

Chapter One

Introduction

1.0 Overview:

Language is considered as a mirror of the human mind. It is the combination of words and sound spoken or written that humans use to express the idea or feeling among the people in communication. Simply language is an acquired vocal system for communicating meanings.

English is a language which has great influence. It is an international language learned in allover the world. The process of learning English is affected by some factors which help the learners to understand English and to improve English language learning. Therefore, learners with positive attitudes and high motivation achieve more success in learning English language than those with negative attitudes and low motivation.

Some of third-year Students majoring in English language at the College of Education Sudan University of Science and Technology have low ability to speak English fluently, and do not seem were completely aware of the purpose of learning English language for. Therefore the researcher feels that the importance of improving English language learning as a subject at university is affected by many psychological factors.

So, this study will investigate the attitudes and motivation of third-year Students majoring in English language at College of Education Sudan University of Science and Technology towards English language learning.

1.1 Statement of the Problem:

While the researcher has been studying at Sudan University of science and technology, College of Graduate studies observed that some of third-year students majoring in English language at College of Education have low ability to speak English fluently and do not seem are completely aware of the purposes of learning English language. For this reason the researcher feels that the importance of improving English language learning as a subject at University is affected by many psychological factors. Therefore, university students' low achievement in English language justifies conducting this study to investigate the attitudes and motivation of those students towards English language learning.

The researcher wants to find out the attitudes of students' towards English language learning whether they are positive or negative and if they are motivated to study English or not.

1.2 Objectives of the Research:

The study aims to find out:

1. Whether the attitudes of third-year students of College of Education towards English language learning are positive or negative.
2. If the third-year Students College of Education need motivation to learn English language or not.
3. Whether the third-year students of College of Education are completely aware of purposes of learning English language or not.

1.3 Research Questions:

The study will answer the following questions

1. What are the attitudes of third-year students of College of Education towards English language learning?
2. To what extent are the third-year students of College of Education motivated to learn English language?
3. To what extent are the third-year students of college of education aware of their English language purposes?

1.4 Hypotheses of the Research:

This study is based on three hypotheses:

- 1- Third-Year students of College of Education have negative attitudes towards English language learning.
- 2- Third-Year students of College of Education need more motivation to learn English language fluently.
- 3- Third-Year students of College of Education are not completely aware of purposes of learning English language.

1.5 Significance of the Research:

This study is very important for university students, because it deals with the problem of attitudes and motivation of University students towards English language. And it tries to help the students to be more aware of the purposes of learning English language.

1.6 Limits of Research:

1. This study will be limited to Sudan University of Science and Technology College of Education.
2. Period limitation: 2015
3. The theme: the study limited to the problem of attitudes and motivation of University Students' towards English language.
4. The study is targeting third-year University Students at English Language Department College of Education.

1.7 Methodology of the Research:

The method applied in this study is descriptive analytical method. The data will be obtained by using a questionnaire for third-year students of English Language in College of Education Sudan University of Science and Technology. The sample size of the study consisted 45 students and they will be selected randomly and purposefully.

Chapter Two

Literature Review

2.0 Introduction:

This chapter consists of two parts: the first one deals with review of some literature related to learning English

as a foreign language and factors that affect foreign language learning while the second part deals with some previous studies related to the field of study.

Many researchers have been investigating learning English as a foreign language. A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person. English as a foreign language refers to the use or study of English by speakers with different native languages.

So, many factors seem to play a role in deciding the success of learning foreign language. The findings of previous studies research determine that attitudes and motivation are the most influential factors in foreign language learning.

Bakir (1996:168) points out that attitude is a feeling that helps the learners to achieve learning English and the learner with positive attitude achieves more success in learning process whereas motivation is a desire which encourages the learner to learn English. The learner with high motivation achieves high success in learning foreign language.

2.1 Factors affecting the foreign language learning:

2.1.1 Age:

Age is an important variable in language learning. Some aspect of the child learning capacities change as he grows older and these may affect language learning. Throughout experience and observation, it had been noticed that the language learning process is easier at the early stages and gradually become difficult with the increase in age.

Children of immigrants who they were exposed to a new language speak it fluently when they come into contact with children of the target language group, while their parents find it to some extent, difficult to acquire the same level of the proficiency as their children. Rate and success of second language acquisition strongly influenced by the age of learners (Ellis, 1985).

2.1.2 Attitudes

An attitude is a factor affects in foreign language acquisition and strongly influenced by social and political factors. So language planners must take account of attitudes when they select a suitable language for development as international language uses it in education.

Mckay (1992:27-28) mentions that attitudes are the behavior of learners or feeling that is helps them to achieve foreign language. Learners who have positive attitudes achieve high success in foreign language learning whereas who have negative attitudes achieve low success in learning process.

2.1.3 Aptitude:

Ellis (1985:73) points out that aptitude is a stable predicator in foreign or second language learning , because simply everyone has at least the adequate aptitude to learn a language.

Language aptitude constitutes special ability for learning foreign. It is typically held to involve a number of distinct abilities including authority ability, linguistic ability and memory ability.

2.1.4 Personality:

Personality has to do with individual differences among people in behavior patterns, cognition and emotion. It means enduring personal characteristics that are

revealed in a particular pattern of behavior in a variety of situations.

Personality also is another factor affects in learning foreign language. The learners with strong personality keep their attention and achieve high success in second language learning.

Lovell (1973:70) explains that the term personality in psychology means the whole of a person outstanding characteristics. In everyday speech the term personality refers to the extent which a person attracts other people.

2.1.5 Empathy:

Empathy is the capacity to understand what another person is experiencing from within the other person frame of reference. It refers to a strong positive feeling which helps the learners to achieve second language learning. So the learners who have strong positive feeling to learn English language achieve high success in learning process.

Freeman (1997: 189:190) points out that empathy is described as individual ability to put oneself in another place or to be able to understand another person mood.

Learners who has ability to understand others, or their teachers during learning foreign language achieve high success the learning process.

2.1.6 Motivation:

The word motivation is derived from the Latin “movere” which means to move. It refers to psychological forces which move people, bring them into action and keep them going. It is the force that pushes us to do something or to learn a language. Motivation is also defined as one’s directions to behavior or the orientation a learner has with respect to the process of learning a foreign language.

Penny (1984:27) mentions that motivation is a key factor in success of foreign language learning. It is a

desire that helps the learners to achieve learning English language. The learners who have high motivation achieve more success in learning foreign language than those have a low motivation.

Motivation is commonly thought of as an inner desire, emotion that moves to particular action. More specifically, humans universally have needs or desire which are more or less innate for achievement something or to learn English (Altman,1981).

Cook (1996:97) provided that there are two types of motivation, integrative and instrumental motivation.

2.1.6.1 Integrative motivation:

Integrative motivation is defined as the evolvment that generates from inside. The learners do something for the pure pleasure of doing it. In addition, integrative motivation is usual behavior of someone who appreciates the target language community and studies the language for the reason of joining that community Cook (1996:97).

Integrative motivation reflects whether the students identified with the target culture and people in some sense. In addition, integrative motivation is a key

component in assisting the learners to develop some level of proficiency in the language. It becomes necessity in order to operate socially in the community and become one of its members. So learners with integrative motivation achieve high success in foreign language learning.

2.1.6.2 Instrumental motivation:

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a foreign language. It is thought to be the purpose of learning a foreign language. When the learner is not interested in interacting socially with new target language community members.

Instrumental motivation refers to the perceived pragmatic benefits of foreign language proficiency and reflects the recognition that for many language learners it is the usefulness of foreign language proficiency that provides the greatest driving force to learn language.

Skehan (1989:53) explains that this type of motivation is based on the advantages, because the learner wants a language in order to find a job in future. In addition this kind of motivation is based on the benefits because the

learners want a language to fulfill certain aims as well as to read useful materials in the target language or join a well-known college.

2.1.7 Motivation for learning foreign language:

foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person. So motivation in foreign language learning means the direct behavior that force a learner to learn a new language.

Wood (1984:2) points out that motivation in foreign language learning is described as human behavior in individual for achievement of certain language in learning process. So motivation is a human desire individual that helps him to achieve high success in learning a certain language. It has influence on foreign language achievement, because it helps the learner to focus his/her challenges towards foreign language learning.

2.1.8 Motivation and Attitudes:

It has been clear that both attitudes and motivation are affecting language learning process. Attitude is a feeling that helps human to achieve something or to learn a

language. It's mainly used in social psychology and sociology. So learners who have positive attitudes achieve high success in learning foreign language while motivation is related to human behavior in the individual. It is same kind of internal drive which pushes someone to achieve something's or to learn a language. It is a term used in psychology to determine the extent to which individual will activity involve themselves in achieving their goal. The learners whom have high motivation achieve more success than those have low motivation in learning certain language. So attitudes and motivation are key terms in psychology but, in two different branch of psychology Wood (1984:2).

2.3 Previous Studies:

Different studies have been carried out by different researchers on investigating university students, attitudes and motivation towards English language learning. The researcher is going to introduce some studies which are entitled:

2.3.1 The title: Attitudes and motivation of university students towards English language learning M.A. (2006) by Rehab Abdelsalam:

Aims: The study aims to investigate the problem of attitudes and motivation of university students towards English language learning post-Arabicization.

Tools: A questionnaire was developed to explore the students attitudes and motivation towards English language post-arabicization. The sample of the study consists of 200 students.

Results:

The results of the study indicate that university students have negative attitudes and unmotivated towards English language learning post-Arabicization.

Recommendations:

The researcher recommends the following

1. Teachers should make English language classroom welcoming.
2. Teachers should promote the students by increasing their motivation to continue learning English.
3. Teachers should avoid using the mother tongue during classes as much as possible.

2.3.2 The role of attitudes towards the learning situation on motivation to learn EFL. M.A (2008) by Azmi Mirghani:

Aims: The study aims to investigate the level of third year Sudanese pupils motivation to learn EFL and to investigate in the role of their attitudes towards learning situation on their motivation.

Tools: The researcher used questionnaire for data collection from the study sample. The sample of this study was 400 (235 male and 165 female) 3rd secondary school pupils registered in 10 different schools in various parts of the Khartoum State.

Results:

The results of the study indicate that the third year secondary school Sudanese pupils possess an average level of motivation to learn EFL.

Recommendations: The researcher recommends the following:

- 1- Be relevant to pupils real needs and aspirations.
- 2- There should be electronic teaching methods in order to satisfy all pupils' needs.

2.3.3 The Title: Achievement motivation among students in Eastern Sudan M.A (2009)by Salwa Abdalla:

Aims: The study aims to explore the level of achievement of motivation among Eastern Sudanese students.

Tools: The researcher followed TAT (thematic apperception test). The sample of this study was consisted of 56 final and semifinal students were taken a sample from college of medicine 21 male and 35 females.

Results: The results of the study indicate that the level of achievement of motivation among Eastern Sudanese students is relatively high.

Recommendations: The researcher recommends the following:

1. To increase the level of achievement motivation, university students as the intelligencia of the society are advised to experience intellectually challenging activities.
2. Both parents and teachers are recommended to follow the effective strategies, and techniques, to bring up good achievement motivated generations.

2.3.4 Comments on the previous studies:

The findings of previous studies above show that University students seem to have negative attitudes towards English language learning.

It is also found that Sudanese students, who were taught at secondary schools achievement motivation is generally higher whereas university students seem have low motivation towards English language learning.

This study reached the point that, the third-year Students College of Education have negative attitudes and low motivation towards English language learning.

So this study aims to investigate university students' attitudes and motivation towards English language learning. The researcher wants to find out the attitudes and motivation of those students towards English language learning.

2.4 Summary:

In this chapter the researcher has given a review of some literature related to the factors affected foreign language learning, and some different between attitudes and motivation as well as some previous studies on the same topic.

Chapter Three

Research Methodology

3.0 Introduction:

This chapter describes the research methodology. It gives full description of the research tool which was used to collect the data besides the population and the procedures.

3.1 Research Method:

The researcher used the descriptive analytical method, to analyze data collections.

3.2 Data Collection Tool:

The data of the present study was obtained by using a questionnaire for students.

The researcher constructed close- ended questions to gather data from third-year Students of College of Education Sudan University of Science and Technology. The questionnaire was about investigating university students, attitudes and motivation towards English language learning. It contained 12 questions.

3.3 Population of the Study:

The population was third-year students of College of Education Sudan University of Science and Technology in the academic year 2015-2016.

3.4 Sampling:

The sample of this study consisted of 45 students of the third-year of Sudan University of Science and technology, college of education department of English language, both male and female. The sample of the study was selected randomly from the population.

3.5 Validity and Reliability of the Questionnaire:

3.5.1 Validity:

The questionnaire was first given to Dr. Yusuf Altraifi Ahmed and Dr. Mohammed Altayeb who are staff member in Sudan University of Science and Technology, Department of English Language. They made some modifications to assure its validity.

3.5.2 Reliability:

For easy of checking reliability of questionnaire it was designed according to the following formats

- The main chosen (Always, Often, Sometimes, rarely and never).
- Statement grinding system 1-2-3-4.... For importance of objectives, the questionnaire was modified in the light of remarks made by the experts by reducing the number of the statement to 12 statements only. After constructing the proposed questionnaire, the researcher pretested the questionnaire on selected participants from the study to ensure the clarity and reliability of the questionnaire. The pilot questionnaire copies were returned, scored and tabulated on special lists.

3.5.3 The Statistical Reliability and Validity

Table (3.1) The first hypothesis: third-year students of College of Education have negative attitudes towards English language learning.

Phrase	Always		Often		Sometimes		Rarely		Never	
I love learning English language	40%	18	15.6%	7	24.4%	11	17.8%	8	2.2%	1
I think English language is not so difficult	33.3%	15	17.8%	8	31.1%	14	11.1%	5	6.7%	3
I like English literature	26.6%	12	8.9%	4	35.6%	16	13.3%	6	15.6%	7
I like spending a lot of time studying English language at home	20%	9	8.9%	4	13.3%	6	46.7%	21	11.1%	5
Total	30%	54	13%	23	26%	47	22%	40	9%	16

According to the percentages shown in the table, it is clear that the majority of students do not have negative attitudes toward English language learning, with 30% of students showing positive attitudes. Therefore, the hypothesis is not supported.

Table (3.2)The second hypothesis: third -year students of College of Education need more motivation to learn English language fluently.

Phrase	Always		Often		Sometimes		Rarely		Never	
	%	n	%	n	%	n	%	n	%	n
when I have an assignment to do in English language, I feel completely relaxed	24.4%	11	15.6%	7	35.6%	16	20%	9	4.4%	2
I feel active during English language lectures	13.3%	6	11.2%	5	48.9%	22	13.3%	6	13.3%	6
I have a strong desire to learn English language	20%	9	20%	9	40%	18	11.2%	5	8.8%	4
I practice English language very hard just at the beginning of exams	17.8%	8	6.6%	3	40%	18	24.4%	11	1.2%	5
Total	19%	34	13%	24	41%	74	17%	31	9%	17

According to the percentages shown in the table, it is clear that students need more motivation to learn English language by 41%, which reflects the hypothesis.

Table (3.3)The third hypothesis: third-year students of College of Education are not completely aware of the purposes of learning English language.

Phrase	Always		Often		Sometimes		Rarely		Never	
i think English will help me to pursue my graduate studies in English speaking countries	46.7%	21	11.1%	5	17.8%	8	22.2%	10	2.2%	1
I believe that English language will help me to Practise business outside of Sudan:	15.6%	7	6.7%	3	11.1%	5	22.2%	10	44.4%	20
I believe that English language will enable me to deal with the computer:	55.6%	25	11.1%	5	15.6%	7	13.3%	6	4.4%	2
I think English will help me to communicate with non-Arabic speakers all over the world.	35.6%	16	26.7%	12	24.4%	11	4.4%	42	8.9%	4
Total	31%	69	11%	25	15%	31	31%	68	12%	27

The above percentage showed that the majority of study sample have positive idea which is not proved the third hypothesis.

3.6 Procedures:

The researcher distributed the questionnaire to the students in hand to look over questions and make up their minds, then gave them enough time to answer it. After that, the researcher collected the questionnaire to know their answers. Finally, the data was analyzed.

3.7 Summary:

This chapter has provided full description of the researcher tool, procedures, population, the sample of the study as well as the validity and reliability of the tool.

In the following chapter, the researcher going to deal with the data analysis, results and discussion.

Chapter Four

Data Analysis, Results and discussions

4.0 Introduction:

This chapter devoted to the analysis and discussion of the study. The data collected by using questionnaire administered to a sample of 45 students of third year of English language college of education Sudan University of Science and technology, to investigate university students, attitudes and motivation towards English language learning.

The researcher used the statistical analysis to analyze the results.

4.1 Discussion of results

Analysis of the data related to the first hypothesis:

The third-year Students of College, of Education have negative attitudes towards English learning.

Statement (1)

I love learning English language

Table (4-1) Love of learning English language

Answer	Frequencies	Percent
Always	18	40%
Often	7	15.6%
Sometimes	11	24.4%
Rarely	8	17.8%
Never	1	2.2%
Total	45	100%

Figure (4-1) Love of learning English language

Concerning students attitudes towards English language learning, the percentages shown the table (4-1) and figure (4-1) above that 40% of the students always love learning English language, 15-6% of them often love learning English language, 24-4 %of them sometimes

love learning English, 17.8 %of them rarely love learning English language and 2.2% of them never love learning English language.

40% which is the highest percentage of the study sample is always.

So the analysis shows that the majority of the university students always love learning English language. This indicates that students have positive feeling towards English language learning.

Statement (2):

I think English language is not so difficult to learn:

Table (4-2) English language is not so difficult to learn

Answer	Frequencies	Percent
Always	15	33.3%
Often	8	17.8%
Sometimes	14	31.1%
Rarely	5	11.1%
Never	3	6.7%
Total	45	100%

Figure (4-2): English language is not so difficult to learn

The table (4.2) and figure (4-2) above show that 33.3% of students always think that English language is not so difficult to learn, 17.8% of them often think that English language is not so difficult to learn, 31.1% of them sometimes think that English language is not so difficult to learn and 11.1% of them rarely think that English language is not so difficult to learn, only 6.7% of them

never believe that English language is not so difficult to learn.

33.3% which is the highest percentage of the study sample is always.

The analysis shows that university students always believe that English language is easy for them. This indicates that students have positive attitudes towards English language learning.

Statement (3):

I like English literature

Table (4-3) English literature

Answer	Frequencies	Percent
Always	12	26.6%
Often	4	8.9%
Sometimes	16	35.6%
Rarely	6	13.3%
Never	7	15.6%
Total	45	100%

Figure (4-3) English literature

Concerning students' attitudes to read English literature, the percentages shown on the table (4-3) and figure (4-3) above indicate that 26.6% of students always like English literature, 8.9% of them often like English literature, 35.6% of them sometimes like English literature and 13.3% of them rarely like English literature, only 15.6% of them never like English literature.

35.6% which is the highest percentage of the study sample is sometimes.

The analysis shows that students sometimes like English literature. This indicates that university students

sometimes have positive attitudes to read English literature, because it is not boring.

Statement (4):

I like spending a lot of time studding English language at home.

Table (4-4) spending a lot of time studding English language at home

Answer	Frequencies	Percent
Always	9	20%
Often	4	8.9%

Sometimes	6	13.3%
Rarely	21	46.7%
Never	5	11.1%
Total	45	100%

Figure (4-4) Spending a lot of time studding English language at home

The table (4-4) and figure (4-4) above show that 20% of the students always like spending a lot of time studying English language at home, 8.9% of them often like spending a lot of time studying English language at home, 13.3% of them sometimes like spending a lot of time studying English language at home and 46.7% of them rarely like spending a lot of time studying English language at home, only 11.1% of them never like spending a lot of time studying English language at home.

46.7% which is the highest percentage of the study sample is rarely.

The analysis shows that students rarely like spending a lot of times studying English language at home. This indicates that university students hates to spend a lot of time studying English language at home.

Analysis of the data related to the second hypothesis:

The third-year students of Education need more motivation to learn English language fluently.

Statement (5):

When I have an assignment to do in English I feel completely relaxed.

Table (4-5): An assignment to do in English.

Answer	Frequencies	Percent
Always	11	24.4%
Often	7	15.6%
Sometimes	16	35.6%
Rarely	9	20%
Never	2	4.4%
Total	45	100%

Figure (4-5) : An assignment to do in English language

The table (4-5) and figure (4-5) above show that 24.4% of the students when they have an assignment to do in English language always feel completely relaxed, 15.6% of them often feel completely relaxed, 35.6% of them sometimes feel completely relaxed and 20% of them rarely feel completely relaxed only 4.4% of them never feel completely relaxed.

35.6% which is the highest percentage of the study sample is sometimes.

The analysis shows that students sometimes feel completely relaxed towards their English language assignments.

Statement (6)

I feel active during English language lectures:

Table (4.6) Active during English language lectures:

Answer	Frequencies	Percent
Always	6	13.3%
Often	5	11.2%
Sometimes	22	48.9%
Rarely	6	13.3%
Never	6	13.3%
Total	45	100%

Figure (4.6): Active during English language lectures

Concerning the motivation of the university students the percentages shown on the table (4-6) and figure (4-6) above show that 13.3% of students always feel active during English language lectures, 11.2% of them often feel active during English language lectures, 48.9% of them sometimes feel active during English language lectures and 13.3% of them rarely feel active during

English language lectures, only 13.3% of them never feel active during English language lectures.

48.9% which is the highest percentage of the study sample is sometimes.

The analysis shows that students sometimes feel active during English language lectures. This indicates that students are not enough encouraged during their English language lectures.

Statement (7)

I have a strong desire to learn English language:

Table (4-7) Strong desire to learn English language

Answer	Frequencies	Percent
Always	9	20%
Often	9	20%
Sometimes	18	40%
Rarely	5	11.2%
Never	4	8.8%
Total	45	100%

Table (4-7) Strong desire to learn English language

The table (4-7) and figure (4-7) above show that 20% of the students always have strong desire to learn English language, 20% of them often have strong desire to learn English language, 40% of them sometimes have strong desire to learn English language 11.2 % of them rarely have strong desire to learn English language, only 8.8% of them never have strong desire to learn English language.

40.0% which is the highest percentage of the study sample is sometimes.

The analysis shows that university students sometimes have strong desire to learn English language as a subject at university. This indicates that majority of students need more motivation to learn English language fluently.

Statement (8)

I practise English language very hard just at the beginning of exams:

Table (4-8) Practise English language very hard just at the beginning of exams

Answer	Frequencies	Percent
Always	8	17.8%
Often	3	6.6%
Sometimes	18	40%
Rarely	11	24.4%
Never	5	11.2%
Total	45	100%

Figure (4-8) Practise English language very hard just at the beginning of exams:

The table (4-8) and figure (4-8) above show that 17.8% of the students always practise English language very hard just at the beginning of exams, 6.6% of them often practise English language hard just at the beginning of exams, 40% of them sometimes practise English language very hard just at the beginning of exams and 24.4% of them rarely practise English language very hard just at the beginning of exams, only 11.2% of them never

practise English language very hard just at the beginning of exams.

40.0% which is the highest percentage of the study sample is sometimes. The analysis shows that university students sometimes practise English language very hard just at the beginning of exams. This indicates that the motivation of university students is sometimes connected with the final examinations. This explains that students need more motivation to learn English language fluently.

Analysis of the data related to the third hypothesis

The third-year students of college of education are not completely aware of the purposes of learning English language.

Statement (9):

I think English language will help me to pursue my graduate studies in English speaking countries (eg. USA).

Table (4-9) English language will help to pursue graduate studies in English speaking countries (eg. USA).

Answer	Frequencies	Percent
Always	21	46.7%
Often	5	11.1%
Sometimes	8	17.8%
Rarely	10	22.2%
Never	1	2.2%
Total	45	100%

Figure (4-9): English language will help to pursue graduate studies in English speaking countries (eg. USA).

Concerning the study of English language, the percentages shown on the table (4-9) and figure (4-9) above indicate that 46.7% of the students always believe that English is important for them, because it will help them to pursue their graduate studies in English speaking countries (e.g USA), 11.1% of them often think that English will help them to pursue their graduate studies in English speaking countries for example, 17.8% of them

sometimes think that English language will help them to pursue their graduate studies in English speaking countries, 22.2% of them rarely think that English will help them to pursue their graduate studies in English speaking countries, only 2.2% of them never believe English language will help them to pursue their graduate studies in English speaking countries.

46.7% which is the highest percentage of study sample is always.

The analysis shows that the number of the students who say always is higher than the other options. This indicates that the majority of university students are aware of the purposes of learning English language.

Statement (10):

I believe that English language will help me to practise business outside of Sudan:

Table (4-10) English language will help to practise business outside of Sudan

Answer	Frequencies	Percent
Always	7	15.6%
Often	3	6.7%
Sometimes	5	11.1%
Rarely	10	22.2%
Never	20	44.4%
Total	45	100%

Figure (4-10): English language will help to practise business outside of Sudan:

The table (4.10) and figure (4-10) above shows that 15.6% of the students always believe that English language will help them to practise business outside of Sudan 6.7% of them often believe that English language will help them to practise business outside of Sudan, 11.1% of them sometimes believe that English language will help them to practise business outside of Sudan and

22.2% of them rarely believe that English language will help them to practise business outside of Sudan while 44.4% of them never believe that English language will help them to practise business outside of Sudan.

44.4% which is the highest percentage of the study sample is never.

So the analysis shows the number of students who say never is higher than the other options. This indicates that university students never believe that English language will help them to practise business outside of Sudan.

Statement (11):

I believe that English language will enable me to deal with the computer:

Table (4-11) English language will enable to deal with the computer

Answer	Frequencies	Percent
Always	25	55.6%
Often	5	11.1%
Sometimes	7	15.6%
Rarely	6	13.3%
Never	2	4.4%
Total	45	100%

Figure (4-11): English language will enable to deal with the computer:

The table (4.11) and figure (4-11) above show that 55.6% of the students always believe that English language will enable them to deal with the computer, 11.1% of them often believe that English language will enable them to deal with the computer, 15.6% of them sometimes

believe that English language will enable them to deal with the computer, and 13.3% of them rarely believe that English language will enable them to deal with the computer, only 4.4% of them never believe that English language will enable them to deal with the computer.

55.6% which is the highest percentage of the study sample is always.

The analysis shows the number of students who say always which is higher than other options. This indicates that the majority of students always believe that English language is important for them, because it will enable them to use the computer and to deal with it.

Statement (12)

I think English will help me to communicate with non-Arabic speakers all over the world.

Table (4-12) English will help to communicate with non-Arabic speakers all over the world

Answer	Frequencies	Percent
Always	16	35.6%
Often	12	26.7%
Sometimes	11	24.4%
Rarely	4	4.4%
Never	4	8.9%
Total	45	100%

Figure (4-12) English will help to communicate with non-Arabic speakers all over the world.

The table (4-12) and figure (4-12) above show that 35.6% of them students always believe that English language will help them to communicate with non-Arabic speakers all over the world, 26.7% of them often think that English language will help them to communicate with non-Arabic speakers all over the world, 24.4% of them sometimes think that English language will help them to communicate with non-Arabic speakers all over the world,

and 4.4% of them rarely think that English language will help them to communicate with non-Arabic speakers all over the world, only 8.9% of them never think that English language will help them to communicate with non-Arabic speakers all over the world.

35.6% which is highest percentage of the study sample is always.

The analysis shows that the number of the students who say always is higher than other options. This indicates that students always believe that English language is important for them, because it will help them to communicate with non-Arabic speakers all over the world.

4.2 Summary:

The present chapter contains the findings obtained from the university students questionnaire and it discusses these findings in the light of the data and analyzed.

The chapter has particularly concluded that the majority of the third-year students majoring in English language at College of Education, Sudan University of Science and Technology have positive attitudes towards English language learning and are aware of the purposes of learning English language, but they need more motivation to learn English language fluently.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies:

5.0 Introduction:

This chapter presents the main findings of the study and it includes some recommendations and suggestions for future studies.

5.1 Conclusions:

The aim of this study is to investigate university students' attitudes and motivation towards English language learning. Third -year majoring in English language at College of Education Sudan University of Science and Technology.

There are many factors affecting second language learning, but in this research, the researcher focused on psychological factors to identify students' attitudes and motivation towards English language learning. The researcher proposed the following questions:

- 1- What are the attitudes of third-year students of College Of Education towards English language learning?
- 2- To what extent the third-year students of College of Education are motivated to learn English language?
- 3- To what extent are the third-year students of College of Education are aware of their English purposes?

In order to find relevant answers to the above questions, the researcher made the following hypotheses:

1. The third-year students of College of Education have negative attitudes towards English language learning.
2. The third-year students of college of Education need more motivation to learn English language fluently.
3. The third-year students of college of Education are not completely aware of purposes of leaning English language.

With reference to chapter four above, the study has come up with the following main findings:

- 1- The majority of the students have positive attitudes towards English language learning.

- 2- Students need more motivation to learn English language fluently.
- 3- The majority of students are aware of purposes of learning English language.

5.2 Recommendations:

Based on the results of the study, the following recommendations are suggested:

- 1- To enable the university students of English language to be more successful, it is recommended to prepared him/her psychologically.
- 2- Student should be aware of the purposes of learning English language.
- 3- Teachers should promote the students by increasing their motivation to continue learning English language.

5.3 Suggestions for further studies:

The present study investigates university students' attitudes and motivation towards English language learning. Third-year students majoring in English Language at College of Education Sudan University of Science and Technology.

On the basis of findings, the researcher suggests the following topics to be conducted in the future:

- 1- Wider and deeper study is needed to cover all the psychological factors.
- 2- More research should be conducted on investigating university students' attitudes and motivation towards English language learning.
- 3- This study should be extent to involve all the levels in the university.

5.4 Summary:

The present chapter contains the conclusion, recommendations as well as some suggestions for further studies on the same topic.

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Appendix

University Students Questionnaire

Dear student

This questionnaire is a part of MA Study on Investigating University Students " Attitudes and Motivation towards English Language Learning.

Please answer all questions. I assure the information in this questionnaire will be treated confidentially, for research purposes only.

I appreciate your help and cooperation.

Thanks in advance

Saad Abbakar Bakheet

M.A candidate

College of Graduate Studies

Sudan University of Science and Technology

Please tick (√) in the box which represents your opinion :

Gender

Male ()

Female ()

Statement
1/ I love learning English language
2/ I think English language is not so difficult to learn.
3/ I like English literature
4/ I like spending a lot of time studying English language at home .
5/when I have an assignment to do in English, I feel completely relaxed
6/ I feel active during English language lectures
7. I have a strong desire to learn English language.
8/ I practise English language very hard just at the beginning of exams
9/ I think English language will help me to pursue my graduate studies in English speaking countries
10/ I believe that English language will help me to practise business outside of Sudan.
11/ I believe that English language will enable me to deal with the computer
12/I think English will help me to communicate with non- Arabic speakers all over the world.