



كلية الدراسات العليا

Sudan University of Science and Technology



College of Graduate Studies

College of languages

Investigating the Importance of Students Motivation and Attitudes towards English as a Foreign Language Learning

(A case study of Third year students- College of Languages in SUST)

تقصي اهمية دافعية الطلاب واتجاهاتهم نحو تعلم اللغة الانجليزية لغة أجنبية
(دراسة حالة طلاب السنة الثالثة-كلية اللغات بجامعة السودان للعلوم والتكنولوجيا)

**A Thesis Submitted in Partial Fulfilment of the Requirement for M.A. Degree
in English Language (Applied Linguistics)**

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Dedication

To my family members and my friends.

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All praise is due to Allah the Almighty who enabled me to achieve this academic task. Great appreciation is reserved to supervisor Dr.Haillary Marino Pitia for this adequate guidance throughout the period of this thesis.

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Abstract

This study aimed at investigating the impact of students' Motivation and Attitudes towards learning English as a foreign language. The researcher adopted the descriptive and analytical method for data collection. A questionnaire was used as an instrument for data collection. A number of thirty (30) teachers of English language at the Sudan University of Science and Technology expressed their opinions on the contents of the questionnaires. The study carried some results of which: Motivation and Attitudes have a high influence on learning English as a foreign language and Students with positive attitudes and high motivation to learn English will achieve high standards and that University teaching staff members adopt attractive teaching techniques to motivate students to learn English as a foreign Language. The researcher presented some points as recommendations in addition to some suggestion for further studies; English teachers have to use videos to attract EFL students. And they also should use authentic materials in English language classes. Finally English teachers should use activities and employ a teaching technique that encourages the growth of intrinsic motivation while boosting the integrative motivation of students.

Abstract (Arabic Version)

المستخلص

هدفت هذه الدراسة الى تقصي اهمية دافعية الطلاب واتجاهاتهم نحو تعلم الانجليزية باعتبارها لغة أجنبية. اتبع الباحث المنهج الوصفي التحليلي لجمع البيانات. واستخدم الباحث الاستبانة كأداة لجمع البيانات. ثلاثين معلماً من معلمين اللغة الانجليزية بجامعة السودان للعلوم والتكنولوجيا عبرو عن آرائهم حول محتوى الاستبانة. من النتائج التي توصلت اليها الدراسة: دافعية الطلاب واتجاهاتهم له اثر كبير نحو تعلم اللغة الانجليزية لغةً اجنبية والطلاب الذين لهم اتجاه ودافعية عالية لتعلم اللغة الانجليزية سيحققون مستويات عاليةز وعلى هيئة التدريس تبني طرقاً للتدريس لرفع دافعية الطلاب واتجاهاتهم لتعلم اللغة الانجليزية كلغة اجنبية. وقدم الباحث بعض التوصيات بالاضافة لبعض الاقتراحات كدراسات لاحقة من أهمها: على أساتذة اللغة الانجليزية استخدام الفيديو لجذب انتباه الطلاب. عليهم استخدام مواد اصيلة في فصول اللغة الانجليزية. واخيراً على اساتذة اللغة الانجليزية استخدام أنشطة واتباع أسلوب يشجع نمو الدافعية الداخلية لدى الطلاب بينما يؤدي الى نمو الدافعية التكاملية لديهم.

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Definitions of the test:

1-Definition of Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

2- Definition of Attitude: A feeling or opinion about something or someone, or way of behaving.

3- Foreign language: A foreign language is a language originally from another country than the speaker. It is also a language not spoken in the native country of the person referred to.

List of Abbreviations:

SUST: Sudan University of Science and Technology.

FL: Foreign Language.

L2: Second Language.

SLA: Second Language Acquisition.

PLAB: Pimsluer Language Aptitude Battery

MLAT: The Modern Language Aptitude Test

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

Introduction

1.0 A/ Background about the chapter

This chapter includes background about the study, statement of the study problem, questions of the study, the study hypotheses, objectives of the study, and significance of the study, methodology of the study and limits of the study.

B/ Background about the study

Language is our primary source of communication. There are thousands of languages in the world. Some languages are spoken by millions of people, others by only a few thousand, English is the international common tongue. This means that people who come from different countries usually use English as a common language to communicate. That's why everyone needs to learn this language in order to get in touch on an international level. English is widely used in various professions such as the medical, engineering, legal and business. Therefore it is very crucial for Sudanese student to be proficient in English.

There is no doubt that motivation and attitude are important factors which affect the process of learning a foreign language. Several definitions of attitude and motivation from different perspectives are considered in the field of language learning.

According to the online Business Dictionary Motivation is:” Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.”

Motivation is also defined by (Gardener: 1985) as:” It is commonly thought of as an inner drive or desire that moves one to particular action”.

Meaning of attitude in the online (Cambridge Dictionary):” is a feeling or opinion about something or someone, or way of behaving”.

Attitude is also defined by (Gardner: 1985) as: “An evaluate reaction to some referent or object, inferred on the basis of the individuals’ beliefs or opinion about the referent”.

The aim of this study is to investigate factors that could account for what seem to be negative attitudes and a lack of motivation toward English language learning among students of the College of Languages in Sudan University of Science and Technology (SUST).Which is one of the public higher education university in Sudan.

1.1 Statement of the Study Problem

This study will investigate the influence of the motivation and Attitudes of university students towards English language learning in Sudan University of Science and Technology (SUST). SUST students seem to be unaware of why they learn English for. This problem may be due to the low motivation and attitude of university students of English.

So the researcher wants to find out the attitudes of those students were positive or negative and if they were motivated enough to study English.

1.2 Questions of the study

The present study intends to answer the following questions:-

- 1-To what extent can motivation and attitudes affect the process of learning English language as a foreign language?
- 2- To what extent can positive attitudes and high motivation affect students to achieve high standards?
- 3- What are teaching techniques that university teaching staff members play to motivate students towards learning English as a foreign language?

1.3 The Study Hypotheses

This study sets out to test the following hypotheses:

- 1-Motivation and attitudes have a high influence on learning English language as a foreign language.
- 2-Students with positive attitudes and high motivation to learn English will achieve high standards.
- 3-University teaching staff members adopt attractive teaching techniques to motivate students to learn English as a foreign Language.

1.4 Objectives of the Study

This work aims at:

- 1- Investigating how Motivation and attitudes have a high influence on learning English as a foreign language.
- 2- Exploring whether students with positive attitudes and high Motivation to learn English can achieve high standard or not.

3- Finding out whether university staff members adopt attractive teaching techniques to motivate students to learn English as a foreign or not.

1.5 Significance of the study

The importance of this study comes from the importance of English language in the whole world .So this work tries to look specifically into the influence of the motivation and attitudes of students' towards English as a second language learning in SUST.

The result of the study might benefit both student, teachers of English and syllabus designer on account it deals with the psychological areas of foreign language learning.

1.6 Methodology of the study

The researcher adopts a descriptive and analytical method to accomplish the objectives of this study, because the collected data will be analyzed and discussed. The subject of this research includes students from College of Languages in SUST. In collecting data, the researcher will design a questionnaire in order to be distributed to teachers of English to find out students' attitudes and motivation towards English language learning.

1.7 Limits of the study

This study concentrates on the College of Languages' students studying English language in third level in Sudan University of science and technology.

The population of the study is the third level students of College of Languages, so the generalization of the results is limited to this population.

The study is restricted to the influence of the students' attitudes and motivation towards learning English language in the academic year 2018/2019.

CHAPTER TWO

LITRETURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

Literature Review and Previous Studies

2.0. Introduction

This chapter consists of two parts. Part one reviews literature related to the research topic such as factors affecting foreign language learning. Part two discusses previous studies which related to the research topic.

Overview:

A/ Definition of Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

B/ Definition of Attitude: A feeling or opinion about something or someone, or way of behaving.

2.1. Factors Affecting Foreign Language Learning

In language learning, learners may both encounter some problems and so some factors may affect their learning process these factors such as; age factor, gender, personality, aptitude, intelligence, motivation and attitudes, will be discussed under this title. In addition, teachers should consider these factors. Because, these factors affect not only language learning but also strategies which are used for language teaching.

2.1.1-Aptitude

Carroll (1965) Language aptitude is the special ability for learning an L2. It is considered to be separate from the general ability to master academic skills. Language aptitude has been theorized as involving a number of distinct abilities-phonemic coding ability, grammatical sensitivity, inductive language-learning ability and rote-learning ability.

Second language learning aptitude is featured as strengths which individual learners have in the cognitive abilities information processing during L2 learning and accomplishment in various stages and within different context-Aptitude can be confirmed as a strong predictor of academic success in SLA.

According to Ellis (1985) defining aptitude has always been somewhat difficult and the usual method was to define it in terms of the tests used to measure it. What seems to be the predominant view is that it is not a unitary concept, but rather a set of abilities which enhance language learning in individual.

As Elsanousi (2006;17) cited that in an early review paper on aptitude research, Carroll (1981) defines general aptitude as “an ability of learning a task, which involves a special inclination towards learning L2 and depends on some combination of persistent characteristics of the learner”. In Carroll’s specific view aptitude is separated from achievement and motivation. Also, aptitude must be seen as a stable factor, perhaps even innate.

In Gardner (1956) Aptitude is a stable predictor in foreign language learning because simply every one learns his/her mother tongue painless. This means that everyone has at least the adequate aptitude to learn a language.

“At the time it was believed that if you had language aptitude you could learn a language”.

In 1965, 1991, Carroll reported that aptitude contains four sub-components, namely, phonemic coding ability, grammatical sensitivity, inductive language analytic ability and memory. Their descriptions can be expanded and their perspectives can be processed to SLA by using the four factors as described below.

A-Phonemic Coding Ability:-

It is the ability to code foreign sounds in such a way that they can be recalled later.

Sound discrimination can be different from one to another however, there is no correlation between this variation and language learning success. What really correlates is the ability to analyze sound so that it can be done quicker and can be immediate rehearsal.

B-Associative Memory

This involves the ability to make connections between stimuli and responses, for instance, foreign language words or equivalents and to develop such links' strength.

C-Grammatical Sensitivity

The ability to understand the contribution that words make in sentences is the main focus in this area. The passive aspect to this ability is to emphasize recognition of function other than explicit representation.

D-Inductive Language Analytic Ability

As found in (Ukessays.com) inductive language ability involves the ability to analyze a corpus of language material and then pay attention and discover patterns of correspondence and relationship including meaning and syntactic form. No matter it involves implicit or explicit rule representation, this fundamental attribute represents an ability to identify pattern, especially in verbal material.

2.1.1.1 Aptitude as a Factor Affecting Foreign Language Learning

It is cited by Musa (2015:16) that the two main instruments used to measure aptitude were developed in 1950s and 1960s. The Modern Language Aptitude Test (MLAT), Carroll and Sapon (1959) developed it as a means of screening or testing candidates for foreign language instruction at the foreign language institute in United States. The Pimsleur language Aptitude Battery (PLAB) (Pimsleur, 1960) was developed as an alternative to the (MLAT). It measures a very similar range of abilities to MLAT.

As found in the web page (lltf.net) The Modern Language Aptitude Test (MLAT) measures an individual's aptitude for learning a foreign language. First published in 1959, the test can be used to predict success in learning all basic communication skills, but particularly speaking and listening. The Modern Language Aptitude Test is now the property of the non-profit entity Second Language Testing Foundation.

2.1.2 Personality

According to Long and Larsen Freeman (1991) Personality is another factor in second and foreign language learning. Personality is generally conceived of as composed of a series of traits such as extroversion/introversion and neuroticism/stability. An array of different personality characteristics such as self-

esteem, tolerance of ambiguity and risk-taking have been claimed to be significant in language learning.

As cited by Musa (2015;18) according to many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning. In support to this point of view, Nunan (1999) argues that:

“Personality can affect the way in which people prefer to learn the languages Extroverts are willing to take risks and may benefit more from their involvement in activities that ensure accuracy before they communicate”.

Susan (2001) claimed that there are various theories that claim certain personality factors are important predict of success in second language learning. A few of the more commonly discussed personality factors: extroversion versus introversion, risk taking and find-independence.

The relevance of personality types also depends on theoretical views of language learning.

To summarize, there is no evidence for any personality trait that predict overall success in second language learning. Certain personality traits appear helpful in completing certain tasks that may play a role in second language learning. Thus, the value of the trait to the learner depends on how important the facilitated tasks may be. This depends on the teaching methods the student is subjected to (assuming formal instruction) and the particular way the student goes about learning another language. Personality is perhaps better investigated within the context of the contribution learners, teachers, methods and materials make to the learning situation.

2.1.3 Intelligence

Intelligence is defined by Dornyei (2005;32) as “a general sort of aptitude that is not limited to a specific performance area but is transferable to many sorts of performance”.

According to Dodigovic (2005) the most potent factors in the learning process will however be the cognitive factors: intelligence, language aptitude and learning style and strategies. According to Mitchell and Myles (1998) there is clear evidence that intelligence is one of the factors which positively affect language learning at least in classroom setting. The concept of intelligence so far and measured in terms of IQ has really been perceived as intelligence, namely verbal one.

Robert J.Sternberg & G.Elenal (2007) identified many educational programs seem to develop people’s intelligence is only one area - analytical intelligence- giving minimal or even no attention to two other areas of intelligence –creative and practical intelligence- that are just as vital to living successfully. Sternberg (1997, 1999) has **identified analytical, creative and practical** thinking abilities as composing successful intelligence and has noted that successful people use all three abilities to achieve success. Being exceptional in one thinking skill may not be enough to be successful in life.

It is cited by Abdelrahman (2015:37) **Analytical thinking ability** which centers around the skills of problem solving and decision making, **creative thinking** is presented from the view point of making an investment, and thirteen lessons are provided to help teachers move their students from solving problems to creating ideas. **Practical thinking ability** is related to use common sense. Surprisingly, many people lack the ability to use common sense, so it is beneficial to study it in this context.

Gardner (1983) introduced a theory of multiple intelligences. He described many types of intelligence such as:

- A. Linguistic (sensitivity to spoken and written language, the capacity to use the language to accomplish certain goals)
- B. Logical-mathematical (ability to detect patterns, reason deductively and think logically).
- C. Spatial (ability to recognize and use the patterns of wide space more confined areas).

2.1.4 Age

Munoz (2006) declared that learning foreign language learners' ages are significant. It was Harmer (2003;81) who said that “the age of our decisions about how and what to teach. People of different ages have different needs, competence and cognitive skills”. In addition, for many years the question of which age is better for foreign language learning has been discussed. The most common notion about age and language learning is that young learners could learn language better and easier than the other types of learners. In a study of King and Macky (2007) found that if language learning process starts in childhood, pronunciation of learners could be as native speakers, thus it could be said that; “younger is always better” in learning foreign languages. Nevertheless, according to (Karaman 2012) it could be said that in the process of learning pronunciation, the role of age is significant.

In many countries around the world, both parents and educational institution have shown an interest in initiating foreign language (FL) instruction in primary school or before. These early experience seem to have a positive effect on the attitudes

and motivation of the children, even if the benefits in terms of their linguistic achievement or not always evident.

In fact, few L2 now question the proposition that those learners whose exposure to the L2 begins early in life (and whose exposure to the language is substantial) for the most part eventually attain higher levels of proficiency than those who exposure begins in adolescence or adulthood.

2.1.4.1 Age Differences in Foreign Language Learning

By Cenoz (2002) the article is based on the results of the project that analyses the linguistic development of English as a third language at different ages in a bilingual program. Specifically, it examines the influence of the age of introduction of English as a foreign language on general proficiency. Participants were 60 secondary school students who had Basque and/ or Spanish as their first language and Basque as language of instruction except for the subject Spanish and English. All the students had studied English for six years but they had started learning English at different ages. Half of the students started learning English in grade 6 and other half in grade 3. All the participants completed a battery of tests and questionnaires including different measures of proficiency in English: storytelling, listening, comprehension, composition, grammar and close test. The results indicate that older learners present a higher level of proficiency in English. The differences between older and younger students are discussed as related to several factors involved in foreign language learning.

2.1.5 Gender

According to Taylor & Francis Group (2013) Do women and men speak differently? Do children speak differently from adults? The answer to both these

question is almost certainly (yes) for all speech communities. And the reasons in both cases are mainly social and cultural.

The linguistic forms used by women and men contrast to different degrees- in all speech communities. There are other ways too in which the linguistic behavior of women and men differs. It is claimed women are more linguistically polite than men, for instance, and that women and men emphasize different speech functions. Women and men do not speak in exactly the same way as each other in any community.

2.1.6 Motivation

By Murray and Christison (2011), Motivation is a complete construct that involves the reasons or goals learners have for learning an L2, the effort they put into learning and the attributes form as a result of their attempts to learn. Various theories of the role played by Motivation in L2 learning have been proposed. In one theory of motivation Gardner and Lambert (1972) distinguished **“Instrumental and Integrative Motivation”**. Another key distinction is between **Extrinsic and Intrinsic Motivation**. Recently Dornyei (2005) has proposed a theory that relates motivation to the role that learners see the L2 playing in their personal identity. Ellis and Shintani (2014).

Language teachers recognize the importance of motivation in learning and SLA researcher consider motivation an important factor in second language acquisition even though there have been differing opinions on the way motivation is conceptualized (Crookes & Schmidt,1989). Skehan (1989) suggested four hypotheses for motivation. First, motivation can come from an inherent interest in the task; in other words, participating in the task is something the individual likes to do. Second, motivation can come from the skill level a person has for participating in

the task. The hypothesis is that when people have the requisite skills for participating in a task, they are motivated to do so. Csikszentmihalyi (1990) captured this idea in his theory of flow. Flow occurs when the task in which someone is involved matches the skill level the person has. Most people can resonate with the experience of becoming so involved in a task as to lose track of time. According to Csikszentmihalyi, this type of experience is called flow. Humans are naturally curious; consequently, they bring a natural curiosity to participation in tasks. This natural curiosity is called *intrinsic motivation*. The challenge for language teachers is to understand what factors learners naturally bring to the task of learning and make use of these factors. The final hypothesis for motivation suggests that making use of external incentives, such as extra credit or rewards like candy bars and treats, can be motivating. This concept is known as *extrinsic motivation*. Extrinsic motivation can be very effective in producing behavior or changes in behavior, particularly if teachers want an immediate response and are not likely to get it in any other way. Nevertheless, it is important to remember that the behavior change is often short-lived and can result in lower quality performance over time, such as in diminished complex and creative thinking and failure to complete multistep problem –solving tasks.

2.1.6.1 Motivation in SLA Research

According to (Murray and Christison 2011) Motivation is a central component of Gardner's socio-educational Model (1985). In his research he worked with two different types of motivation- *integrative and instrumental*. *Integrative motivation* drives from a personal interest in speakers and the culture of the target language, such as the motivation a young woman might have to learn the language of her spouse's family. *Instrumental motivation* derives from the practical benefits of learning another language, such as getting a job, a degree, or promotion. In foreign

language contexts, an instrumental reason for learning the target language may be the most important one. Of course, it is possible for learners to have both integrative and instrumental motivation (Muchinck & Wolfe, 1982). Gardner (1980, 1985) found a positive correlation between integrative motivation and L2 achievement, but other researchers (Oller, Baca & Vigil, 1977) did not, suggesting that constructs are not as easy to operationalize as once assumed.

In (2006) Y. George declared that there are several factors that combine in a profile of successful L2 learner. Obviously, the motivation to learn is important. Many learners have an *instrumental motivation*. That is, they want to learn L2 in order to achieve some other goals, such as completing a school graduation requirement or being able to read scientific publications, but not really for any social purposes. In contrast, those learners with an *integrative motivation* want to learn the L2 for social purposes, in order to take part in the social life of a community using that language and to become an accepted member of that community.

It is also worth noting that those who experience some success in L2 communication are among the most motivated to learn. So, motivation may be as much a result of success as a cause. A language learning situation that provide support and encourage students to try to use whatever L2 skills they have in order to communicate successfully must consequently be more helpful than that dwells on errors, correction and failure to be perfectly accurate. Indeed, the learner who is willing to guess, risk making mistakes, and tries to communicate in L2 will tend, given the opportunity to be more successful. An important part of that opportunity is the availability of 'input'.

2.1.7 Attitude

By Alhmali,(2007) Attitude is one of the most important factors in second language acquisition. Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives

According to Oroujlou (2011) to the most readers the word attitude in the peer is probably associated with the student. After all it is the student's good or poor attitude that makes life easy or difficult in the foreign language classroom.

A complete explanation of the wide variety in individual attitudes, would presumably include references to family socialization, peer group, influence, specific events in the individual's past, sources of anxiety, age , sex, interests, aptitude...etc.

Let us look at a specific definition of attitude. I offer this one of Smith's (1971) perspective. "An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner". An attitude is relatively enduring because it is learned, it can be unlearned. Because it is learned, it can be taught-liking a foreign language can be learned. No student is born liking or disliking it. If the student enter to the class with fairly neutral attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language learning will be strongly influenced by the situation itself. Attitudes develop within a frame of reference. Attitudes are situational and therefore be organized. Language teacher, class, book and homework are within the frame of reference of learning and within the situation of school. A student who doesn't like learning and school, teachers and homework

can work into foreign language classroom and quickly generalize his dislikes. Therefore, good attitudes and findings are needed to raise the efficiency of the students in language classes.

Chambers (1999;27) provides the following definition: Attitude is taken to mean the set of values which a pupil brings to the FLL experience. It is shaped by the pay- offs that she (sic) expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate.

Chambers' definition has much to offer here, in that it locates attitudes clearly in the context of language learning, and influence them. The social dimension to attitude formation is particularly significant, since attitude to FLL are not confined to the FLL classroom Young(1994:15) Oppenheim (1992:178) also emphasizes the importance of the social world in relation to attitudes:

“Attitudes are acquired or modified by absorbing or reacting the attitudes of others”.

2.1.7.1 The Constituent of Attitude

According to Bartam(2010). Baker (1992) discusses a tripartite attitudinal structure, consisting of **cognitive, affective and conative** constituents. The *cognitive* element refers to those aspect related to thoughts and beliefs; the *affective* component concerns aspects related to feeling and emotions, while *conative* part is associated with those aspect of attitude which connect with behavioral intention. He acknowledges that varying tensions may exist between

these components. Beliefs about the importance of language learning may not, for example translate into actual language learning behavior, while a positive cognitive component may belie a negative affective component. For instance, someone may believe that there is value in learning German even though she has a personal dislike of learning process.

The three elements included in Baker's conceptualization are united at a higher level of abstraction (Baker 1992:13) where they form the single construct of attitude. This hierarchical model of attitude, with cognition, affect and action at its base seems to be the model most favoured by social psychology (Rosenberg and Hovland 1960; Ajzen 1988; Oppenheim 1992; Bohner 2001). Again, the inclusion of the conative element could be challenged as a potential weakness in the model with reference to MFLL (Modern Foreign Language Learning), given that the link with behaviour may be less evident.

Young (1994) too echoes a different set of component in her examination of attitudes, but includes a different set of components in her model of motivation in the context of MFLL. In common with Gardner's (1985) socio-educational model, Young excludes the conative aspect from her concept of attitudes, which is built on the notions of needs, goals and desire. In her model, she distinguishes between the different motivational states of orientation, attitudes and motivation itself is subsumed within the attitudinal state in combination within desire. The additional concept of drive is added to distinguish the motivational state, which clearly marks out action as distinct from attitudes.

Young takes learners need as starting point in her definition of the attitudinal state. These needs may vary in nature and intensity, and will thus influence the learner's of a goal to meet these needs. The goal itself will subsequently be filtered by the

strength of the learner's desire. This model, like Gardner's socio-educational model, has the key advantage of excluding the desire element- the ultimate effort (action) expended by the learner to satisfy the needs from the concept of attitudes. It is clear from the literature that the inclusion/exclusion of action/behavior within a definition of attitudes is a matter of debate.

Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as purely academic one.

2.2 Classification of Attitudes and Motivation

Attitudes and motivation can be classified into different types;

2.2.1 Attitudes and Motivation

Research into motivation and foreign language learning reflects some difficulty with the distinction between motivation and attitude.

He draws on the work of Schiefele (1963), who defines motivation as a combination of motives and attitudes. Attitudes in Schiefele's view represent an individual's more stable, underlying disposition towards learning a language, where as motives are the more immediate factors in a given situation which guide behavior in a particular direction.

Baker (1992), in a similar sense, distinguishes between attitude and motivation by focusing on the difference between object and goal. He describes attitudes as object-specific, focusing therefore on the relationship between attitudes and its

referent object, but aligns motivation directly with goal, oriented behavior. We therefore once again see a distinction between the cognitive and effective components which links into behavior and thus wider aspect of motivation.

2.2.2 Classification of Attitudes

As cited in (Bartam (2010:35) attitudes are composed of three unified components; **cognitive, Affective** and **Conative**, these components work together to indicate the attitudes of a person towards a certain object, idea or situation.

There are many ways of classifying attitudes. According to Gardner (1985:40)

“Attitudes can be classified in terms of *specificity* and *generality* in learning a certain or particular language, second or foreign, is classified as specific because simply the referent or the attitude object is specific towards a certain activity or activities in the learning process are required”.

Gardner also classifies attitudes as *educational* or *social*, for him, attitudes towards learning languages, towards the course, the teacher are educational attitudes. Whereas, attitudes towards the groups or the ones own groups are social.

Another way of classifying attitudes is as to their relevance to language achievement.

There is another way of classifying attitudes, which is stated by Heyde (1979), who classifies attitudes into either *internal* or *external*. *Internal* attitudes are those, which are related to the evaluation of the learner towards himself i.e. his evaluation of his ability, etc. Conversely, *external* attitudes are those, which are related to the learner evaluation of things (objects, idea or situations) outside himself, i.e. his evaluation of learning a language, the target language groups or their culture...etc.

According to Rokeach (1972) there is a close relationship among the three components *cognitive*, *affective* and *conative*. The three components are related to each other to the degree that it does not matter whether all or only one of the three components should be applied in.

Even with a broad conceptual distinction between attitudes and motivation, the concept of attitude in the context of MFLL (Modern Foreign Language Learning) still requires further categorization. Gardner and Lambert (1972), as key pioneers in MFLL, motivational research identifies three categories of language –learning attitudes:

- 1- Those which relate to the target -language community.
- 2- Those relating to learning a particular language.
- 3- And those relating to language learning in general.

Gardner (1985) discusses classifying attitudes towards MFLL in terms of the two broad categories of *social and educational* attitudes, a classification consistent with his socio-educational model of language learning. Within this model, his view of motivation, and of attitudes within this model, is based on the notion of **instrumentality and integrativeness**. A language learner who possesses integrative attitudes, in Gardner's view, will have positive attitudes towards learning, since this constitutes a desire for social alignment with the target language community. In a sense, the learner will thus be socially motivated to continue through the language- learning process. This type of learner contrasts with an instrumentally motivated learner, whose attitudes are conditioned by the outcomes of the learning process- achieving a qualification, the perceived status that achievement will confer on the learner, enhanced career prospects, etc.

2.2.3 Classification of Motivation

Motivation was classified in different ways. Gardner classifies motivation into two types according to the goals of motivation, i.e. reasons or purposes of studying the language.

Gardner (1985) classifies motivation into two types “**integrative motivation**” and “**instrumental motivation**”. The types of motivation itself is determined by the reasons that or purposes of studying the language the motivation, which is reflecting utilitarian value such as to get a job is an instrumental motivation.

On the other hand, the motivation, which is driven, by reasons that show interest in another social group or their culture such as to get or gain foreign friends, or to know about the culture of the other foreign people, is an integrative motivation. This form of motivation is evident when someone because a resident in a new community that used the target language in its social interactions.

2.3 The Relationship between Attitudes and Motivation

Some others consider attitudes as identical with motivation, and that they constitute component of motivation, while others do not see the existence of relationship between attitudes and motivation.

In the early studies such as Gardner and Lambert (1959, 1972) attitudes and motivation were considered as one thing that influences second language learning. Gsrdrner and Lambert (1972) state that:

“The learners’ motivation to learn is thought to determine by his attitudes towards foreign people in general and by his orientation toward the learning task itself”.

Gardner and Lambert also regard attitudes as an essential component of motivation. Saying in this respect:-

“...our conception of attitudes as an essential component of motivation is similar to that of Cook (1969), who in an important theoretical paper, incorporates attitudes, values and personality traits as motive like constructs of major significance in determining behavior”. (Ibid: 134).

Attitudes are viewed as motivational supports, which have direct effect on second and foreign language learning. The relation of attitudes to motivation is dependent on the type of motivation for instance; a learner who instrumentally motivated does not necessarily have a positive attitude towards the target language group.

Nevertheless, a learner who is integrative motivated mainly have positive attitude towards the target language speakers and their culture.

2.4 Attitudes /Motivation and Second Language Learning

By (Gardner, 1985) some researchers investigating second- language acquisition argue that the social milieu of the learner influences individual difference variables (attitude, motivation and anxiety) involved in learning a second language (Gardner & Clement 1990: Gardner Lalonde & Pierson 1983). This group of attitudes is also called by many researchers the “social milieu” which also involves attitudes developed at home, school and environment.

Motivation is a concept that is composed of three dimensions. One important component of motivation is having a goal to learn the language (Gardner 1985). Because the goal for learning the second language cannot be directly measured, it has been expressed in terms of the reasons to learn the language, motivational orientations.

Motivation is responsible for some of the individual differences in second language acquisition in the Socio-Educational Model (Gardner 1985a). Motivation is

conceptualized in this study as a composite score of: (a) favorable attitude to learn. (b) Effort expended to achieve the goal (motivational intensity) and (c) a desire to achieve the goal. (Gardner 1985a). This conceptualization of motivation is more complete because it includes an affective element, attitude: a behavioral element, the students' self-reported effort: and a cognitive element, the desire to learn the language. These three components of motivation, attitude, desire and intensity to learn the second language, have been found to correlate with each other.

2.5 Attitudes and Motivation in Relation to Second and Foreign Language Learning

The role of attitudes and motivation in SL2 learning has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal'(Ellis 1985.117).

It has been noticed that second and foreign language learning depends on motivational factors. Gardner and Lambert believed that the integrative motivation is the main factor of success in second or foreign language achievement.

But the findings of some researchers in the field of learning foreign language support the fact that each type of motivation (integrative or instrumental), demonstrate the same rate of success in second or foreign language learning. That is to say in some contexts the integrative motivation is the dominant in learning the target language while in others instrumental motivation is dominant.

In this respect, Burstall (1978:3) states that:-

“... Although pupils' attitudes and achievement proved to be closely associated, the motivational characteristics of individual pupils

appeared to be neither exclusively integrative nor wholly instrumental”

After Gardner and his associates investigated motivation of the learners in context other than Montreal (a Canadian setting), they realized that instrumental motivation may be superior in achievement than the integrative one. The superiority of instrumental and integrative motivation in achieving a second or a foreign language depends on the context in which the target language was learned, as mentioned above.

Both instrumental and integrative orientations influence foreign language learning. In turn, because of receiving a second of foreign language exposure, the learner may develop positive attitudes towards the target group. But learning a foreign language alone is not sufficient to develop attitude towards the foreign language culture. Apparently, this is due to the lack of the direct contact with foreign speakers.

Learning a foreign language (In a foreign language context where the native speakers are not present, is sufficient to develop attitudes towards learning the language itself) but may not be sufficient to develop attitudes towards the target language speakers. We can conclude that to learn a foreign language in its original contexts (i.e. contact with the native speakers), is superior to learning the language in any context. In this respect, Taylor and her associates (1971) investigated the speaking skill in foreign languages. They included that;

“Empathic capacity was held to include the ability to understand others people’s feelings, to appreciate the details of their behavior and to respond appropriately. It is possible that this capacity, which develops more rapidly when pupils are brought to direct contact with a foreign culture than when they are

attempting to learn a foreign language in monoculture setting”.(Cited in Brustall 1978:5).

Attitudes are complex and many definitions have been used to describe them. Gardner (1985a) uses the term attitude as referring to the mental and neural state of readiness, organized through experience. Which exerts an influence on the individual's response to all objects and situations to which it is related. Vega (1998) states that language attitudes may include beliefs, values, opinions, emotions and language experience. Attitudes develop early in life and are considered to be part of the socialization process.

Attitudes and motivation transcend methodology and all other educational considerations (Gardner 1985). Considerable research has demonstrated that attitudes and motivation play an important role in learning a second language and that achievement is related to measures of attitudes and motivation.

2.6 Attitudes towards the Learning Situation

Attitudes toward the “learning situation” refer to the effective reactions toward the language-learning experience. This concept involves the attitudes toward the learner, the class, the school, the textbooks and the laboratory, which are directly related to the formal language-learning situation.

In Gardner's (1975, as cited in Stern 1984) model of motivational characteristics, one of the four main categories is a course related characteristic. This component includes attitudes toward learning the second language, attitudes toward the second-language course and teacher and second language classroom anxiety.

These educational attitudes (attitude toward the second language, evaluation of language course and teacher) are discussed as a cluster rather than as individual

variables because they are interrelated and reflect the sum of student's reactions to the language- learning situation.

Gardner (1985;50) concludes, "It seems clear therefore, that attitude measures account for a significant and meaningful proportion of the variance in second-language achievement and that some attitude variables are more relevant than others".

Other studies have focused on the effect of the learning situation on the attitude and motivation the learner initially brings (Bacon & Finnemann, 1990: Gardner et al 1976 :Massey 1986:Muchnick & Wolfe 1982).

Massey (1986) studied adolescent students' attitudes toward and motivation to learn French as a second language. He focused on the variation and nature of these attitudes in urban and rural public schools. The results indicated the students' attitudes and motivation decreased overtime and that the principle factor for change was "what happened day by day in class".

2.7 Review of Related Previous Studies

Learning a second language can be influenced by several social factors as well as the learning context.

Many researchers contributed to this field study such as Gardner and Lambert and their associates, Oller and his colleagues, Karshen, Jacobvits and so many others. They almost all agree that the most influential factors in second and foreign language learning are attitude and motivation.

Many studies have been conducted to explore the nature of students' attitudes and motivation towards learning foreign language.

El-Sanousi, R (2006) at Sudan University of Science and Technology, investigated a research on Attitudes and Motivation of University Students towards English Language Learning as a University Required Course Post- Arabicization in Khartoum state. The research covered four universities.

The study examined the attitudes of the university students towards English language learning, their motivation to study English. The research also aimed to find out whether Arabicization played a role in the decline of English language or not.

The research reached the conclusion that the university students after Arabicization have negative attitudes and low motivation and they are not adequately motivated to study English language. Moreover, the study found out that, the Arabicization policy has a direct impact in the decline of the students' standards in English.

Musa, A (2015) at Sudan University of Science and Technology investigated a study on the Motivation and Attitudes of University Students towards English as a University Requirement.

The study is firstly hypothesizes that, most first-year Business Studies students are not sufficiently motivated towards learning English language. Secondly, most first-year Business Studies have negative attitudes towards learning English as a university requirement. Finally, most first-year Business Studies students have negative attitudes towards native speakers and their lifestyle. To examine the hypotheses, the researcher used a questionnaire for student taking English language as a university requirement. The findings of the study confirm that most first-year Business Studies students have negative attitudes towards native speakers and their culture. They also confirm that most first-year Business Studies students are not satisfied with English language as a university required course.

However, the results of the study reject the hypothesis that most first-year Business Studies students are not motivated to learn the language. The findings show that students demonstrate a high level of instrumental motivation which confirms students' awareness of the importance of English as an instrument for accomplishing some of their goals.

Abdelrahman, A (2015) at Sudan University of Science and Technology investigated a research on the Attitude and Motivation of English Students towards Learning English Language. The researcher hypothesized that; Sudan University of Science and Technology students were motivated and have positive attitudes towards their use of English, there is not much difference in SUST students' attitudes towards English language learning regarding gender and lastly there is different strategies that could be utilized to enhance the student' attitude and motivation. To achieve the aims of the study a questionnaire were analyzed through Statistical Package for Social Sciences (SPSS) and the results were critically described and discussed.

The findings showed third-year English language students had positive attitudes towards the learning of English. Interestingly enough, the results indicated that a high renumber

of the students showed their interest towards speaking and practice of English. As regarding gender, results show no significant differences between subjects' response to attitudes and motivation. Moreover male and female students have stronger instrumental motivation orientation than integrative motivation.

2.8 Summary of the Chapter

This chapter reviewed the literature on attitudes and motivation. The factors which play a role in foreign and second language learning like age, gender, aptitude, intelligence,...etc The classification of attitude and motivation; Attitude toward the learning situation The relationship of attitude and motivation to second language learning; motivation and second language acquisition. The next chapter (chapter3) will focus on the research methodology used in this study.

CHAPTER THREE

THE METHODOLOGY

CHAPTER THREE

The Methodology

3-0 Introduction

This chapter attempts to provide a description of the methodology used to find out Motivation and Attitudes of Learning English as a Foreign Language. It focuses on: methods, the sample, the research tool used for the data collection and the procedures followed by the researcher, statistical validity and reliability of the study.

3-1 Method

This chapter presents the methodology used to conduct this study. The study is mainly a descriptive and analytical since it describes and analyzes.

The researcher uses analytical descriptive method of data collection in order to answer the research questions it describes the tool used for data collection. Questionnaires have been distributed to the teachers of English language. Questionnaire consisted of three parts. Part one was designed to elicit information about Motivation and attitudes if they have a high influence on learning English language as a foreign language. Part two was prepared for the elicitation of Students with positive attitudes and high motivation to learn English will achieve high standards. Part three was designed to gathering information about University teaching staff members if they adopt attractive teaching techniques to motivate students to learn English as a foreign language.

3-2 Population and Sampling of the Study

The population of this study was teachers of English from Sudan University of Science and Technology. The sample of the current study consists of 30 teachers who are teaching English at different Sudanese universities.

3-3 The Instrument

A questionnaire is the only instrument which used to collect data of this study.

The questionnaire was subjected to some relevant changes to suit the current research hypotheses.

It consists of 15 multiple choice statements that clarify students' motivation and attitudes towards learning English as a foreign language. The subjects were asked to answer the questionnaire by just ticking the answer that suits their favorite opinions.

3-4 Procedure of Data Collection

Questionnaires have been distributed to a sample of thirty teachers of English language at Sudan University of Science and Technology to elicit their information which is relevant to the research topic.

The subjects were informed that the findings of the questionnaire which forms an essential part of this study would generate implications to carry out some basic changes in the English language program. The data obtained from teachers' questionnaire were taken to be processed and analyzed by an expert in statistical.

3-5 Responses of the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

3.6 Analysis of the Questionnaire:

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (Strongly Disagree, Disagree, Undetermined, Agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

3-7 Statistical Reliability and Validity

The questionnaire was given to a number of teachers in Sudan University of Science and Technology (Dr.Alsadig and Dr. Montasir) to see whether it could measure what it was intended to measure. The questionnaire was also given to Dr. Haillary Marino the supervisor of this study who is a member of teaching staff in the college of languages of Sudan University of Science and Technology. In the light of the comments of these experts, some modifications were made by adding and deleting some of the questionnaire statements.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied

another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability: Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table.

Table No (3.1): Reliability Statistics

Alpha - Cronbach	N of Items
.87	15

3-8 Summary of the Chapter

This chapter describes the methods and techniques which the researcher used to carry out this study; first it reveals that this study is descriptive and analytical. Then the chapter describes the population and the sample of the study. These are teachers of English at College of languages at Sudan University of Science and Technology. The chapter also conducted the instrument used in the study which was a questionnaire for English teachers. It also describes the data collection and the responses of the questionnaire. Finally, it shows the procedures which were followed by the researcher to confirm the validity and reliability of the tool and how the collected data will be analyzed in the next chapter.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' English teachers in SUST.

4.1 The Analysis of the questionnaire:

4.1.1 Hypothesis one: Motivation and Attitudes have a high influence on learning English as a foreign language.

Table No (4.1) shows: The Frequency Distribution for the Respondents' Answers of Statement No. (1) Extrinsic motivation is effective in producing behavior.

Valid	Frequency	Percent%
Strongly agree	4	13.3
Agree	6	20
Neutral	3	10
Disagree	14	46.7
Strongly disagree	3	10
Total	30	100.0

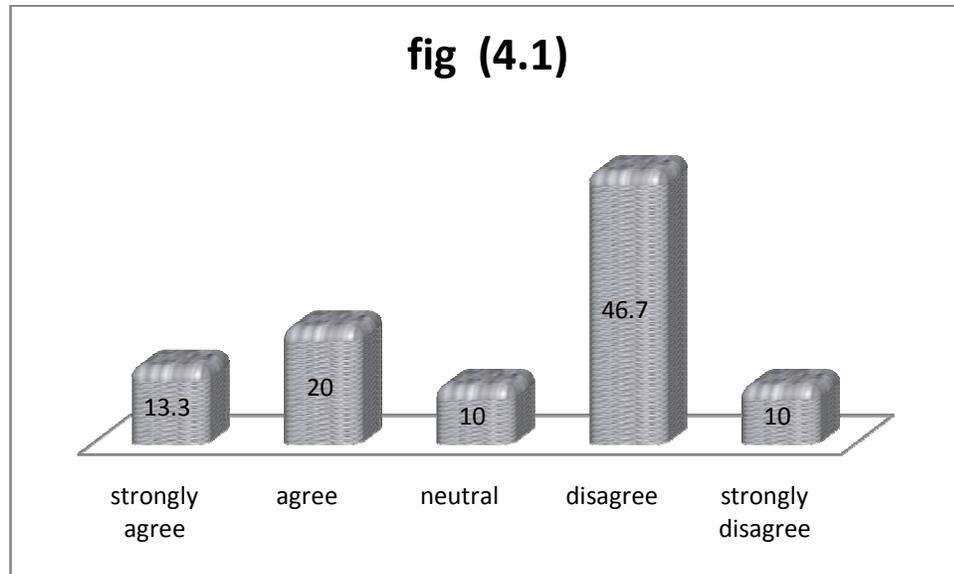


Figure (4.1) shows: Extrinsic motivation is effective in producing behavior.

It is clear from the above table No (4.1) and figure No (4.1) that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with that "Extrinsic motivation can be very effective in producing behavior.". There are (6) respondents with percentage (20.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (14) respondents with 100 percentage (46.7%) disagreed. and (3) respondents with 10% are strongly disagreed.

Table No (4.2) Shows: The Frequency Distribution for the Respondents' Answers of Statement No. (2) Many learners have an instrumental motivation to learn English languages in order to achieve some of their goals such as completing school graduation requirement.

Valid	Frequency	Percent%
Strongly Agree	18	60
Agree	10	33.4
Neutral	1	3.3
Disagree	1	3.3
Strongly Disagree	0	0
Total	30	100.0

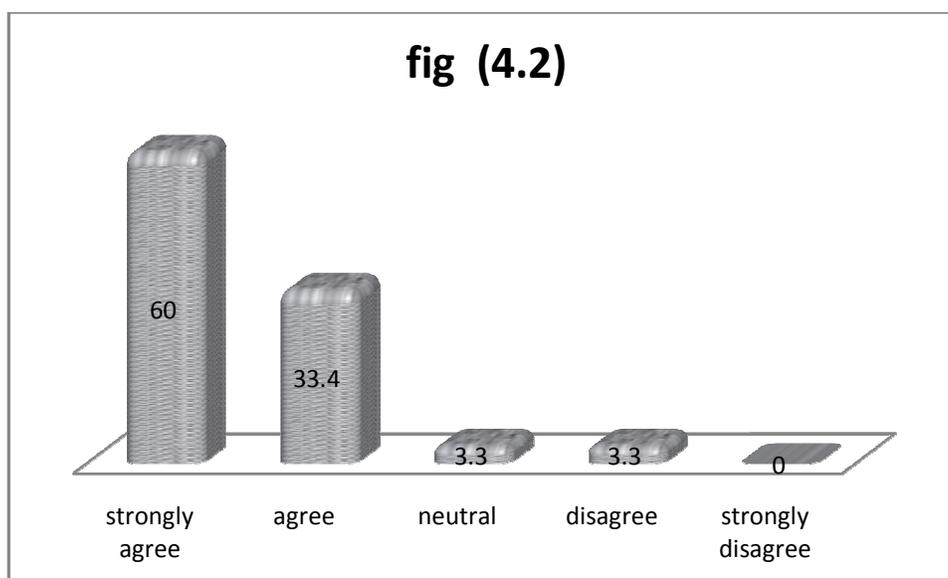


Figure (4.2) shows: Many learners have an instrumental motivation to learn English languages in order to achieve some of their goals such as completing school graduation requirement.

It is clear from the above table No.(4.2) and figure No (4.2) that there are (18) in the respondents study's sample with percentage (60.0%) strongly agreed with that

"Many learners have an instrumental motivation because they want to learn English languages in order to achieve some of their goals such as completing school graduation requirement". There are (10) respondents with percentage (33.3%) agreed with that, and (1) respondents with percentage (3.3%) were not sure that, and (1) respondents with percentage (3.3%) disagreed. and (0) respondents with 0% are strongly disagreed.

Table No (4.3) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(3) The learner who is willing to guess and tries to communicate in English will be more successful.

Valid	Frequency	Percent%
Strongly Agree	16	53.3
Agree	11	36.7
Neutral	2	6.7
Disagree	1	3.3
Strongly Disagree	0	0
Total	30	100.0

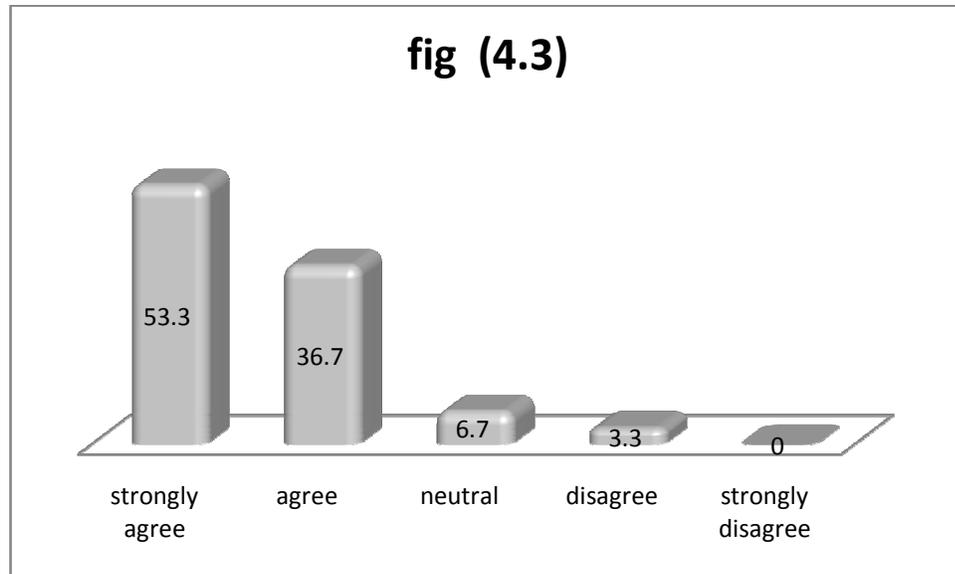


Figure (4.3) shows: The learner who is willing to guess and tries to communicate in English will be more successful.

It is clear from the above table No.(4.3) and figure No (4.3) that there are (16) respondents in the study's sample with percentage (53.3%) strongly agreed with that " The learner who is willing to guess and tries to communicate in English will be more successful. ". There are (11) respondents with percentage (36.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (0) respondents with 0% are strongly disagreed.

Table No (4.4) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(4) The student's negative attitudes doesn't make learning English difficult.

Valid	Frequency	Percent%
strongly agree	4	13.3
agree	6	20
neutral	3	10
disagree	14	46.7
strongly disagree	3	10
Total	30	100.0

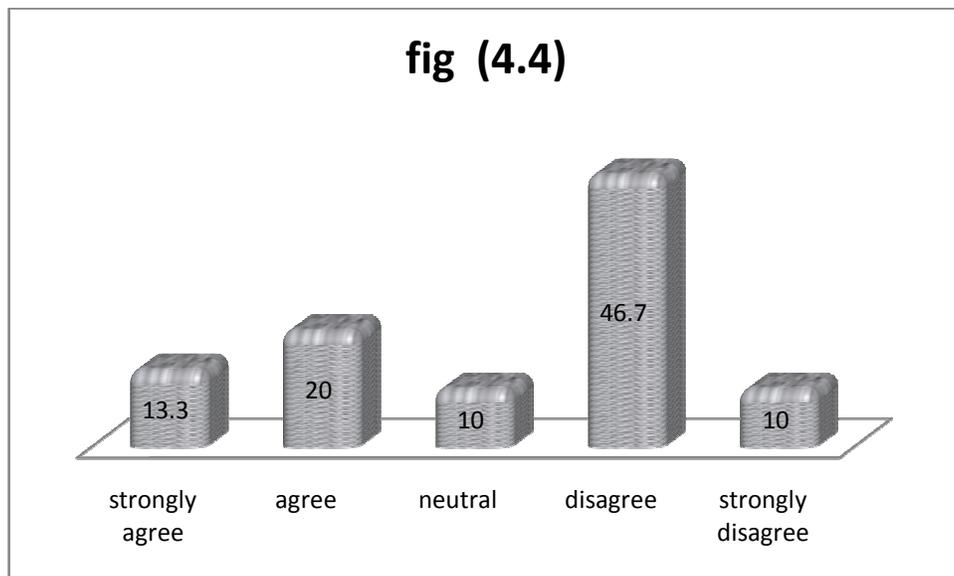


Figure (4.4) shows: The student's negative attitudes doesn't make learning English difficult.

It is clear from the above table No.(4.4) and figure No (4.4) that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with that " The student's negative attitudes makes learning English difficult ". There are (6) respondents with percentage (20.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (14) respondents with percentage (46.7%) disagreed. and (3) respondents with 10% are strongly disagreed.

Table No (4.5) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(5) Good attitudes reflected by students of English are needed to raise the efficiency of the students in the language classes.

Valid	Frequency	Percent%
Strongly Agree	13	34.4
Agree	10	33.3
Neutral	3	10
Disagree	3	10
Strongly Disagree	1	3.3
Total	30	100.0

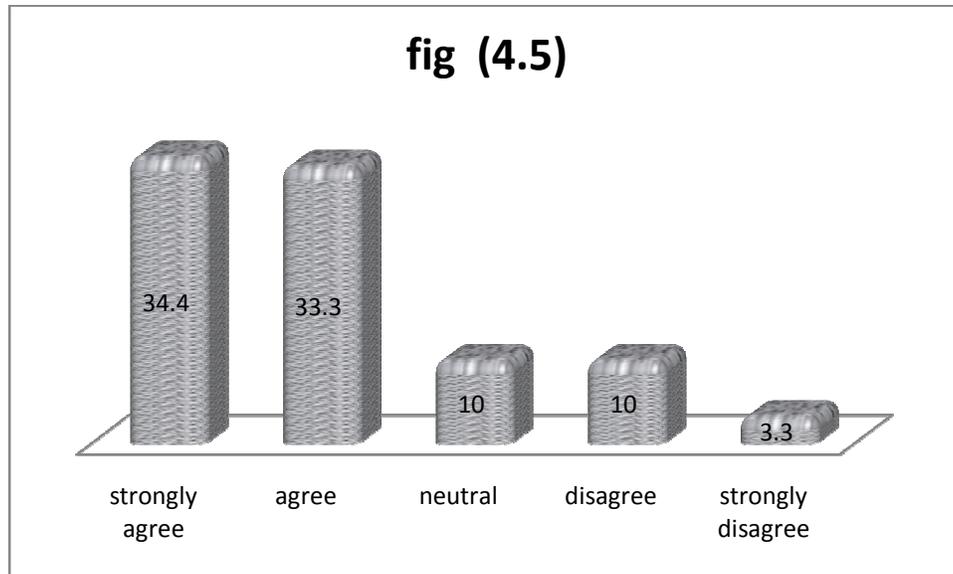


Figure (4.5) shows: good attitudes reflected by students of English are needed to raise the efficiency of the students in the language classes.

It is clear from the above table No.(4.5) and figure No (4.5) that there are (13) respondents in the study's sample with percentage (34.4%) strongly agreed with that " Good attitudes reflected by students of English are needed to raise the efficiency of the students in the language classes ". There are (10) persons with percentage (33.3%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (3) respondents with percentage (10.0%) disagreed. and (1) respondents with 3.3% are strongly disagreed.

4.1.2 Hypothesis Two: Students with positive Attitudes and high Motivation to learn English will achieve high standards

Table No (4.6) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(1) Not all students who have positive attitudes and were motivated to learn English achieve high standards.

Valid	Frequency	Percent%
Strongly Agree	15	50
Agree	13	43.4
Neutral	1	3.3
Disagree	1	3.3
Strongly Disagree	0	0
Total	30	100.0

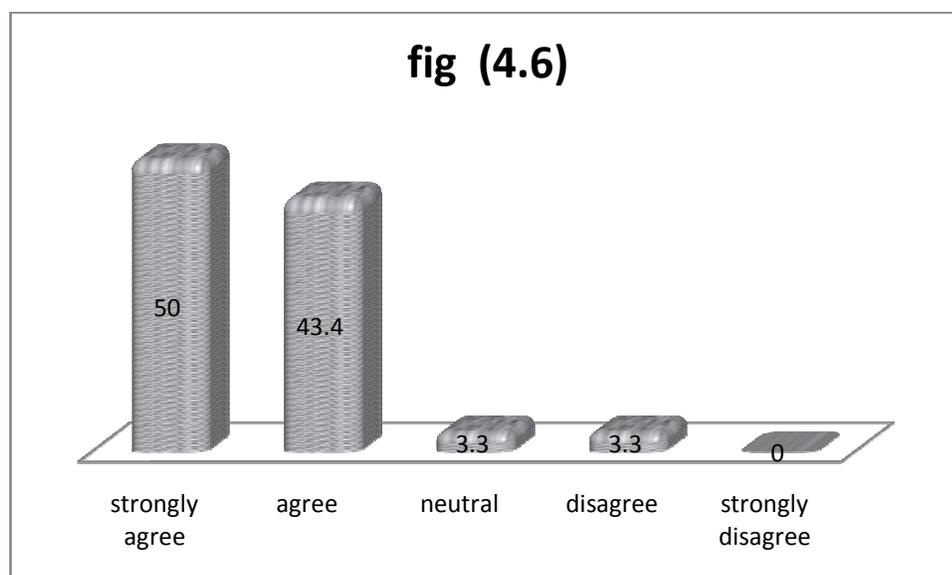


Figure (4.6) shows: Not all students who have positive attitudes and were motivated to learn English achieve high standards.

It is clear from the above table No.(4.6) and figure No (4.6) that there are (15) respondents in the study's sample with percentage (50.0%) strongly agreed with that " Not all students who have positive attitudes and were motivated to learn English achieve high standards . ". There are (13) respondents with percentage (43.4%) agreed with that, and (1) respondents with percentage (3.3%) were not

sure that, and (1) respondents with percentage (3.3%) disagreed. and (0) respondents with 0% are strongly disagreed.

Table No (4.7) shows: the Frequency Distribution for the Respondents' Answers of Statement No.(2) Some students with low motivation can achieve high scores.

Valid	Frequency	Percent%
Strongly Agree	14	46.7
Agree	14	46.7
Neutral	2	6.6
Disagree	0	0
Strongly Disagree	0	0
Total	30	100.0

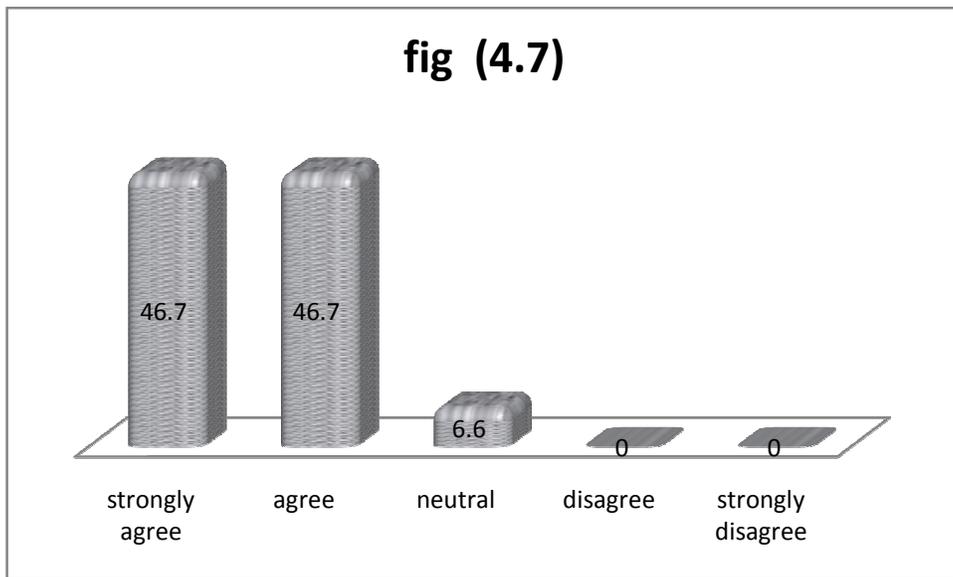


Figure (4.7) shows: Some students with low motivation can achieve high scores.

It is clear from the above table No.(4.7) and figure No (4.7) that there are (14) respondents in the study's sample with percentage (46.7%) strongly agreed with "Some students with low motivation can achieve high scores.". There are (14) respondents with percentage (46.7%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (0) respondents with percentage (0.0%) disagreed. and (0) respondents with 0% are strongly disagreed.

Table No (4.8) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(3) Performance of students with high motivation is not better than those with low motivation.

Valid	Frequency	Percent%
Strongly Agree	4	13.3
Agree	6	20
Neutral	3	10
Disagree	14	46.7
Strongly Disagree	3	10
Total	30	100.0

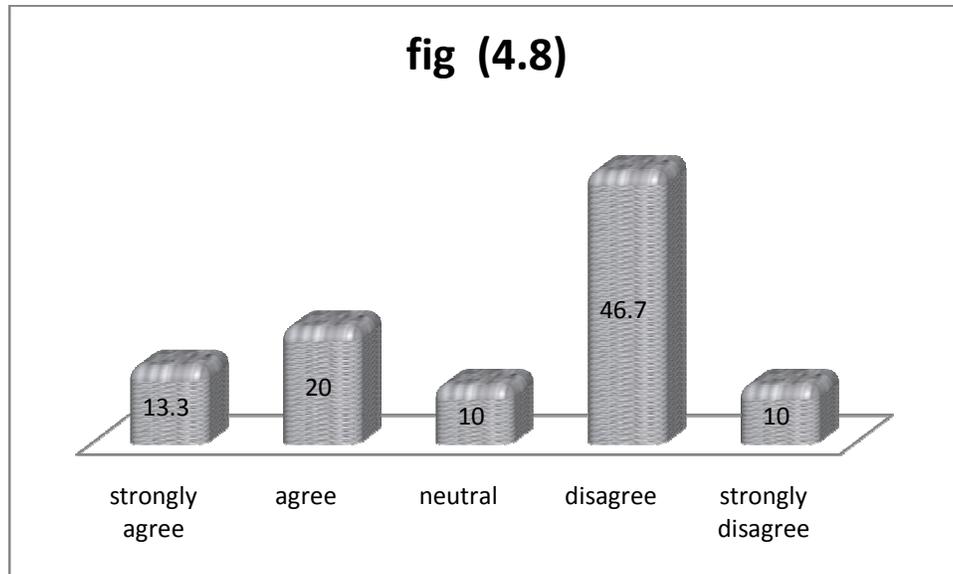


Figure (4.8) shows: Performance of students with high motivation is not better than those with low motivation.

It is clear from the above table No.(4.8) and figure No (4.8) that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with that " Performance of students with high motivation is better than those with low motivation . ". There are (6) respondents with percentage (20.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (14) respondents with percentage (46.7%) disagreed. and (3) respondents with 10% are strongly disagreed

Table No (4.9) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(4) Motivation and attitudes are responsible for some of individual differences in learners' scores.

Valid	Frequency	Percent%
strongly agree	13	43.4
agree	12	40
neutral	4	13.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

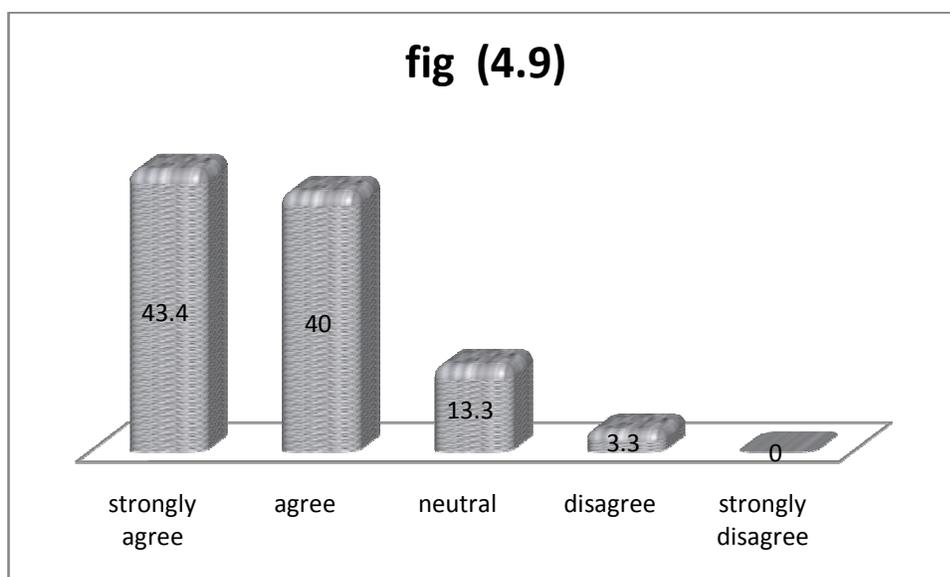


Figure (4.9) shows: Motivation and attitudes are responsible for some of individual differences in learners' scores.

It is clear from the above table No.(4.9) and figure No (4.9) that there are (13) respondents in the study's sample with percentage (43.4%) strongly agreed with

"Motivation and attitudes are responsible for some of individual differences in learners' scores." There are (12) respondents with percentage (40.0%) agreed with that, and (4) respondents with percentage (13.3%) were not sure that, and (1)

respondents with percentage (3.3%) disagreed and (0) respondents with 0% are strongly disagreed.

Table No (4.10) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(5) Teachers of English can be motivated in learning English language which is reflected in students' performance .

Valid	Frequency	Percent%
Strongly Agree	7	23.2
Agree	11	36.7
Neutral	5	16.7
Disagree	5	16.7
Strongly Disagree	2	6.7
Total	30	100.0

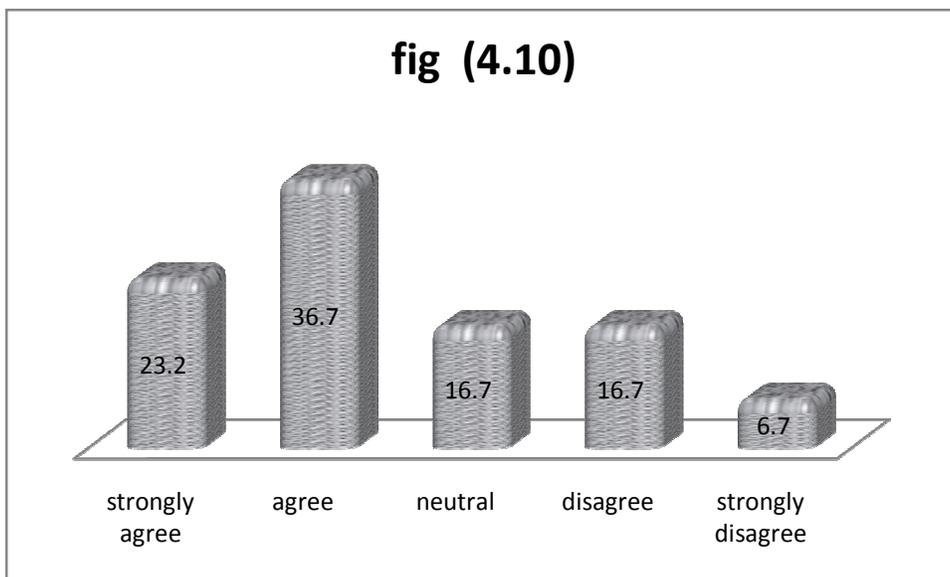


Figure (4.10) shows: Teachers of English can be motivated in learning English language which is reflected in students' performance.

It is clear from the above table No.(4.10) and figure No (4.10) that there are (7) respondents in the study's sample with percentage (23.2%) strongly agreed with " Teachers of English can be motivated in learning English language which is reflected in students' performance . ". There are (11) respondents with percentage (36.7%) agreed with that, and (5) respondents with percentage (16.7%) were not sure that, and (5) respondents with percentage (16.7%) disagreed. and (2) respondents with 6.7% are strongly disagreed.

4.1.3Hypothesis Three: University Teaching Staff Members adopt attractive teaching techniques to motivate students to learn English as a foreign language.

Table No (4.11) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(1) Teachers of English adopt mingling activities in order to motivate EFL students.

Valid	Frequency	Percent%
Strongly Agree	7	23.3
Agree	11	36.7
Neutral	5	16.7
Disagree	7	23.3
Strongly Disagree	0	0
Total	30	100.0

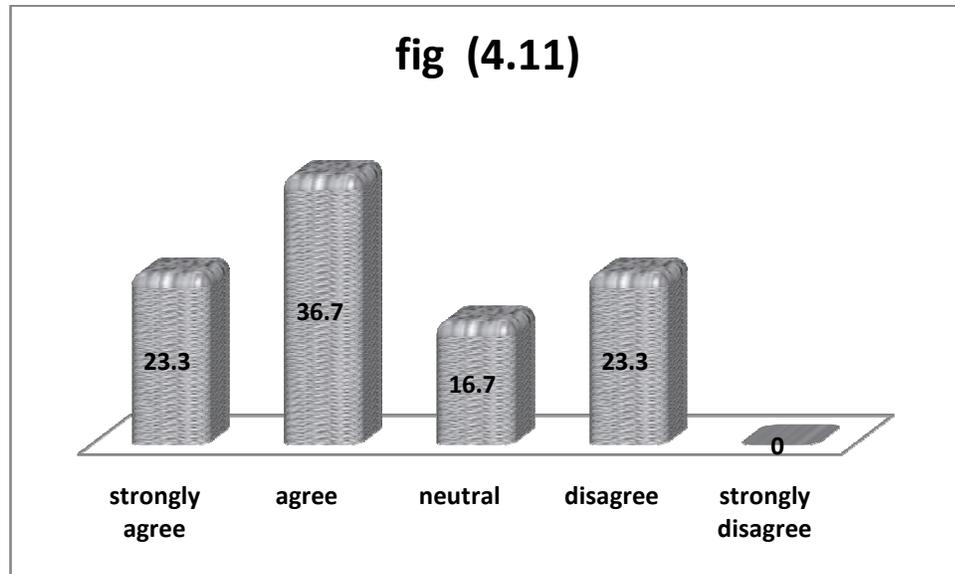


Figure (4.11) shows: Teachers of English adopt mingling activities in order to motivate EFL students.

It is clear from the above table No.(4.11) and figure No (4.11) that there are (7) respondents in the study's sample with percentage (23.2%) strongly agreed with "Teachers of English adopt mingling activities in order to motivate EFL students ". There are (11) respondents with percentage (36.7%) agreed with that, and (5) respondents with percentage (16.7%) were not sure that, and (7) respondents with percentage (23.3%) disagreed. and (0) respondents with 6.7% are strongly disagreed.

Table No (4.12) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(2) Teachers of English encourage students to participate in a role play activity to improve their oral communication.

Valid	Frequency	Percent%
Strongly Agree	19	63.4
Agree	10	33.3
Neutral	0	0
Disagree	1	3.3
Strongly Disagree	0	0
Total	30	100.0

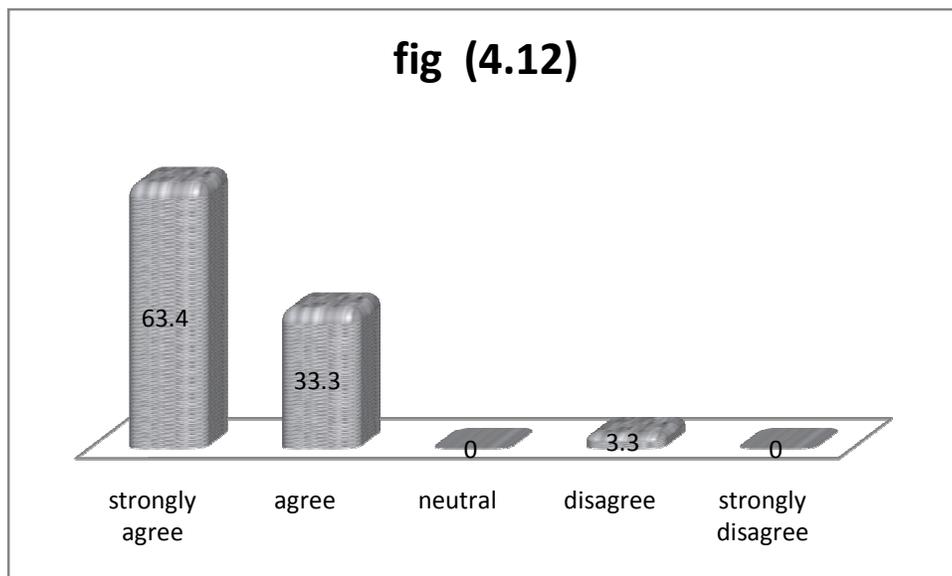


Figure (4.12) shows: Teachers of English encourage students to participate in a role play activity to improve their oral communication.

It is clear from the above table No.(4.12) and figure No (4.12) that there are (19) respondents in the study's sample with percentage (63.4%) strongly agreed with " Teachers of English encourage students to participate in a role play activity to improve their oral communication". There are (10) respondents with percentage (33.3%) agreed with that, and (0) respondents with percentage (0.0%) were not

sure that, and (1) respondents with percentage (3.3%) disagreed. and (0) respondents with 0.0% are strongly disagreed.

Table No (4.13) shows: The Frequency Distribution for the Respondents' Answers of statement No.(3) Using drama in classroom motivates EFL students to learn English.

Valid	Frequency	Percent%
Strongly Agree	10	33.4
Agree	17	56.7
Neutral	1	3.3
Disagree	1	3.3
Strongly Disagree	1	3.3
Total	30	100.0

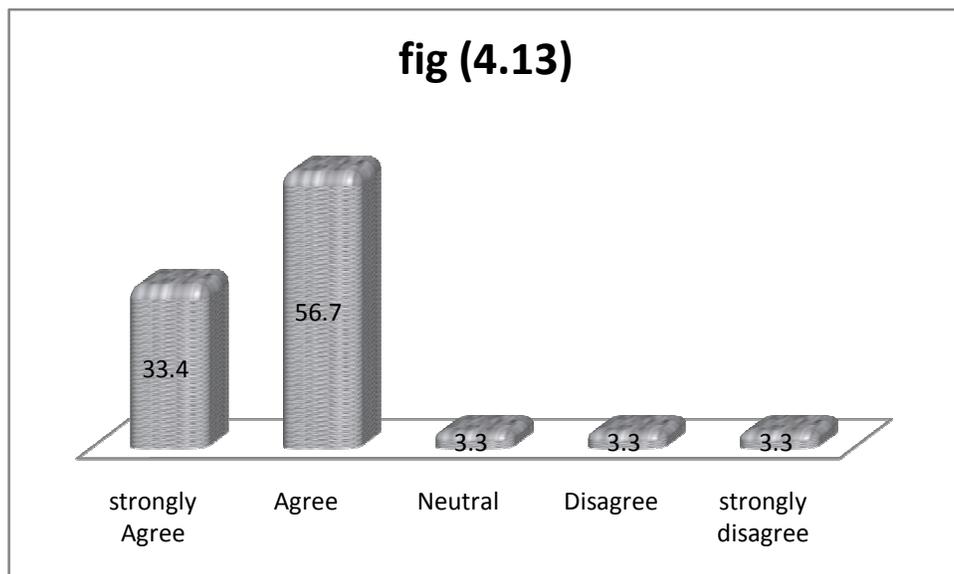


Figure (4.13) shows: Using drama in classroom motivates EFL students to learn English.

It is clear from the above table No.(4.13) and figure No (4.13) that there are (10) respondents in the study's sample with percentage (33.4%) strongly agreed with "Using drama in classroom motivates EFL students to learn English ". There are (17) respondents with percentage (56.7%) agreed with that and (1) respondents with percentage (3.3%) were not sure that and (1) respondents with percentage (3.3%) disagreed. And (1) respondents with 3.3% are strongly disagreed.

Table No (4.14) shows: The Frequency Distribution for the Respondents' Answers of statement No.(4) Using videos attract EFL students to improve their listening and speaking skills.

Valid	Frequency	Percent%
Strongly Agree	5	16.7
Agree	18	60.0
Neutral	4	13.3
Disagree	1	3.3
Strongly Disagree	2	6.7
Total	30	100.0

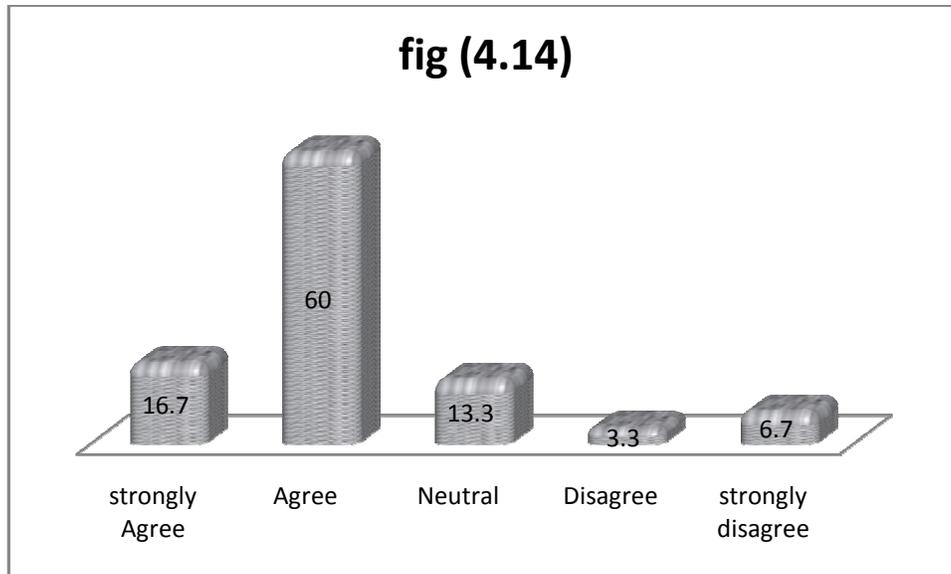


Figure (4.14) shows: Using videos attract EFL students to improve their listening and speaking skills.

It is clear from the above table No.(4.14) and figure No (4.14) that there are (5) respondents in the study's sample with percentage (16.7%) strongly agree "Using videos attract EFL students to improve their listening and speaking skills". There are (18) respondents with percentage (60.0%) agreed with that, and (4) respondents with percentage (13.3%) were not sure that, and (1) respondents with (3.3%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Table No (4.15) shows: The Frequency Distribution for the Respondents' Answers of Statement No.(5) Adopting authentic materials don't motivate students towards learning English.

Valid	Frequency	Percent%
Strongly Agree	4	13.3
Agree	6	20
Neutral	3	10
Disagree	14	46.7
Strongly Disagree	3	10
Total	30	100.0

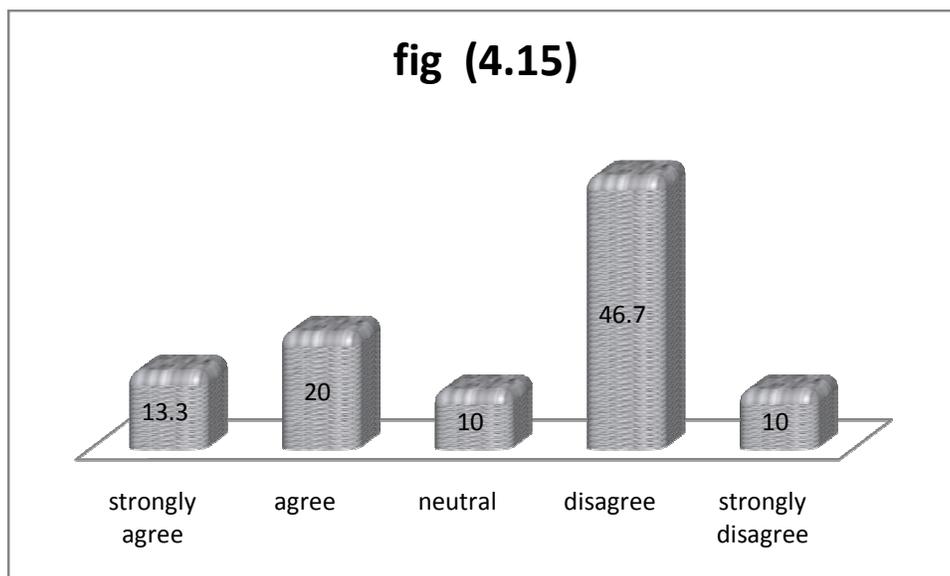


Figure (4.15) shows: Adopting authentic materials don't motivate students towards learning English.

It is clear from the above table No.(4.15) and figure No (4.15) that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with that " Adopting authentic materials motivates students towards learning English". There are (6) respondents with percentage (20.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (14) respondents with

percentage (46.7%) disagreed. and (3) respondents with 10% are strongly disagreed.

Table (4.16) shows: hypothesis (1) test by using chi-square test. Motivation and attitudes have a high influence on learning English language as a foreign language.

Nom	Statement	mean	SD	Chi square	p-value
1	Extrinsic motivation can be very effective in producing behavior.	3.4	0.7	20	0.000
2	Many learners have an instrumental motivation because they want to learn English language in order to achieve some of their goals such as completing a school graduation requirement.	3.4	0.5	24.0	0.000
3	The learner who is willing to guess and tries to communicate in English will be more successful.	3.3	0.8	24	0.000
4	The student's negative attitudes makes learning English difficult.	3.9	0.6	24.4	0.000
5	Good attitudes reflected by students of English are needed to raise the efficiency of the students in the languages classes.	3.6	0.4	26	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Extrinsic motivation can be very effective in producing behavior .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) statement was (24.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Many learners have an instrumental motivation because they want to learn English language in order to achieve some of their goals such as completing a school graduation requirement .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) statement was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The learner who is willing to guess and tries to communicate in English will be more successful.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) statement was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “The students negative attitudes makes learning English difficult.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Attitudes reflected by students of English are needed to raise the efficiency of the students in the language classes”.

Table (4.17) shows: hypothesis (2) test by using chi-square test. Student with positive attitudes and high motivation to learn English will achieve high standards.

Nom	Statement	mean	SD	Chi square	p-value
1	Not all students who have positive attitudes and were motivated to learn English achieve high standards.	2.6	0.8	27	0.000
2	Some students with low motivation can achieve high scores.	2.4	0.9	25	0.000
3	Performance of students with high motivation is better than those with low motivation.	2.4	0.5	35	0.000
4	Motivation and attitudes are	2.4	0.7	25	0.000

	responsible for some of individual differences in learners' scores.				
5	Teachers of English can be motivated in learning English language which is reflected in students' performance.	3.0	0.8	27	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Not all students who have positive attitudes and were motivated to learn English achieve high standards .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Some students with low motivation can achieve high scores .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) statement was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Performance of students with high motivation is better than those with low motivation .

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) statement was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Motivation and attitudes are responsible for some of individual differences in learners’ scores .

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) statement was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Teachers of English can be motivated in learning English language which is reflected in students’ performance.

Table (4.18) shows: hypothesis (3) test by using chi-square test. University teaching staff members adopt attractive teaching techniques to motivate students to learn English as a foreign language.

Nom	Statement	mean	SD	Chi square	p-value
1	Teachers of English adopt mingling activities in order to motivate EFL students .	2.7	0.6	24	0.000
2	Teachers of English encourage students to participate in a role play activity to improve their oral communication	2.5	0.4	22	0.000
3	Using drama in classroom motivates EFL students to learn English.	2.4	0.7	26	0.000
4	Using videos attract EFL students to improve their listening and speaking skills.	2.4	0.5	24.9	0.000
5	Adopting authentic materials motivate students towards learning English.	2.3	0.8	24	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Teachers of English adopt mingling activities in order to motivate EFL students.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) statement was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Teachers of English encourage students to participate in a role play activity to improve their oral communication

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Using drama in classroom motivates EFL students to learn English.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) statement was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Using videos attract EFL students to improve their listening and speaking skills .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Adopting authentic materials motivates students towards learning English."

Finally for the three hypotheses we found out that, for hypothesis (1) according to the previous results it is clear that the first hypothesis of our study is accepted. For hypothesis (2) according to the previous results it is obvious that the second hypothesis of our study is accepted. And for hypothesis (3) according to the previous results it is clear that the first hypothesis of our study is accepted.

CHAPTER FIVE

**MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES**

CHAPTER FIVE

Main Findings, Conclusions, Recommendations And Suggestions for Further Studies

5.0 Introduction

This chapter contains summary of the previous chapter, in addition to the findings, some recommendations, conclusion and several suggestion for further studies in this area.

5.1 Main Findings

- 1- Many learners have an instrumental motivation because they want to learn English languages in order to achieve some of their goals such as completing school graduation requirement.
- 2- Most of the teachers agree that the learner who is willing to guess and tries to communicate in English will be more successful.
- 3- The majority of the teachers agree that not all students who have positive attitudes and were motivated to learn English achieve high standards.
- 4- Most of teachers agree that some students with low motivation can achieve high scores.
- 5- Motivation and attitudes are responsible for some of individual differences in learners' scores.
- 6- Most of the teachers see that teachers of English can be motivated in learning English languages which is reflected in students' performance.
- 7-Using videos attract EFL students to improve their listening and speaking skills.

5.2 Conclusions

At the end, the results of the study showed that: motivation and attitudes are important factors in learning English as a foreign language. They encourage students to practice English language and also to make them proficient in English language. Motivation and attitudes work together to ensure learners' successful acquisition of a foreign language.

5.3 Recommendations

According to the results, the researcher has come up with the following recommendations:

- 1- English teachers have to use videos to attract EFL students.
- 2- The teachers should use authentic material in English language classes.
- 3- The teachers should encourage students to participate in different English language classes.
- 4- English teachers should use activities and employ a teaching technique that encourages the growth of intrinsic motivation while boosting the integrative motivation of students.
- 5- Teachers should make English language classroom a welcoming, and positive place.
- 6- Teachers should promote the students by increasing their motivation to continue learning English.

5.4 Suggestions for further studies

- 1- Further studies should be conducted on investigating Motivation and Attitudes towards second language learning at primary schools.

2- Impact of Motivation on English language in Sudan.

3- This study should be extended to involve all the levels in the university.

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THE APPENDIX

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

The main Appendix

Teachers' Questionnaire

Dear teacher,

I would be much grateful if you could write your personal opinion on the current study which entitled “Investigating students’ motivation and attitudes towards English as a foreign language learning” from what you learnt over the last years. You are kindly requesting to tick (√) one of the following opinions:

(Agree, strongly Agree, Neutral, Strongly Disagree and Disagree).

Hypothesis One:

Motivation and attitudes have a high influence on learning English language as a foreign language.

Statements	Agree	Strongly Agree	Neutral	Strongly Disagree	Disagree
1-Extrinsic motivation can be very effective in producing behavior.					
2-Many learners have an instrumental motivation because they want to learn English language in order to achieve some their goals, such as completing a school graduation					

requirement.					
3-The learner who is willing to guess and tries to communicate in English will be more successful.					
4- The student's negative attitudes makes learning English difficult.					
5-Good attitudes reflected by students of English are needed to raise the efficiency of the student in languages classes.					

Hypothesis Two: Students with positive attitudes and high motivation to learn English will achieve high standards.

Statements	Agree	Strongly Agree	Neutral	Strongly Disagree	Disagree
1-Not all students who have positive attitudes and were motivated to learn English achieve high standards.					
2-Some students with low motivation can achieve high scores.					
3-Performance of students with high motivation is better than those with low motivation.					
4-Motivation and attitudes are responsible for some of individual differences in learners' score.					

5-Teachers of English can be a motivated in learning English language which is reflected in students' performance.					
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Hypothesis Three:

University teaching staff members adopt attractive teaching techniques to motivate students to learn English as a foreign language.

Statements	Agree	Strongly Agree	Neutral	Strongly Disagree	Disagree
1-Teachers of English adopt mingling activities in order to motivate EFL students.					
2-Teachers of English encourage students to participate in a role play activity to improve their oral communication.					
3-Using drama in classroom motivates EFL students to learn English.					
4-Using videos attract EFL students to improve their listening and speaking skills.					
5-Adopting authentic materials motivate students towards learning English.					