.453	0.208	

11.4 Lesson planning

The daily lesson plans for four units of pre-intermediate headway plus were prepared according to the active thinking model for both groups. To verify the correctness of the plans, the researcher presented them to a number of experts in methods of teaching. The plans were accepted and they put forward some notes that were considered by the researcher.

11.5 Research tool

The researcher prepared an attitude scale towards learning English depending on some literatures and previous studies; also collected English teachers' opinions about their students' vision about learning English in humane and scientific departments at the college of basic education. The scale consisted of (32) items with three alternatives (agree, neutral, disagree).

11.6 The validity and reliability

The researcher used the face validity by exposing the scale to a group of specialists in educational psychology and methodology, they agreed on this scale, and in the light of their suggestions some items were modified. Before applying the experiment on the research groups, the test (attitude scale) was administered to a pilot sample of (20) students who were chosen randomly from the two departments (special education and mathematic), i.e. who were not part of the experiment. The reliability was calculated by means of Spearman-Brown formula yielding (0.78) which is acceptable.

11.7 The statistical means

The data analyzed by using the appropriate statistical means and through the Statistical Package for social sciences (SPSS) program. The analysis

focuses on the mean, the standard deviation and T-value in the treatment of data.

12. Result and discussion

To verify the research hypothesis, the data were analyzed and processed statistically and it was found that the difference mean between pre-and posttests of the attitude for the experimental group 1(humane) was (4.500), while the difference mean for the experimental group 2(scientific) was (11.406). When comparing the two means using the t-test for two independent samples, the calculated t-value (2.559) was higher than tabulated (2.00) at level (0.05) with freedom degree (62). Thus the null hypothesis was rejected, as clear in table (2) below:

Table (2) T-test results for the significance of the mean development scores for two groups in the pre-posttests of the attitude scale

Groups	No.	Mean			S.D.	T-value	
		Pre-test	Post-test	Difference		Calculated	Tabulated
Experimental 1	32	74.563	79.063	4.500	6.441	2.559	2.00
Experimental 2	32	74.000	85.031	11.406	11.356		

The researcher attributes this result to the positive effect of active thinking model in developing students' attitudes towards learning English in both groups, through interaction between teacher and students as well as cooperation among students themselves in sharing ideas, negotiate language and meaning, problem-solving and evaluate what they learned. The superiority of the experimental (group 2) represented by mathematic department students in the post-test, is due to the nature of their curricula which requires them to be familiar with vocabulary and terms in English language that increased their desire to use what they know in the lesson through positive communicating, thereupon strengthen the students' attitude towards learning the target language.



13. Conclusions

1. In general the results showed that the model of active thinking had a great effect on the development of students' attitudes towards learning English for both groups.
2. When comparing the difference mean scores between pre-post tests for the two groups, the results indicated that the favor for the experimental group 2.
3. Active thinking model developed students' self-confidence and self-efficiency through interactive learning situation.

14. Recommendations

1. Holding training courses for English language teachers on the use of modern teaching trends for all educational levels, including the active thinking model.
2. The necessity of paying attention to modifying, increasing and developing students' attitudes towards English language by teachers through using appropriate strategies for this purpose.
3. The teachers should create positive learning environment in their classrooms.

15. Suggestions

1. Studying the effect of using active thinking model on other variables like (achievement in English language, readiness towards learning English) at other levels.
2. Conducting a comparison study between this model and another strategy like constructivist learning, or multiple intelligence and their effect on students' attitudes towards English.
3. The impact of Active thinking on the development of reading comprehension skills for students at the Department of English language.



References:

- Ahmed. S. A. (2016). **“The Effect of an Active Thinking Model in Developing Metacognitive Skills in the Students of the Fourth Literary Grade in the Subject of History”** Diyala Journal. No. 69, pp. 193-211.
- Alawdi, A.M. (2023). **“The Relation between College Students’ Attitudes toward Learning English and Their Actual Achievement in Examinations”**. **Electronic Journal of University of Aden for Humanity and Social Sciences**.Vol.4, No.2, pp. 335-349.
- Al-Yamani, A.A. (2009). **Learning and Teaching Strategies**. First edition, Zamzam publishers and distributors. Amman, Jordan.
- Al-Zahrani, A.A. (2018). **“Attitudes of preparatory Year Students towards English Language and its relationship to academic achievement”**. **MAED Journal**. Vol.103, No.1, pp.53-80.
- Gass, S.M., Behney, J. and Plonsky, L. (2013). **Second Language Acquisition. An Introductory Course**. Fourth edition. Routledge, Taylor & Francis Group. New York and London.
- Getie, A.S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. **Cogent Education**.Vol.7, Issue.1, pp. 1-37.
- Jaber, J.A. (2008). **Frameworks of Thinking and its Theories, A guide to teaching, learning and research**.1st edition, Dar Al-Massira, Amman, Jordan.
- Richards, J.C. and Rodgers, T.S. (2014). **Approaches and Methods in Language Teaching**. Third edition. Cambridge University Press. United Kingdom.
- Saleh, A.Q. (2021). **“EFL College Students’ Attitudes Towards E-Learning”**. Unpublished Master Thesis University of Mosul.
- Statt, D.A. (2003). **The Concise Dictionary of Psychology**. 3rd ed. Taylor and Frances e-library. London and New York.



The Effect of Active Thinking Model on the Development of Students' Attitudes towards Learning English: A Comparative Study

- Sweidan, S.H. and Al-Zuhairi, K.M. (2018). **Modern Trends in Teaching in light of Scientific and Technological Development**. 1st.ed. Al-Ibtikar for publishing and distribution. Amman, Jordan.
- Wallace, Belle. (2008). "The early seedbed of the growth of TASC: thinking actively in a Social Context". **Gifted Education International**. Vol.24, Nos. 2/3, pp. 1-26.
- Wallace, B. (2010). "Thinking in context". **Creative Teaching and Learning**. Vol. 1.4, pp. 22-28.

