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### ABSTRACT

The first purpose of the study was to investigate whether there was any significant difference in the strength of attitudes towards English as a Foreign Language as measured by the Foreign Language Attitude Questionnaire between West Bank teacher trainees and Gaza teacher trainees who were admitted at the two UNRWA/Unesco Teacher Training Centres in the West Bank in 1980/1981.

The two null hypotheses of the study were as follows :

1. The second objective of the study was to investigate whether there was any relationship between attitudes towards English as a Foreign Language as measured by the Foreign Language Attitude Questionnaire and achievement in English as measured by the English as a Foreign Language Test.

The sample of the study was 120 subjects equally and randomly drawn from West Bank and Gaza teacher trainees at both of Ramallah Men's Teacher Training Centre and Ramallah Women's Training Centre sponsored by UNRWA/Unesco in the West Bank. The sample was stratified to guarantee equal representation of both geographical distributions; namely West Bank and Gaza. The target population was 336 teacher trainees admitted in the scholastic year 1980/1981.

The study was conducted at the opening of the year of admission to investigate the attitudes towards English as a Foreign Language of these trainees directly after Tawjihi.

To conduct the study scientifically, two tools were employed.

The first was the Foreign Language Attitude Questionnaire (FLAG) developed by the investigator. The latter was the English as a Foreign Language Test (EFLT) designed by the International Association for the Evaluation of Education Achievement in 1970.

The split-half method and the Spearman-Brown formula were employed to obtain the reliability of the FLAG and it was .91. Kuder-Richardson 20 was used to compute the reliability of the achievement Test. It was also .91.

The two null hypotheses of the study were as follows :

1. There was no significant difference in the strength of attitudes towards EFL between teacher trainees from Gaza and those from the West Bank at RMTTC and RWTC at .05 significance level.
2. There was no significant relationship between the strength of attitudes to EFL and achievement in English at .05 for teacher trainees at RMTTC and RWTC.

Both null hypotheses were rejected at .05. The first null hypothesis was rejected by employing the t-test which indicated more favourable attitudes towards EFL on the part of Gazans. The second hypothesis was rejected by employing the Product-Moment correlation co-efficient which indicated the existence of a relationship between attitudes of the subjects towards EFL and their achievement in that language.

This result supports findings of previous related studies.

To conclude, this study recommends the development of positive attitudes towards EFL. It is also recommended that the sex variable be investigated in future similar studies.