Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating University Students' Motivation and Attitudes towards Learning English as a Foreign Language

تقصي دافعية الطلاب الجامعيين واتجاهاتهم نحو تعلم اللغة الانجليزية لغة أجنبية

A Thesis Submitted in Partial Fulfillment of Requirements of M.A Degree in English Language (Applied Linguistics)

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DEDCATION

My deepest dedication to my parents who stood beside me. Also my I dedicate this work to my brothers, sisters, aunts and uncles who supported and encourage me in order to achieve this study.

ACKNOWLEDGEMENTS

ABSTRACT

This study aims to investigate University students' motivations and attitudes towards Learning English as foreign Language .The study targeted Second year students, University of Nyala, Faculty of Education, and English Language Department. It explores some factors that may affect English Language learning process. The sample of the study consists of 50, Students male and female from University of Nyala, Faculty of Education. The Tool used in this study questionnaire ,which comprises 15 statements to achieve objectives of the study .The data's obtained from the students are proceed and analyzed by using the statistical package for social sciences program (SPSS) ,and results of this study are critically described and discussed. The results of this study revealed that students are more aware of importance and purposes of English Language , Students have higher motivation towards Learning English Language, Students have strong positive attitudes towards Learning English Language and students are obsessed with internal and external factors that push them towards learning English Language. According to the results of this study, the researcher recommended that the university students in order to be more successful, they should prepared psychologically and teachers should enhance students' motivation towards learning process.

المستخلص

هدفت هذه الدراسة لتقصي دافعية واتجاهات الطلاب الجامعيين نحو تعلم اللغة الانجليزية لغة أجنبية استهدفت هذه الدراسة طلاب السنة الثانية جامعة نيالا كلية التربية، قسم اللغة الانجليزية كما هدفت هذه الدراسة لاكتشاف بعض العوامل التي قد تؤثر في عملية تعلم اللغة الإنجليزية تتكون عينة هذه الدراسة من خمسين طالب وطالبة من جامعة نيالا، والوسيلة التي استخدمت لجمع البيانات هي الاستبيان وشمل خمسة عشرة عبارات لتحقيق هدف هذه الدراسة.

عُولجت البيانات التي جمعت من الطلاب وحُللت باستخدام برنامج التحليل الإحصائي يسمى الحزمة الإحصائية للعلوم الاجتماعية وشُرحت هذه النتائج ونُوقشت بطريقه نقديه.

ابانت نتائج هذه الدراسة بأن الطلاب لهم معرفة بأهمية اللغة الانجليزية وأغراضها، وأيضاً أظهرت نتائج هذه الدراسة بأن الطلاب لهم دوافع إيجابية قوية نحو تعلم اللغة الإنجليزية كما أوضحت الدراسة بأن الطلاب تنتابهم عوامل داخلية وخارجية تدفعهم لتعلم اللغة الإنجليزية. وفقاً لنتائج هذه الدراسة أوص الباحث بأن الطلاب الجامعيين لكي يكونوا أكثر نجاحا يتم تهيئتهم نفسيا وعلى المعلمين تحفيز رغباتهم نحو عملية التعلم.

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INTRODUCTION

1.0 Background

Language is considered as a mirror that reflects human feelings and emotions. It is a system of communication consisting of sounds, words, and grammar .English is an international language spoken in many countries both as native and as second foreign language. It is taught in the schools in almost every country on the earth. It is living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as additional language .In this process of learning English as a foreign language students are affected by some factors, which help them to understand and digest English language. These factors either can be negative or positive attitudes. So when learners have high motivation they digest the language than those who have low motivation. This study investigates the motivation and attitudes of second year students university of Nyala Faculty of Education English Language Department.

1.1. Statement of the Problem

During the time the researcher spent at university of Nyala. He observed that there are different problem face second year students at English Department in learning English language. One of these problem is the lack of motivation and attitudes towards learning English language.

The researcher also found out that students are Lesley motivated. So it affected

Negatively on their academic level.

1.2. Objectives of the Study

This study aims to investigate whether the second year students of university of Nyala, faculty of education, English Department have motivation and attitudes toward learning English language positive or negative.

Also the study tries to find out some solutions to this problem and increases their motivation toward learning English language.

1.3. The Questions of the Study

This study will answer the following questions

1.To what extent are the second year student at university of Nyala see the importance and purpose of English language?

2. To what extent are the second year students university of Nyala motivated toward learning English language?

3. What are the attitudes of second year's students of university of Nyala towards learning English language?

1.4. Hypotheses of the study

This study is based on three hypotheses

1 .Second year student University of Nyala English Department are not aware of the importance and purpose of English language.

2. Second year Students University of Nyala Faculty of Education English Department are not motivated to learning English language.

3. Second year student's university at Nyala, faculty of education, English Department has negative attitudes toward learning English language.

1.5. Significance of the study

This study is significant for student at university because it investigates the motivation and attitudes toward learning English language; it tries to enlighten them about importance of English language for their future, career. It will also both teachers of English and syllabus designers.

1.6. Methodology of the Study

This study used a descriptive and analytical method. The data is obtained by using a questionnaire for the second year students of university of Nyala English Department. The sample of study consists of 50 students selected randomly.

1.7. Limitation of the Study

The study focuses on the problem of motivation and attitudes of students at University of Nyala English language department, targeting the second level. This study was conducted in the academic year2016/2017.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDY

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDY

2.0. INTRORDUCTION

First section of this chapter deals with Classification and importance of motivation and attitudes which are subject of this study. Second section deals with factors affecting the foreign language learning. Third section deals with review of some literature related to English foreign language.

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

So many factors seem to play a great role in deciding the success of learning foreign language.Thefindings of previous studies.Researchers find out motivation and attitudes play essential role in foreign language learning.

2.1. Motivation

Motivation has long been recognized as an important factor in the education and social psychology fields. It is also important in anticipating second or foreign language achievement and success (Zahran 1990). However, it is not easy to provide simple definition for motivation, hence: the idea of motivation has been defined and viewed differently by different schools. Dejnozka and Kapel (1991) defined motivation as "a psychological concept in human behavior that describes a predisposition reward a particular" (p. 61) Gardner (2006 p. 242) views motivation

as a very complex phenomenon with many facts as mentioned earlier, the motivation idea has been viewed by different schools of thought. For instance the cognitivists view motivation as an idea which is more related to the learner's decision to learn. Keller (1983) states that motivation is the choice people make as to what experiences or goals they approach or avoid the degree of effort they exert in that respect (p. 389)

The behaviorism school views motivation as "quite simply anticipation of reward"(Brown. 2000. P. 160)

The constructivist put more emphasis on the individual decisions and social context. Despite the variances in the defining concept of motivation, but the three schools agree that motivation is related to needs concept, that is motivation is the fulfillment of needs rewarding requires choices, and in many cases must be interpreted in a social context (Gardner, 2006, p. 242) the motivation that learners have might determine of success of learning a second or foreign language. Brown (2000) claims that motivated learners are more successful compare to unmotivated learners. In a similar vein Gardner (2006) states that learners with a high motivation will perform better than learners with a low level of motivation. He adds that "if one is motivated she/he has reason (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks shows desire to achieve the goal and enjoy the activities" (Gardner, 2006, p. 243)

2.2 Types of Motivation

The field of language teaching has been   influenced for many years by the model which came from the studies of language immersion in Canada (Ehrman, 1996, p.139). The model describes two forms of motivation instrumental and integrative.

2.2.1 Instrumental Motivation

(Ehrman, 1996, p. 139) states that instrument motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on

2.3.2 Integrative Motivation

(Gardener, p. 54) states that integrative motivation refers to a favorable attitude toward the target language. Community, possibly a wish to integrate and adapt to a new target culture through use of the language) one of the Gardner's main ideas is that the second language acquisition. It is directly and positively related to second language achievement. However, the Gardner's model has received a lot of criticisms will be discussed in the following.

The model is criticized for overstating the importance of the integrative motive. Gardner's simply used the candidate's selection of integrative reasons over instrumental ones as evidence that integrative reasons have higher level of motivational intensity (Gardner's 1985, p. 53) Gardner found that the integrative motivation has an extremely high significance in his studies. Nevertheless, the instrumental orientation such as getting a job and passing an examination is also an important factor in second language learning. If learners with integrative motivation can achieve success since they are active in their learning. The same theory might be applicable to the learners with instrumentally motivated learners may be successful since they are eager to learn to achieve their instrumental purpose.

Integrative motivation is the central concept in Gardner's model. However, the support of the importance of integrative motivation is not consistent. Some early studies did agree that integrative motivation was significant in second language

learning (Gardner and Lambert, 1959) but some recent researches has shown that the instrumental motivation has an equal or better impact than the integrative motivation. In some cases, the integrative motivations even considered as having a negative correlation with proficiency, which in turn affecting the success of second language learning (Belmechri and Hummel 1998. Dornye, 1990). Actually, Integrative and instrumental motivation are not necessarily mutually exclusive. Brown (2000) stated that learners rarely select only one type of motivation when learning a second language is usually a combination of different forms of orientations.

He has cited an example of international students who are residents in United States. The international students learn English for academic purposes while wishing to be integrated with people and culture of the country at the same time. This example has clearly shown that integrative and instrumental motivation can mutually exist. To conclude, the importance of instrumental motivation is being concerned more in the later studies while significance of integrative motivation has continued to be emphasized. However, it is important to note that instrumental motivation has only been regard as important factor in second language learning. While integrative motivation is continually linked to the success of second language learning. Motivation is a significant contribution to second language learning achievement. There for identifying the types and combinations of motivations is one of keys to successful second language learning. At the time, learners should be remained that there are always other variables, which can be unique to each language learner affecting the success of second language learning.

2.4. Attitude in Second Language Learning

Attitude is opinion and feeling that everyone has about something. Learning a foreign language is no exception. Thus attitude to language is construct that explain linguistic behavior in particular.

Attitude is considered as an essential factor influencing language performance and received considerable attention from first and second language researchers, there are many reasons why students' attitude toward language learning is important. For instance Weinburgh (1998) believe that attitude toward learning influence behaviors such as selecting and books, speaking in foreign language.

Generally, it is believed learners attitude indicate whether or not they will be able to absurd the details of language. In other words achievement in a target language relies not only on intellectual capacity but also on the learner attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than a purely academic one. As Tella, Indoshi, and Othuon (2010) investigate, negative attitude toward English in most affective and psychological factor that results in the student's poor performance in English.

According to Brown (2001) (as cited in Inal. Evin, & Saracaloglu, 2005) attitude is characterized by a large proportion of emotional involvement such as feeling, self relationship in the community.

Learning could not come about easily unless students have positive attitudes toward it on one hand and attitude might originate life experience on other hand as such, since attitude can influence success or failure in learning it plays a very crucial role. Ajzen (2005) believe any personality trait, attitude is a directly

unobserved hypothetical construct and must be inferred from measurable response which reflect and evaluate positive or negative attitudes as (cited in Dehbozor=gi 2012)

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learning target language (Padwick, 2010). The ability of students to master a second language is not only influenced by the mental competence or language skills, but also on the students attitudes and perceptions toward the target language (AbidinEtal, 2012) they also advocated that attitude concept could enhance the process of language learning, influencing the nature of students behaviors and beliefs toward other language, its culture, and community, and this will identify their tendency to acquire language.

2.5. Components of Attitude

Several researchers viewed attitude as consisting of three components. According to Gardner (1985). Attitude has cognitive, affective and conative components, each components refer to something. The cognitive one refers to the individual's belief structure or one's belief about an object. The affective refers to emotional reactions, or the amount of feeling one has toward the object regardless of whether the feeling is either positive or negative.The last component. Which is the conative refers to the tendency to behave toward attitude object in a certain may,It refers to one behavioral intention. Thus, attitude components can presented schematically as in figure:

```
                    Attitude
                  ↙    ↓    ↘
        cognitive   affective   conative
            ↓           ↓            ↓
        Beliefs    feelings      behaviors
```
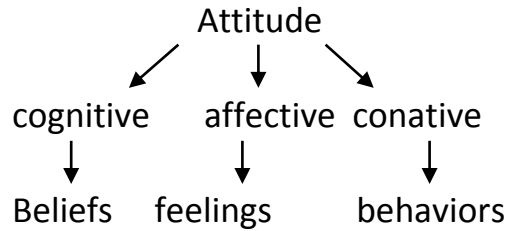
2.6. Importance of Attitude

Reid (2003, p. 33), declared "attitudes are important to us because they cannot be neatly separated from study.

Attitude considered as an essential factor influencing language performance (Visser, 2008) achievement in the target language relies not only on intellectual capacity, but also another learner's attitude toward language learning.

2.7. Factor Influencing Second Language Learning

Second language (L2) learners are different. They learn with different speed and different results. There are many explanations for that issue. The general factors that influence second language learning are: age, aptitude, intelligence, cognitive, attitude, motivation and personality. (Ellis 1985) The aim of this study is to present these factors and their contribution to success or failure in language learning.

2.7.1. Age

Age is one of the factors that influence second language learning. It is generally believe that children are better of language than adults. However only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption. Researchers have proved that learners who start learning a foreign language as children achieve more native - like accent than those who start as adolescents or adults. (Oyama, 1976. Asher and Garcia 1969) and they are better in

the acquisition of grammar (Patkowski 1980-1990) on the other hand, the researcher carried out in formal learning environments give the opposite results. In the case of classroom learning adults appear to be better both in syntax and morphology, while adolescents are the best (Snow and HoefngelHohle 1978). Fathman 1975 and they progress faster. The studies concerning the age factor was summarized by Ellis (1985) who states that the route of SLA is not influenced by the starting age, but there is relationship between the rate of learning and the age of the learners. Adolescents learn faster than adults and children as far as grammar and vocabulary are concerned. Although young learners do not learn as fast as older ones they are promote to gain a higher overall success because of longer exposure to the language. He also provides some explanations of research results. The studies do not support critical period hypothesis. This states that children can acquire language naturally and with no effort to same age. The starting age is important only as far as pronunciation is concerned. Selinger (1978) claims there possibility of multiple critical period. Cognitive explanations draw attention to the differences between children and adults in the relation to their abilities to learn language. Older learners are able to apply linguistic rules when they use language. For children language is a tool for expressing meaning and they cannot respond as a form.

2.7.2. Intelligence

Intelligence is general set of cognitive abilities involved in performing a wide range of learning tasks. It constitutes a general sort of aptitude that is not limited to a specific performance area but it is transferable to many sorts of performance (Dornyei 2005: 32). Intelligence working memory and language aptitude (the next tow IDS to be considered) are clearly all closely linked. They all prefer cognitive

capacities and the differences between their conceptualization lies largely on how language specific the terms are.

The very earliest work in individual differences in psychology focused on intelligence. Genesee (1976) found that intelligence was strongly related to the development of academic L2 French language skills (reading, grammar, and vocabulary) but was largely unrelated to ratings of oral productive ability. The studies on intelligence show a strong relationship between intelligence and acquisition of foreign language but only as far as academic skills are concerned. Learners with high IQ achieve better results on language tests. It is proved that intelligence can predict the rate and success of SLA in the formal language classroom (Genesee 1976).

2.7.3. Language Aptitude

Language aptitude constitutes a special ability for learning on L2. It is typically involved a number of distinct abilities including auditory ability, linguistic ability and memory ability (Skehan 1989). The first tests that measured aptitude are Carroll and Sapon's Modern language aptitude test (1959) and Pimsleure's language aptitude Battery (1966) Carol describes aptitude as stable factor, which cannot be trained, it is separate from motivation, achievement and intelligence it is ability that allows to learn a L2 faster and with less effort. He identified four factors in language aptitude: phonemic coding, grammatical sensitivity, inductive language learning ability and rate learning ability. Later studies conducted by Skehon (1986) were concentrated on the underlying complexity of language aptitude and its relation to first language acquisition and second language learning. He has shown two predictors of language aptitude: a general processing capability and an ability to use language in decontextualized way.

2.7.4. Learning Style

Keefe (1979, cited by Ellis 1994: 499) described learning style as the characteristic cognitive, affective and physiological behaviors that serve relatively stable of how learners perceive, interact, with a response to the learning environment: students learning style can be influenced by many factors among which are their genetic background, their culture and previous learning experience. It is said that if teachers match their teaching method to the students learning style, the students will be more successful and more interested in the language.

Researchers have developed many different types of learning style. Field dependence/independence is one of the most widely studies classification. It was proved that people who are field independent prefer deductive way of introducing a language, and achieve high level of proficiency in the classroom (Neiman Atal, 1978 Abraham 1985). The field dependent students do better in naturalistic language environment.

Brown (1994) States that neither of styles decides about success or failure in the language learning. Both types of learners can achieve a lot but in the appropriate conditions of learning. He suggests that field dependence/ independence do not have to be a stable factor and some people can change their style in different contexts and situations. Ellis(1985;116)states that the existing research does not conclusively show that it {cognitive style }is a major factor where success is concerned .it was observed that the learners produce different kind of errors ,depending on their cognitive style .it complicated to measure because learning styles are influenced by other learner factor . learning styles do not seem to predict the possible success in L2,but they show the effective way to achieve the best

results . if students are of their learning style, are highly motivated and have positive attitudes .

2.7.5. Personality

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire language. Some of them have been found as a benefit of the others as an obstacle in learning a second language. The most important personality factors are: introversion, extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy.

2.7.5.1 Self-esteem

People need some degree of self-esteem, self-confidence in order to succeed in any activity. Coopersmix (1967.4.5.Cited by Brown 1994.137) provide the following definition of self-esteem "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains regard to himself: It express an attitude of approval or disapproval, and indicates the extent to which an individual belief himself to be capable, significant, successful and worthy." people develop their sense of self-esteem as a result of the information they receive about themselves from others.

2.7.5.2. Anxiety

Anxiety is another important aspect of personality that affects learning foreign language. Brown (1994:141) describes anxiety as a state of mind connected with

"feelings of uneasiness, frustration, self doubt and worry. Macintyre and Gardner (1991) distinguish anxiety, into: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. Their studies effect on the language learning process (Ibid. P.112, cited Brown 1994)

2.7.5.3 Empathy

It refers to a strong positive feeling which helps the learner to achieve second language learning (Stern 193:381) point out empathy is the willingness and capacity to identify with others.

It is perceived as an important factor in learning a foreign language but only as far a communication skills are concerned as it involves the participation in other people's feeling and idea. Some studies tried to link empathy with the acquisition of the native-like pronunciation (Guiora 1972: GuioraEtal 1972) but it is considered as an essential factor in the overall ability to acquire a second

language rather than simply in the ability to acquire an authentic pronunciation (Schumann 1975:226).

2.8. Previous Studies

Many studies have carried out to investigate students' motivation and attitudes toward learning English as foreign language and most of students according to these studies are awareness of English and they have positive attitudes toward it.

(Al-Zahrani, 2008) conducted study attempting to investigate students attitudes, motivation an anxiety towards the learning English the finding underlined that the student had affirmative attitudes and high enthusiasm toward English and also highlighted that most of them showed positive attitudes toward learning English.

The study conducted by Rehab Abdelsalam (2006) about attitudes and motivation of university students towards learning English language. The study aimed to investigate the problem of attitudes and motivation of university student towards English language learning. The researcher tools used a questionnaire to explore student attitudes and motivation toward English language. The sample of the study consists of 200 students. The results revealed that students have negative attitudes and unmotivated towards English language learning.

Azmi Mirgani (2008) conducted study about the role of attitudes and motivation towards the learning situation on motivation to learn EFL. The study aimed to investigate the level of third year Sudanese students' motivation to learn EFL and to investigate in the role of their attitudes towards learning situation on their motivation. The researcher tools which have been used questionnaire for data collection from study sample. The sample of study consists 400 students (235 male and 165 female) 3rd secondary school students registered in 10 different schools in various parts of the Khartoum state. The result of study finds that third year secondary school students posses an average level of motivation to learn EFL.

Arani (2004) investigated in Iran the language learning needs of medical students at Kashan University of medical science. One of the primary objectives of the study was to identify the students' attitudes towards learning English as a school subject i.e. prior entering the university. The research consisted of 45 medical students who enrolled in the first and second year of study. To collect the data different types of questionnaires were administrated to the sample at the beginning, in the middle and at the end of the English for medical purpose (EMP) courses the results showed that most of the subjects had positive attitudes towards both students learning and the English language teacher.

Qashoa (2006) conducted a study among secondary school students in Dubai. The study aimed at1) Examining the students' instrumental and integrative motivation for learning English and L2) Recognizing the factors affecting learner's motivation. Two research tools were used, questionnaire and interview. The sample, for the questionnaire, consisted of 100 students. For the interview, on other hand, the sample included 20 students, 10 Arab English teachers and 3 supervisors. The results revealed that students have a higher degree of instrumentality than integrativness. In addition, the findings indicated that difficulties with the subject (English) aspects.

2.9. Summary of Chapter Two

The first part on this chapter shows full description about motivation and attitudes towards learning English as foreign language.
Second parts investigates the factors affecting on the learning English as foreign language and it also shows how this factors reinforcement students motivation and attitudes learning English as foreign language.

The final part has shows some previous studies conducted in Sudan and out of Sudan which investigate motivation and attitudes toward learning English as a second language.

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER THREE

Research Methodology

3.0. Introduction

This chapter gives out line of research methods that are followed in the study. It provides information about participants, data collection procedures the validity and reliability, the criteria for inclusion in the study. Who the participants were? And how they were sampled?

The research describes the instruments that are used for data collection. It also described the procedures that are followed to carry out this study. The researcher also discusses the methods used to analyze the data. The study adopt descriptive and analytical method since it describes and analyze a phenomenon as it exists, by revealing and collecting data on the variables of this particular problem.

The study is also considered as quantitative because the data collected are turned into numerical data before being analyzed.

3.1. The Subjects

The subjects of this study are   second year students from University of Nyala, Faculty of Education, English Language Department . The sample of this study consists of 50 students including 25 males and 25 females.

3.2. Data Collection Tools

The tool which is used in this study are students' questionnaire. The questionnaire is subjected to some relevant change to correspond to research questions and hypotheses. The questionnaire statements are written in simple and clear way in order to be understood and comprehended by students.

It consists of 15 multiple choices statements that clarify student's motivation and attitudes toward learning English as foreign language.

The students are asked to respond questionnaire by ticking the answer which is correspond to their favorite opinions.

3.3. Procedures

The questionnaire is directly administrated to the students who are allowed 30 minutes to complete the questionnaire. The subjects are told that the results of questionnaire, which constitute an integral part of this study, would project some indicators necessary to work out, some basic changes in English language program. Subjects were told that computer confidentiality would be observed regarding their answers.

The data is analyzed by using statistical package for social sciences programme (SPSS).

3.4. The Validity

To know the face of validity of instruments the researcher gives questionnaire to group of instructors chosen from the teaching staff at the faculty of education and Faculty of Arts .

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In the light of their comments and suggestion, the researcher added one item and deleted 3 items as instructors indicated.

3.5. Reliability

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-Cronbachcoeffefficient

$$\text{Validity} = \sqrt{\text{Re liability}}$$

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 (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
.712	15

3.6. Summary of this Chapter

This chapter has described the method and techniques which the researcher uses to carry out this study. First, it reveals that this study is descriptive and analytical. Then the chapter describes the population and sample of the study. They are second year students of English Language University of Nyala. The tool which is used in this study a questionnaire for students.

Finally, it shows procedures which are followed by the researcher to confirm the validity and reliability of this tool and how the collected data will be analyzed in the next chapter.

CHAPTER FOUR

DATA ANALYSIS

CHAPTER FOUR

DATA ANALYSIS

4 .0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the students' community in Sudanese Universities.

4 .1 The Responses to the Questionnaire

The responses to the questionnaire of the 50 students are 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.

4. 3 Analysis of the Questionnaire

The researcher   distributed the questionnaire on determined study sample (50), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

1- Motivation and positive attitude toward learning English

Statement No (1): I really enjoy Learning English because it helps me to find a best education.

Table No (4.1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	29	63.3	63.3	63.3
Agree	7	13.3	13.3	76.7
Neutral	4	6.7	6.7	83.3
Disagree	6	10.0	10.0	93.3
strongly disagree	4	6.7	6.7	100.0
Total	50	100.0	100.0	

fig (4.1)
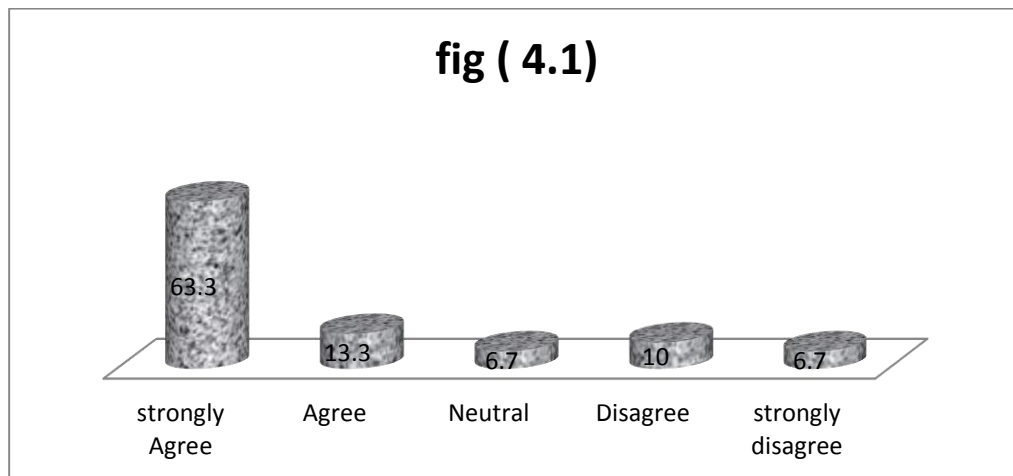
It is obvious from the above table No.(4.1) and figure No (4.1) that there are (29) respondents in the study's sample with percentage (63.3%) strongly agreed with " I really enjoy learning English because it helps me to find a best education ". There are (7) respondents with percentage (13.3%) agreed with that, and (4) respondents

with percentage (6.7%) are not sure about that, and (6) respondents with percentage (10.0%) disagreed, whereas (4) respondents with (6.7%) strongly disagreed.

Statement No (2): Learning English important for me because it will help me to get an ideal job in the future.

Table No (4.2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	15	23.3	23.3	23.3
agree	26	56.7	56.7	80.0
Neutral	1	3.3	3.3	83.3
disagree	6	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	50	100.0	100.0	

fig (4.2)

It is clear from the above table No (4.2) and figure No (4.2) that there are (15) respondents in the study's sample with percentage (33.3%) strongly agreed with

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"learning English important for me because it will help me to get an ideal job in the future. ". There are (26) respondents with percentage (56.7%) agreed with that, and one respondent with percentage (3.3%) are not sure about that, and (6) respondents with percentage (10.0%) disagreed, whereas (2) respondents with (6.7%) strongly disagreed.

Statement No (3): Learning English is important for me it will help me search for information and materials on the internet.

Table No (4.3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	36.7	36.7	36.7
Agree	20	43.3	43.3	80.0
Neutral	1	3.3	3.3	83.3
Disagree	2	6.7	6.7	90.0
strongly disagree	10	10.0	10.0	100.0
Total	50	100.0	100.0	

fig (4.3)
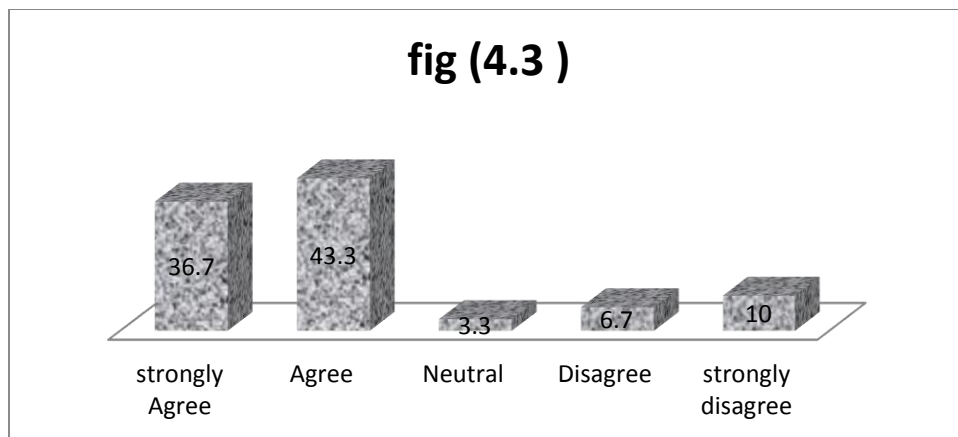
It is obvious from the above table No (4.3) and figure No (4.3) that there are (17) respondents in the study's sample with percentage (36.7%) strongly agreed with " learning English is important for me it will me search for information and materials on the internet.". There are (20) respondents with percentage (43.3%) agreed with that, and (1) respondents with percentage (3.3%) were not sure about that, and (2) respondents with percentage (6.7%) disagreed, whereas (10) respondents with (10.0%) strongly disagreed.

Statement No (4): Learning English is important to me because it will help me when I travel abroad.

Table No (4.4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	14	23.3	23.3	23.3
Agree	25	53.3	53.3	76.7
Neutral	1	3.3	3.3	80.0
Disagree	8	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	50	100.0	100.0	

(4.4)

strongly Agree	Agree	Neutral	Disagree	strongly disagree
23.3	53.3	3.3	13.3	6.7
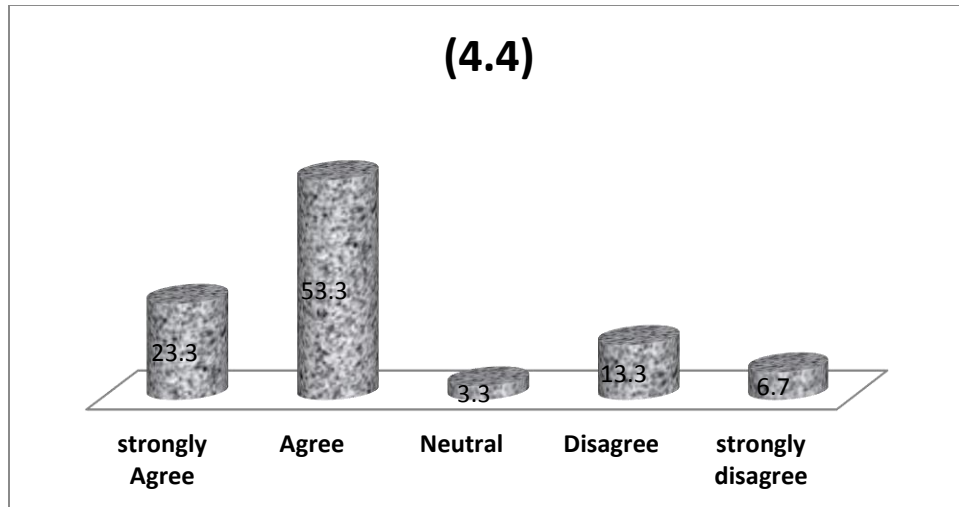
It is manifest that from the above table No (4.4) and figure No (4.4) that there are (14) respondents in the study's sample with percentage (23.3%) strongly agreed with "Learning English is important to me because it will help me when I travel abroad.

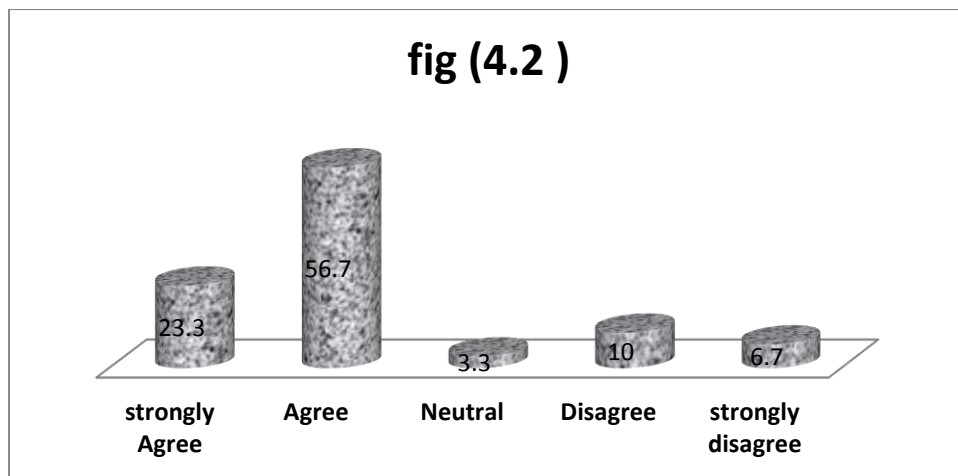". There are (25) respondents with percentage (53.3%) agreed with that, and one respondent with percentage (3.3%) are not sure about that, and (8) respondents with percentage (13.3%) disagreed, whereas (2) respondents with (6.7%) strongly disagreed.

Statement No (5): earning English is important to me because it will make me more knowledge person.

Table No (4.5)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	24	53.3	53.3	53.3
Agree	17	26.7	26.7	80.0
Neutral	3	6.7	6.7	86.7
Disagree	3	6.7	6.7	93.3
strongly disagree	3	6.7	6.7	100.0
Total	50	100.0	100.0	

fig (4.5)
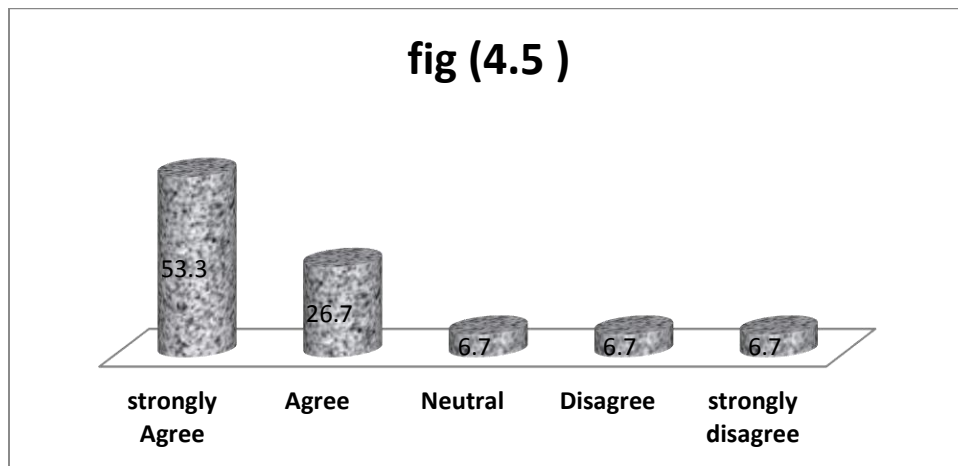
It is clear from the above table No (4.5) and figure No (4.5) that there are (24) respondents in the study's sample with percentage (53.3%) strongly agreed with "Learning English is important to me because it will make me more knowledge person ". There are (17) respondents with percentage (26.7%) agreed with that and (3) respondents with percentage (6.7%)   are   not sure about that and (3)

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respondents with percentage (6.7%) disagreed, whereas (3) respondents with (6.7%) strongly disagreed.

Statement No (6): Learning English helps me to understand of native speakers live style.

Table No (4.6)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	14	23.3	23.3	23.3
Agree	28	60.0	60.0	83.3
Neutral	2	3.3	3.3	86.7
Disagree	3	6.7	6.7	93.3
strongly disagree	3	6.7	6.7	100.0
Total	50	100.0	100.0	

fig (4.6)
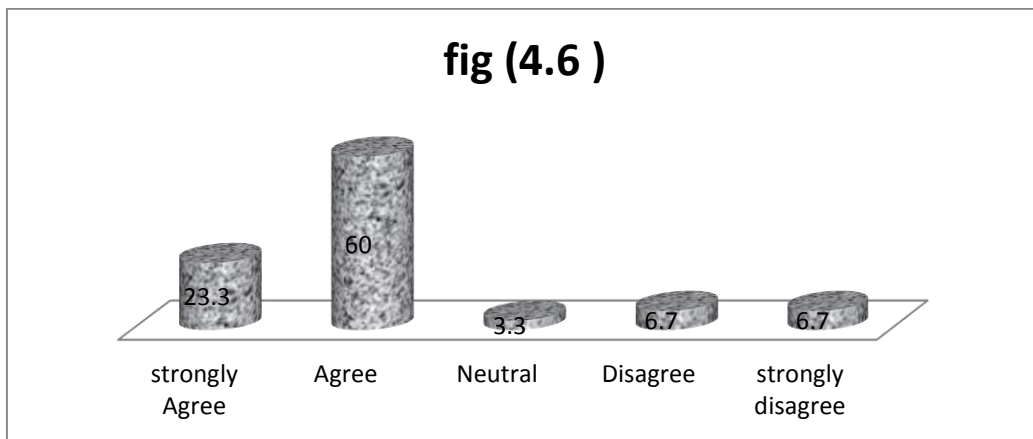
It is obvious from the above table No (4.6) and figure No (4.6) that there are (14) respondents in the study's sample with percentage (23.3%) strongly agreed with "Learning English helps me to understand of native speakers live style ". There are

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(28) respondents with percentage (60.0%) agreed with that, and (2) respondent with percentage (3.3%) is not sure about that, and (3) respondents with percentage (6.7%) disagreed, whereas (3) respondents with(6.7%) strongly disagreed.

Statement No (7): Learning English enable me to deal with technology.

Table No (4.7)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	33.3	33.3	33.3
Agree	24	46.7	46.7	80.0
Neutral	3	6.7	6.7	86.7
Disagree	3	6.7	6.7	93.3
strongly disagree	3	6.7	6.7	100.0
Total	50	100.0	100.0	

fig 4.7)
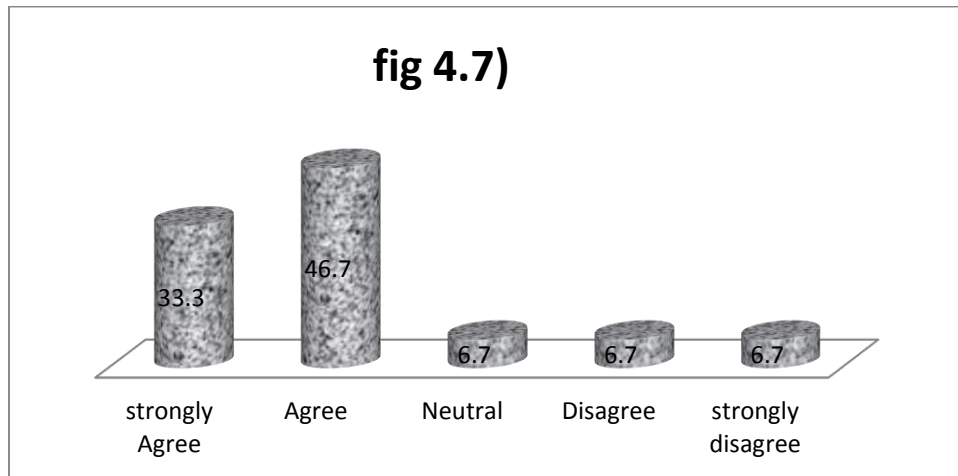
It is manifest that from the above table No (4.7) and figure No (4.7) that there are (17) respondents in the study's sample with percentage (33.3%) strongly agreed with "Learning English enable me to deal with technology. ". There are (24)

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respondents with percentage (46.7%) agreed with that, and (23respondents with percentage (6.7%) were not sure about that, and (3) respondents with percentage (6.7%) disagreed, whereas (3) respondents with (6.7%) strongly disagreed.

Statement No (8): when I hear students in my class speaking English well, I like to practice speaking with them.

Table No (4.8)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	22	40.0	40.0	40.0
agree	22	40.0	40.0	80.0
Neutral	2	6.7	6.7	86.7
disagree	2	6.7	6.7	93.3
strongly disagree	2	6.7	6.7	100.0
Total	50	100.0	100.0	

fig (4.8)
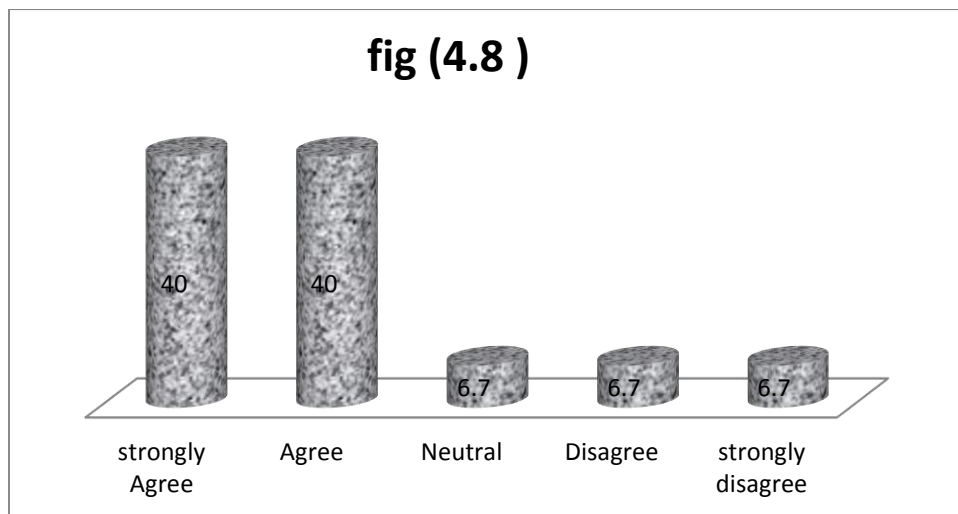
It is obvious from the above table No (4.8) and figure No (4.8) that there are (22) respondents in the study's sample with percentage (40.0%) strongly agreed with " when I hear students in my class speaking English well, I like to practice speaking with them ". There are (22) respondents with percentage (40.0%) agreed with that, and (2) respondents with percentage (6.7%) are not sure about that, and (2) respondents with percentage (6.7%) disagreed, whereas (2) respondents with (6.7%) strongly disagreed.

Statement No (9): I feel proud when studying English and respected by others.

Table No (4.9)

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	12	20.0	20.0	20.0
	Agree	26	60.0	60.0	80.0
	Neutral	4	3.3	3.3	83.3
Valid	Disagree	6	10.0	10.0	93.3
	strongly disagree	2	6.7	6.7	100.0
	Total	50	100.0	100.0	

fig (4.9)
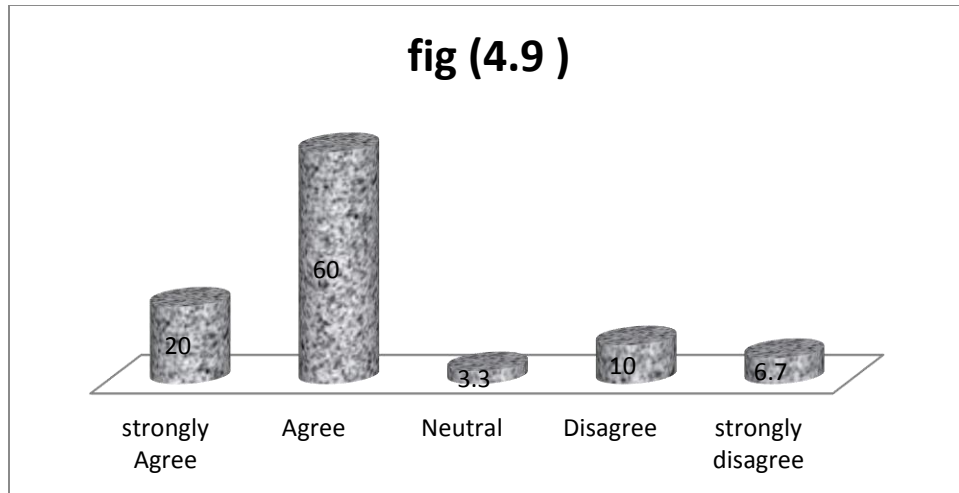
It is clear from the above table No (4.9) and figure No (4.9) It is clear that there are (12) respondents in the study's sample with percentage (20.0%) strongly agreed with " I feel proud when studying English and respected by others   ". There are (26) respondents with percentage (60.0%) agreed with that, and (4) respondent with percentage (3.3%) were not sure about that, and (6) respondents with percentage (10.0%) disagreed, whereas (2) respondents with(6.7%) are strongly disagreed.

Statement No (10):   I Learn English because I like English movies and songs.

Table No (4.10)

| valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	13	20.0	20.0	20.0
agree	20	36.7	36.7	56.7
Neutral	5	10.0	10.0	66.7
disagree	10	26.7	26.7	93.3
strongly disagree	2	6.7	6.7	100.0
Total	50	100.0	100.0	

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fig (4.10)

It is obvious from the above table No.(4.10) and figure No (4.10) that there are (13) respondents in the study's sample with percentage (20.0%) strongly agreed with " Learn English because I like English movies and songs ". There are (20) respondents with percentage (36.7%) agreed with that, and (5) respondents with percentage (10.0%) are not sure about that, and (10) respondents with percentage (26.7%) disagreed, whereas (2) respondents with (6.7%) strongly disagreed.

1- Attitude toward learning English

Statement No (11): frankly, I study English just to pass exams.

Table No (4.11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	6	13.3	13.3	13.3
Agree	10	20.0	20.0	33.3
Neutral	3	3.3	3.3	36.7

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|				
Disagree	21	43.3	43.3	80.0
strongly disagree	10	20.0	20.0	100.0
Total	50	100.0	100.0	

fig ( )
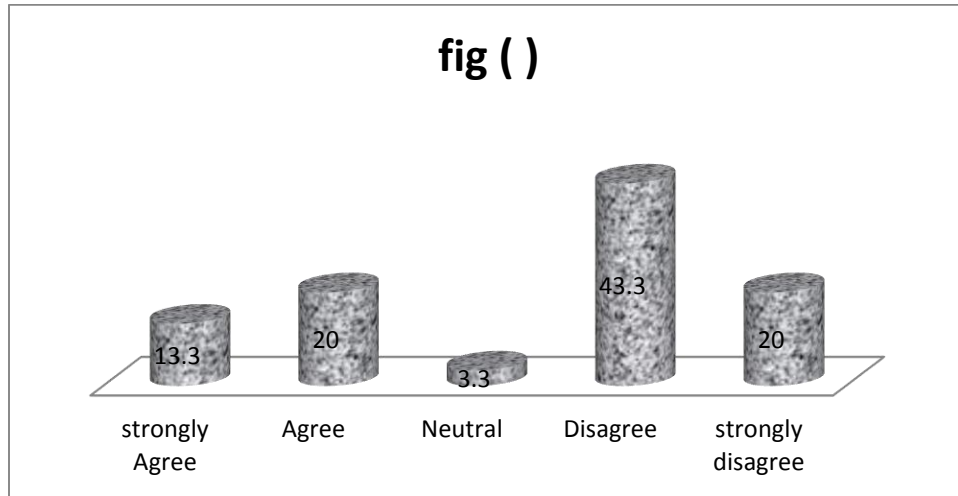
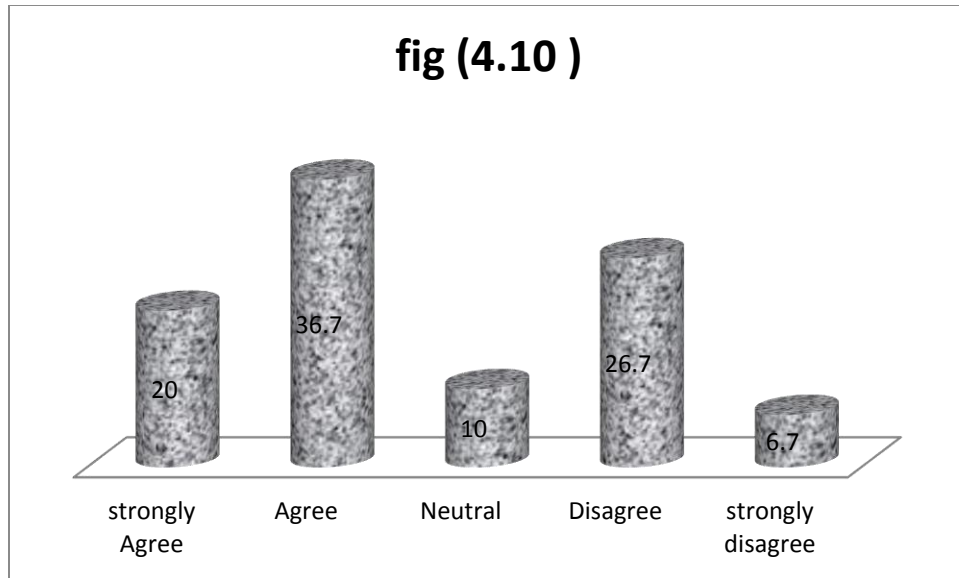It is obvious from the above table No.(4.11) and figure No (4.11) that there are (6) respondents in the study's sample with percentage (13.3%) strongly agreed with " frankly, I study English just to pass exams ". There are (10) respondents with percentage (20.0%) agreed with that, and(3) respondent with percentage (3.3%) are not sure about that, and (21) persons with percentage (43.3%) disagreed, whereas (10) persons with(20.0%) strongly disagreed.

Statement No (`12): in my opinion, English language is difficult and complicated to learn.

Table No (4.12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	3.3	3.3	3.3
agree	6	13.3	13.3	16.7
Neutral	5	10.0	10.0	26.7
disagree	23	46.7	46.7	73.3
strongly disagree	15	26.7	26.7	100.0
Total	50	100.0	100.0	

fig (4.12)
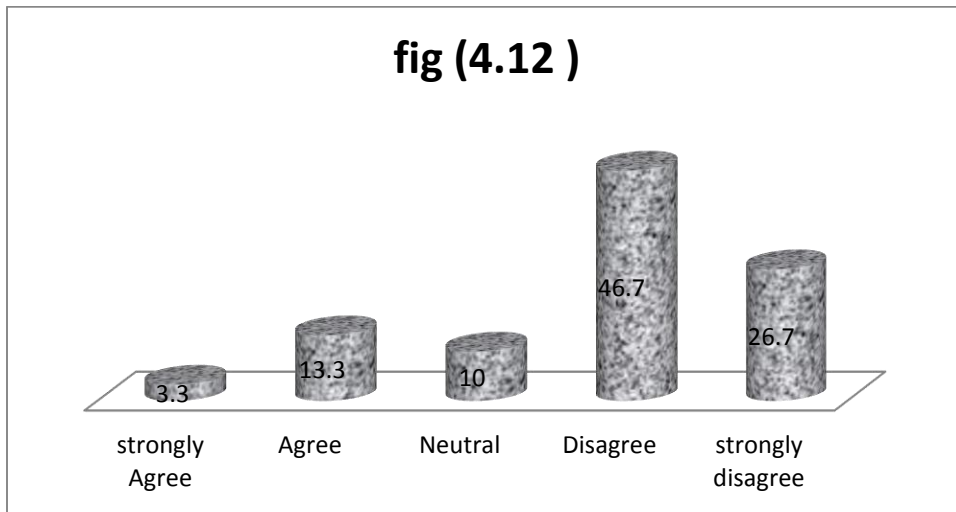
It is evident that from the above table No.(4.12) and figure No (4.12) that there is one respondent in the study's sample with percentage (3.3%) strongly agreed with " in my opinion, English language is difficult and complicated to Learn ". There are (6) respondents with percentage (13.3%) agreed with that, and (5) respondents with percentage (10.0%) are not sure about that, and (23) respondents with percentage (46.7%) disagreed, whereas (15) respondents with 26.7% are strongly disagreed.

Statement No (13): I feel embarrassed to speak English in front of others.

Table No (4.13)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	2	6.7	6.7	6.7
Agree	2	6.7	6.7	13.3
Neutral	14	23.3	23.3	36.7
Disagree	18	40.0	40.0	76.7
strongly disagree	14	23.3	23.3	100.0
Total	50	100.0	100.0	

fig (4.13)
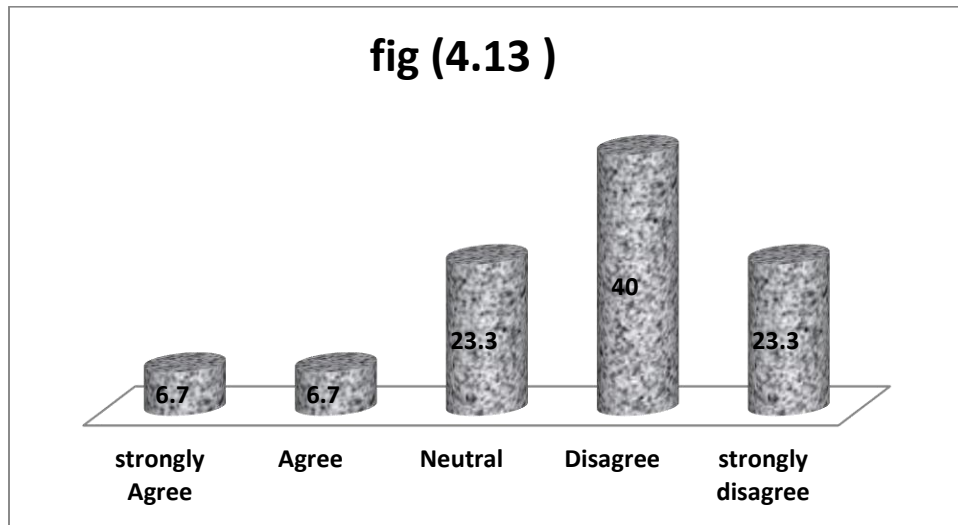
It is obvious from the above table No.(4.13) and figure No (4.13) that there are (2) respondents in the study's sample with percentage (6.7%) strongly agreed with " I feel embarrassed to speak English in front of others ". There are (2) respondents with percentage (6.7%) agreed with that, and (14) respondents with

percentage (23.3%) are not sure about that, and (18) respondents with percentage (40.0%) disagreed, whereas (14) respondents with (23.3%) strongly disagreed.

Statement No (14): I Learn English because I see it compulsory in my courses..

Table No (4.14)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	1	3.3	3.3	3.3
Agree	20	40.0	40.0	43.3
Neutral	5	16.7	16.7	60.0
Disagree	12	20.0	20.0	80.0
strongly disagree	12	20.0	20.0	100.0
Total	50	100.0	100.0	

4.14
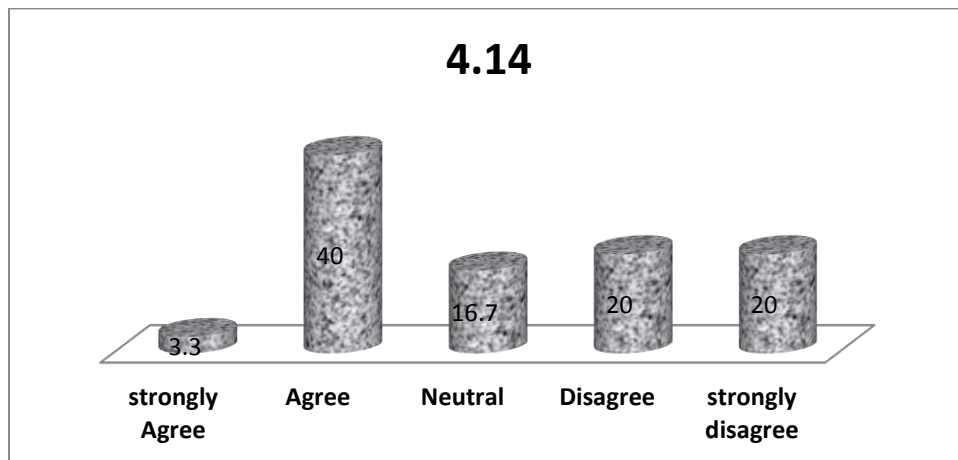
It is clear that from the above table No.(4.14) and figure No (4.14) that there are one respondent in the study's sample with percentage (3.3%) strongly agreed with "

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I Learn English because I see it compulsory in my courses ". There are (20) respondents with percentage (40.0%) agreed with that, and (5) respondents with percentage (16.7%) are not sure about that, and (12) respondents with percentage (20.0%) disagreed, whereas (12) respondents with (20.0%) strongly disagreed.

Statement No (15): to be honest, I really have little interest in English.

Table No (4.15)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	21	40	3.3	3.3
Agree	15	33.4	40.0	43.3
Neutral	2	3.3	16.7	60.0
Disagree	2	3.3	20.0	80.0
strongly disagree	10	20.0	20.0	100.0
Total	50	100.0	100.0	

fig (4.15)
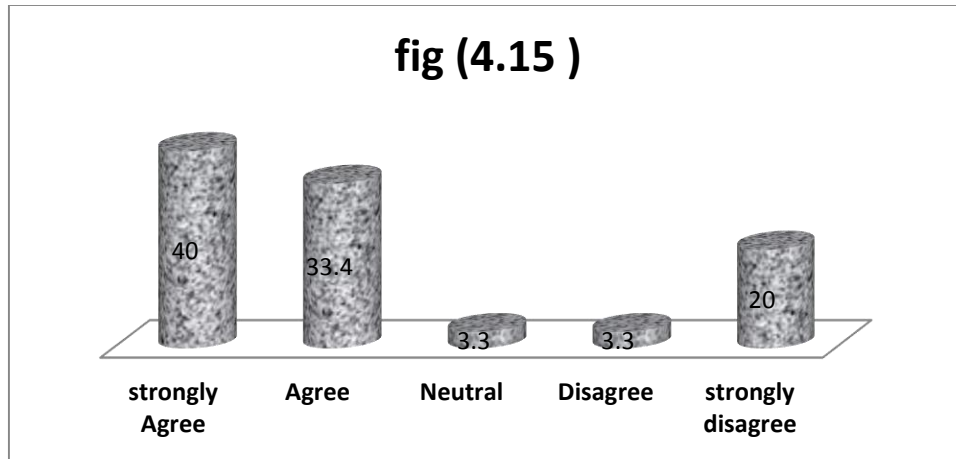
It is obvious From the above table No.(4.15) and figure No (4.15) that there are (21) respondents in the study's sample with percentage (40.0%) strongly agreed with " to be honest, I really have little interest in English ". There are (15) respondents with percentage (33.4%) agreed with that, and (2) respondent with percentage (3.3%) are not sure about that, and(2)   respondent with percentage (3.3%) disagreed, whereas (1o) respondents with (20.0%) strongly disagreed.

4.4 Verification of Hypotheses

1- Motivation and positive attitude toward learning English

As far as the verification of hypotheses are concerned the researcher uses Chi-square to test results correspondence answer for questions ,as following ;

Table No.(4.16) Chi-Square Test Results for Respondents' Answers of the Questions of the

Nom.	Statement	mean	SD	Chi square	p-value
1	I really enjoy Learning English because it helps me to find a best	2.4	1.9	12	0.00

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	education.				
2	Learning English important for me because it will help me to get an ideal job in the future.	2.5	2.6	17	0.00
3	Learning English is important for me it will me search for information and materials on the internet.	2.4	2.4	13	
4	Learning English is important to me because it will help me when I travel abroad.	3	0.8	25	0.03
5	Learning English is important to me because it will make me more knowledge person.	2.9	1.6	20	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "I really enjoy Learning English because it helps me to find a best education".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

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value level (5%) which was (8.57). 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 "Learning English important for me because it will help me to get an ideal job in the future.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 " Learning English is important for me it will me search for information and materials on the internet".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) 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 (8.57). 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 "Learning English is important to me because it will help me when I travel abroad".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) 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 (8.57). 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 "Learning English is important to me because it will make me more knowledge person".

According to the previous results, we can say that the first hypothesis of our study is accepted.

Table No.(4.17) Chi-Square Test Results for Respondents' Answers of the Questions of the study

Nom.	Statement	mean	SD	Chi square	p-value
1	Learning English helps me to understand of native speakers live style.	2.5	1.4	17	0.00
2	Learning English enable me to deal with technology.	2.7	2.6	15	0.00
3	When I hear students in my class speaking English well, I like to practice speaking with them.	2.8	0.8	20	0.001
4	I feel proud when studying English and respected by others.	2.5	0.7	21	0.008

Source: The researcher from applied study, SPSS 24

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the

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tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Learning English helps me to understand of native speakers live style.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Learning English enable me to deal with technology".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) 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 (8.57). 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 "When I hear students in my class speaking English well, I like to practice speaking with them".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "I feel proud when studying English and respected by others.

According to the previous result we can say that the second hypothesis of our study is accepted.

Table No.(4.18) Chi-Square Test Results for Respondents' Answers of the Questions of the study

Nom.	Statement	mean	SD	Chi square	p-value
1	I learn English because I like English movies and songs.	2.9	3.5	24	0.00
2	Frankly, I study English just to pass exams.	2.5	2.7	33	0.00
3	In my opinion, English language is difficult and complicated to learn.	2.03	4.6	41	0.00
4	I feel embarrassed to speak English in front of others.	2.8	1.4	22	0.00
5	I learn English because I see it compulsory in my courses.	2.2	2.4	21	0.00
6	to be honest, I really have little interest in English.	2.6	o.6	37	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the

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tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "I learn English because I like English movies and songs".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "Frankly, I study English just to pass exams".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "In my opinion, English language is difficult and complicated to learn".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). 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 "I feel embarrassed to speak English in front of others".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). 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 "I learn English because I see it compulsory in my courses".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). 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 "to be honest, I really have little interest in English.

According to the previous results we can say that the third hypothesis of our study is accepted.

CHAPTER FIVE
SUMMARY, CONCLUSION, RECOMMENDATIONS, AND SUGGESTION FOR FURTHER STUDIES

CHAPTER FIVE

Summary, Conclusion, Recommendations and Suggestions for Further Researches

5.0 Overview

This is the last chapter of the study. It presents overview of the whole study it display, conclusion ,recommendations ,and suggestions for both teachers as well as it reveals students suggestions for conducting further studies , the researcher hope that it will be take into consideration.

5.1 Conclusion

The main aim of this study is to investigate University student's motivation and attitudes towards English Language Learning. Second year majoring in English language, Faculty of Education English, Language Department, University of Nyala. There are many factors affecting foreign language learning, but in this study, the researcher focused on motivation, attitude, age, intelligence anxiety and aptitude. These factors identify students' motivation and attitudes towards learning as foreign language.

The researcher proposed the following questions to this study:

1- To what extent are the second year students of Nyala English department see the importance and purpose of English language?

2- To what extent are the second year student's University of Nyala English department motivated toward learning English language?

3- What are the attitudes of second year students' University of Nyala English language department toward learning English language?

In order to find out relevant answer to the questions above the researcher made the following hypotheses:

1- Second year student university of   Nyala English Department are not aware of the importance and purpose of English language.
2- Students of second Year University of Nyala Faculty of Education English Language Department need more motivation of learning English language.

3- Second year students' university of Nyala Faculty of Education, English Language Department have negative attitudes towards Learning English language.

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

1- The majority students are aware of importance and purpose of English language and its role-plays in the world. The result shows that most of students are instrumental.
2- The majority of students are motivated toward learning English but they need more activities in order to enhance their motivation toward English language to speak fluenly.
3- Majority of students have positive attitudes towards learning English language.

5.2 Summary of the Study

In this study, the researcher presents some recommendations and suggestions it is useful to learners whose learning English as foreign language. However, the researcher is confident that the findings are useful and will attribute to other related studies and be value to educators or researchers whose interest focuses on learning motivation and attitudes.

Moreover, the research exposed that motivation and attitudes, and how they effected and play vital role in the foreign language acquisition. Finally, the researcher hopes that the motivation and attitudes of students towards English language learning should be improved. In addition, researcher hopes that the present study may encourage future research in the area of EFL learners' motivation and attitudes towards English language learning.

5.3 Recommendations

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

1- To enable the university students of English language to be more successful in learning. It is recommended to prepare him/her psychologically.
2- To enlighten students in order to be aware of   importance and purpose of learning English language.
3- Teachers should increase student's motivation towards learning English language.

4- Teachers should create activities for students and promote their motivation to wards learning English language in order to easily they digest it.

5. Should be aware and readiness for learning English language.

6. Students should have positive attitudes to awards second language learning.

7. Students this study should be taken into consideration and extent to involve all students' levels.

5.3 Suggestions for Further Studies

The present study investigating students' motivation and attitudes toward learning English as foreign language, second year students majoring in English language at Faculty of Education University of Nyala.

Based on findings of this study the researcher suggests that more research to be conducted in future in the area of second language acquisition in general, motivation, and attitudes in particular to cover all the psychological factors.

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APPENDIX

Appendix (i)

Students Questionnaire

Dear, participant

I would like to enlist your help. I am graduated at Sudan university of science and technology, Collage of languages, English language Department. For my final project, I am examining motivation and attitude toward learning English as a foreign language. Therefore, I am inviting you to participate in this research study by answering the following questionnaire statements, for academic purposes. The following questionnaire should take about 20- 30 minutes of your time. If you choose to participate in this project, please answer the question/ questions as honestly as possible as you can. Your participation is strictly confidential. Thank you for taking your time to assist me in my educational endeavors.

Sincerely

Gabraldar Ibrahim Ali Ibrahim

Participant's Name (optional): ………………….. Sex: Male ☐   Female ☐

Choose one of these statements

Motivation and positive attitude toward learning English

	Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	I really enjoy learning English because it helps me to find a best education.					

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2	Learning English important for me because it will help me to get an ideal job in the future.					
3	Learning English is important for me it will help me search for information and materials on the Internet.					
4	Learning English is important to me because it will help me when I travel abroad.					
5	Learning English important to me because it will make me more knowledge person.					
6	Learning English helps me to understand of native speakers live style.					
7	Learning English enable me to deal with technology.					
8	When I hear students in my class speaking English well, I like to practice speaking with them.					
9	I feel proud when studying English language and					

	respected by others.				
10	I learn English because I like English movies and songs.				

Attitude toward learning English

	Questions	Yes	No
11	Frankly, I study English just to pass exams.		
12	In my opinion, English language is difficult and complicated to learn.		
13	I feel embarrassed to speak English in front of others.		
14	I learn English because I see it compulsory in my courses.		
15	To be honest, I really have little interest in English.		