Sudan University of Science and Technology

College of Graduate Studies

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Investigating University Students' Motivation and Attitudes Towards English Language Learning

تقصى دافعية واتجاهات الطلاب الجامعيين نحو تعلم اللغة الانجليزية
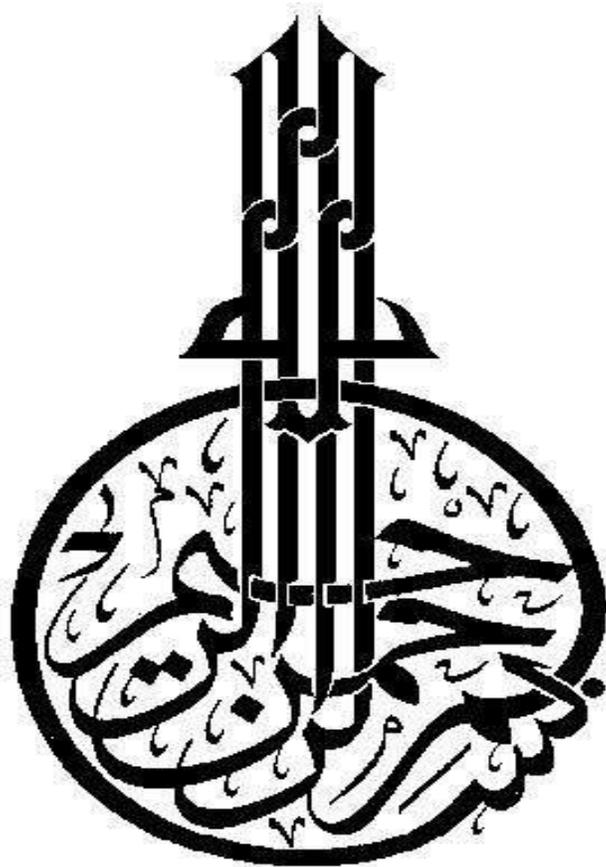
A Case Study of Third Year - English Language students at Colleges of Education and College of Languages -Sudan University of Science and Technology

A Thesis Submitted in Fulfillment of the Requirements for Ph.D. Degree in English (Applied Linguistics)

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بسم الله الرحمن الرحيم

Dedication

This thesis is dedicated to my family.

Acknowledgements

First of all, I thank Allah Almighty from my heart for guiding and inspiring me. All achievements and good deeds I have had in my life are due to his unlimited guidance help and support. Secondly, this study would not have been possible without the generous and varied contributions of many individuals. Therefore, I would like to express my sincere gratitude to my supervisor Dr.AbdallaYassinAbdallafor his enlightenment, constructive encouragement and great supports and suggestions through the whole journey of the research, Furthermore, I would like to extend my thanks to the teachersofEnglish department who made data collection easy and possible.My thanksextend toAll staff and Librarian in SUST for their   helps and guidance. Finally, I would like to express my deep thanks to Dr. Mustafa Omer Khalil who revised the statistical activities for this thesis.

Abstract

This research aims at investigating the motivational and attitudinal factors of university students towards English Language learning. A quantitative method using a descriptive design had recommended for this study. A questionnaire has been used as the data collection tool. The population of the study consists of all third-year English language learners at colleges of education and college of languages at Sudan University of Science and Technology. Thus, sample size of (**100**) learners has been used 99 valid responses were collected. Statistical Package for Social Sciences (SPSS) version 20 has been used for data analysis. The following are some of the important findings based to data analysis and discussion of the collected data: 1. Many factors have a positive effect on students' attitudes and motivation to learn the English language. The most important ones include having a good English language teacher positively affects their attitudes to learn English, and Learning English is important, as it is one of the requirements for high- education.2. Students were highly motivated to learn the English language. There are many factors, motivate the students, on top of the motivates factors is that, the need for traveling around the world, and the second motivator is that, almost all students confirm that, learning English makes them more knowledgeable as they can be able to communicate. 3. Concerning their attitudes, the findings indicated that the students had positive attitudes towards English language learning.

ستخلص الدراسة باللغة العربية

تهدفهذة الدراسة للتحقق من العلاقة بيندافعية واتجاهات طلاب المستوي الثالث بقسم اللغة الإنجليزيةبكليتي اللغات والتربية بجامعة السودان للعلوم والتكنولوجيا نحو تعلم اللغة الانجليزية . استخدمت الباحثة المنهج الوصفي لملائمتهلأهدافالدراسة حيث استخدمت في ذلكالإستبيانكاداة لجمع البانات من عينة الدراسة. شمل مجتمع الدراسة جميع طلاب وطالبات المستوي الثالث بقسم اللغة الانجليزية بكليتي اللغات والتربية بجامعة السودان للعلوم والتكنولوجيا. اختارت الباحثة عينة مكونة من 100 طالب من طلاب المستوي الثالث حيث تحصلت الباحثة علي إستجابات 99 من افراد العينة. أستخدمت الباحثة برنامج الحزم الاحصائية للعلوم الإجتماعية لتحليل البيانات المتحصل عليها من عينة الدراسة. حيث توصلت الدراسة الي عدد من النتائج من اهمهامايلي: هناك عدد من العوامل التي اثرت ايجابيا علي اتجاهات ودافعية عينة الدراسة نحو تعلم اللغة الانجليزية حيث جاء من أهمها توفر أو وجود أساتذة اكفاء ساعد بشدة علي تعلم اللغة الانجليزيةومثل دافعا رئيسا . كما تلعب أهمية اللغة الانجليزية لدى طلاب التعليم العالي دورا فاعلا ودافعا للتعليم الأمر الذي شجعهم لتعلمها. شكلت أهمية اللغة الانجليزية كوسيلة للتخاطب في العالم الخارجي عنصرا هاما ودافعا نحو تعلم اللغة الإنجليزية لدي معظم أفراد عينة الدراسة. فيما يختص بإتجاهات الطلاب(عينة الدراسة) نحو تعلم اللغة الانجليزية . أخيرا توصلت الدراسة الي إن معظم افراد العينة كانت لديهم رغبة عالية ويحملون إتجاهاتإجابية نحو تعلم اللغة الانجليزية لاسباب ومبررات متنوعة.

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General Framework of the Study

1.1 Overview

One thing that students, teachers, material developers, and researchers all agree upon is that motivation is an essential factor that affects the rate and success of second or foreign language learning. Motivation is often considered as one of the main elements that determine success in foreign or second language learning. According to (Girard, 1977, p. 97) *"Motivation is such a basic factor in language learning that I cannot see how any teacher could avoid being concerned with his pupils' motivation."*

To have an in-depth investigation of the relationship between motivation and achievement in foreign language learning in the Department of English, College of Education and Languages in Sudan University of Science and Technology, some factors need to be considered first. This includes the socioeconomic and Socio-cultural backgrounds as they relate to English language learning in Sudan The current role and status of the English language in Sudan, the educational Systems, and the rationale of the research topic, the aims of the study and research questions supporting the current study as well as the overview of the thesis. The following sections will deal with all these aspects as will follow.

1.2 Statement of Research Problem

It has been observed that some University students have not high attitudes and motivations towards English language learning. That some students don't recognize their reasons for learning English. So, they are only guided by their parents' desires. However, some areopenminded thus, they do their best to improve their English skills to increase their knowledge and opportunities in getting a decent job when they graduate. For the above-mentioned reasons, the researcher aims to investigate the motivational and attitudinal factors of University students towards English Language learning.

1.3 Research Objectives

The objectives of this study are:

1. To investigate the motivational and attitudinal factors for University students towards English Language learning**,**

2. To classify difficulties, in the motivation and attitudes of the University learners,

3. To provide general pedagogical implications to motivate University students toward learning English.

1.4. Research Questions

The study attempts to provide answers to the following questions:

1. To what extent does the university students' background affect their attitudes and motivation concerning English Language learning?

2. What are the students' attitudes toward English language learning which influence their English Language learning?

3. What possible factors determine the reasons for learning the English language?

4. To what extent are university students motivated towards learning the English language?

1.5 Research Hypothesis

H1: There are no statistically significant differences between students' perceptions towards motivation to English language learning, related to gender.

H2: There is a strong relationship between students' background and their attitude towards English language learning.

H3: There is a strong relationship between students' background and their attitude towards English language learning.

1.6 Significance of the Study

The role of attitudes and motivation in second or foreign language acquisition has been confirmed by many researchers (Gardner, 1979). In a foreign language learning context or setting, students rarely have not had enough knowledge with the target language community to have attitudes for or against it. Affective characteristics of the learner, for example, attitudes and motivation, have a signal effect on second language learning shown by (Raphan and Gerenter, 1990). Besides, (Csizer and Dornyei, 2005) confirmed that attitude as a substantial factor in language learning. The learner's motivation and attitude toward second language study will affect the outcome of second language learning. In EFL situations, affective tendencies (i.e. the learner's beliefs, feelings, intentions) towards the target language community are expected to investigate an amount of language achievement (Olshtain et al., 1990). These affective variables deal with social/political contexts from which attitudes and motivation are derived (Gardner, 1982).

1.7 Research methodology

To meet the aims and objectives of the study it is important that the researcher selects the most appropriate design for achieving the aims of the study (Parahoo 2006). A quantitative approach using a descriptive design is proposed for this study. Questionnaires will be used as the data

collection method with a selective sample of 100 English language learners at colleges of Education and languages in Sudan University of Science and Technology being selected as participants in the study. The information gained from the questionnaires will be analyzed using the software Statistical Package for Social Sciences (SPSS). After interpretation of the results, then conclusion and recommendation are drawn.

1.8 Limits of the Study

This study will be limited as follows:

1. The Effect of Motivation on Academic Achievement in English language learning among undergraduate Students.
2. It will be limited to Undergraduate students at the department of English Language in the Colleges of Education and Languages at Sudan University of Science and Technology.
3. It will be limited to academic year (2018)

1.9 Definition of the Research Terms

1. **Motivation**: "refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Keller, 1983, p.289).

2. **Attitude**:

According to Schneider (1988), 'Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object(179)

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.1 Literature Review

2.0 Overview

This chapter provides a review of relevant literature in the field of motivation and attitudes towards English Language learning. It consists of many parts. The first part of the literature review focuses on the concept of motivation, types of motivation, and the correlation between motivation and language learning. The second part seeks to explain several theories and categorizations that contribute to an understanding of academic motivation generally and second-language motivation specifically. Furthermore, the fourth strategy to generate motivation will be covered. Moreover, the concept of attitudes and language attitudes change will be covered. Also, attitude and Language learning will be clarified. Finally, this chapter presented related to previous studies conducted in the field of motivation and a chapter summary are also provided.

2.1. Definition of Motivation

Most researchers agree that motivation plays a vital role in the learner's achievement; it is often attributed to the capacity to override other factors

that contribute to language learning. Although 'motivation' is a term repeatedly used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this notion? This variety is, of course, no accident; as Dörnyei (2014) points out, motivation theories, in general, seek to explain no less than the fundamental question of why humans behave as they do, and therefore it wouldn't be simple to take up any simple and direct answer. The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, but their kinds of motivation can be also different. Furthermore, motivation to learn an L2 presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of the social organization embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to that of the mastery of other subject matters in that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture (Gardner, 1985); thus, in addition to the environmental and cognitive factors

normally associated with learning in current educational psychology, L2 motivation also contains featured personality and social dimensions.

In summary, L2 motivation is necessarily a multifaceted construct, and describing its nature and its core features requires particular care. Unfortunately, it happens that some researchers take the notion of motivation for granted and refers to it without specifying in what sense they use the term. Finally, Johnstone (1999, p. 146), considers motivation as a stimulant for achieving a specific target similarly, according to (Ryan & Deci, 2000). To be motivated means to progress or to be in motion to do something. While Ellis (1994, p. 715) considers motivation as the attempt which learners make for learning a second language because of "their need or desire to learn it".

Light brown and Spade (2001, p. 33) identified motivation in second language acquisition as "a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community". They believe that when learners think that they need to speak the second language to be in touch with others or accomplish and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it.

Finally, as a researcher, I noticed that different people define motivation from different views and it may be due to the existence of different

contexts of language learning, but the most important thing all of them agreed upon is that motivation is an important key factor to learning a language. So, in this study motivation is considered an important factor in the achievement of learning English as a second language.

2.2 Types of Motivation

2.2.1 Integrative and instrumental motivation

According to Gardner (2003), there are mainly two types of learning motivation: i.e., learning the language as an instrument to achieve practical goals, and, i.e., learning the language out of interest in or desire to identify with the target culture. We will take for example two different types of motivation, which according to Gardner (2003) is likely to be the two most important under the concept of motivation. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is a useful and effective factor for second language learning.

Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation; The former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipates numerous benefits that he proposes to have while learning some particular language. Instrumental Motivation involves the

perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Motivation has been identified as the learner's orientation concerning the goal of learning a second language (Crookes and Schmidt, 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Crookes and Schmidt, 1991). This form of motivation is known as integrative motivation. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have the instrumental or integrative motivation will face problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

2.2.2. Intrinsic and Extrinsic Motivation

The fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in certain activities because an individual feel that they are

attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, et al., 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Pintrich, 2003) believe that "intrinsic motivation refers to motivation to engage in an activity for its own sake". People who are intrinsically motivated work on tasks because they find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constraints.

To sum up, intrinsic motivation is a motivation to do an activity because of itself. The individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do work or an activity as a means or way to achieve a target. Also, Pintrich (2003, pp.257-258) argued that extrinsic motivation is the motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that

participation will result in desirable outcomes such as a reward, teacher praise or avoidance of punishment. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Pintrich, 2003).

Gardner (1885) argues that intending to be motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. There must be something that the learner desires to achieve or do, being the target language the vehicle to attain it. According to Cook (2000), the performance and presentation of several learners in the context of second or foreign language learning is improved and superior to others. The reason is that they are better motivated. Ellis (1994) sees the incident of learning using motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter Ellis (1994, p. 508) says that "language teachers readily acknowledge the importance of learners´ motivation, not infrequently explaining their sense of failure concerning their students´ lack of motivation".

Cook (2000) believes that there are three main factors which influence the Second Language Learning These three factors are: age,

personality, and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language learning. Ellis (1994, p. 715) suggests that motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it". Also, (Light brown and Spade 2001). Believe that when learners think that they need to speak the second language to be in touch with others or accomplish and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it.

2.3 Motivation and Language Learning

Motivation is one of the important aspects of second language learning. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language.

2.3.1 Language learning motivation (LLM)

Social psychologists were the first to initiate serious research on motivation in language learning because of their awareness of the social and cultural effects on L2 learning (Dörnyei, 2015). This interest was translated into the appearance of several models that stressed the affective aspect of language learning including (Krashen's, 1985) Monitor Model and Schumann's (1986) Acculturation Model. However, the most

influential model of LLM in the early sixties through the eighties of the previous century was developed by Gardner.

2.3.2 The Socio-educational Model (Gardner, 1985).

Gardner defined motivation as a "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (ibid:10). In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former. The integrative motivation refers to learners' desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985). There are several components in the socio-educational model which are measured using different attitudinal and motivational scales in what Gardner called the AMBT (Attitude / Motivation Test Battery). Imperativeness is measured by three scales: attitudes towards the target language group, interest in foreign languages, and integrative orientation. Motivation is also measured by three scales: motivational intensity (the amount of effort invested in learning the language), attitudes toward learning the target language and the desire to learn the target language. Attitudes toward the learning situation which refer to the individual's

reactions to anything associated with the immediate context in which learning takes place is measured by two scales: attitudes toward the teacher and attitudes toward the course.

However, it was the integrative motivation that was most stressed by Gardner and it was the backbone of his model. The role of attitudes towards the learned language, its speakers and the learning situation are all considered parts of the integrative motivation. The integrative aspect of the model appears in three different components: integrative orientation, Imperativeness, and integrative motivation. Gardner repeatedly stressed the differences among these components (Gardner 1985, 2001; Masgoret and Gardner, 2003) since confusion was often made between orientations and motivations. According to Gardner, orientation refers to the set of reasons for which an individual study the language; whereas, motivation refers to the driving force which involves expending effort, expressing desire and feel enjoyment. The term orientation is problematic since it can also mean 'attitude or inclination'. Still, however, other understandings of the concept of orientation have been suggested. It is important to emphasize at this stage that LLM researchers called for expanding and rectifying the socio-educational model rather than degrading or eliminating it (Dörnyei, 2015).

2.4 Motivation Theories

Below is a description of some of the key psychological theories that have caught the attention of LLM researchers and how they were employed by them. These theories are part of the cognitive revolution that took place in psychological research from the seventies onward. Three of the theories on motivation that are currently prominent and that are relevant to LLM are presented below. These are the self-determination theory; the attribution theory, and goal theory. Several theories and categorizations contribute to an understanding of academic motivation generally and second-language motivation specifically.

2.4.1 Goal Theory

Goals are fundamental to the study of motivation but the definition of goal is not spared any complexity. Originally, the concept of goal has replaced that of need which was introduced by Maslow's hierarchy of needs3 (Dörnyei, 2001). Goal theories focus on the reasons or purposes that students perceive for achieving (Andermanand Midgley, 1998). There are four mechanisms by which goals affect individuals' performance:

- Goals serve a directive function as they direct attention and effort toward goal-relevant activities and away from irrelevant activities.

- Goals have an energizing function and they help individuals regulate their effort to the difficulty of the task

- Goals positively affect persistence.

- Goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies. (Locke and Latham 2002, P. 706)

There are two goal theories that have been particularly influential in the study of motivation: the goal setting theory and the goal orientation theory (ibid). The goal setting theory was mainly developed by Locke and Latham (1990) within industrial and organizational psychology with frequent references to workplace settings (Pagliaro, 2002).

The goal setting theory is built on three fundamental pillars (Locke, 1996):

- It is philosophically sound for it is in line with the philosophical theories that assumes individuals' control of their actions;

- It is in line with the introspective evidence revealing that human action is normally purposeful; and

- It is practical.

According to the theory, people must have goals in order to act since human action is caused by purpose and for action to take place, goals

have to be set and pursued by choice (Dörnyei, 1988). The theory suggests that goals have two aspects: internal and external. They are ideas (internal aspect), and they refer to the object or condition sought (external). Ideas serve as guides for obtaining the goals (Locke, 1996). There are a few conclusions that Locke et. al. (1981, in Oxford & Shearin, 1994) reach after reviewing research on goal-setting. They conclude, among other things, that goal-setting and performance are related; that goals affect the performance of the task, the energy expended, the strategies used and its duration and maintenance. The goal-setting theory suggests that there are three main characteristics of goals that cause them to differ: difficulty, specificity and commitment. Research based on the goal setting- theory reveals that there are particular relations among these different characteristics that can enhance individuals' motivation:

• The more difficult the goal, the greater the achievement (easy tasks do not give a sense of achievement)

- The more specific or explicit the goal, the more precisely performance is regulated (general goals like 'do your best' do not really cause individuals to do their best).

- The highest performance is yielded when the goals are both specific and difficult.

- Commitment to goals is most critical when they are specific and difficult (commitment to general or vague goals is easy since general goals do not require much commitment and vague ones can be 'manipulated' to accommodate low performance).

- High commitment to goals is attained when the individual is convinced that (a) the goal is important and (b) attainable. (Locke, 1996,PP.118-119)

In addition, it has also been found that 'goal setting is most effective when there is feedback showing progress in relation to the goal' (ibid:120, emphasis added). Another finding shows that 'goals affect performance by affecting the direction of action, the degree of effort exerted and, the persistence of action over time' (ibid). It, thus, appears that the quality of individuals' performance is largely affected by goals

A number of researchers on LLM such as Oxford and Shearin (1994) and Dörnyei (1994) have embraced the goal setting theory in some of their works. Dörnyei incorporated the goal setting theory into his 1998 model on LLM. The appeal of the theory is not without genuine reasons. It offers measurable parameters and the possibility of autonomy for the student (Pagliaro, 2002). However, Pagliaro warns against a careless application of the theory that has developed within a workplace context

on language learning. In the former context, work is needed for living whereas in the latter students are not subject to these needs.

Since mastering a language is not a goal to be achieved within a short time, Dörnyei (1994) suggests that planners set sub goals (proximal subgoals) that can be achieved within a short time. Such sub goals might have a powerful motivating function for they also provide learners with feedback on their progress. They can, once achieved, increase self-efficacy and motivation. Van Lier (1996,p.121), cited by Pagliaro (2002,p.20) warns against an exclusive focus on goals since concentration only on future goals, particularly the long-term goal of mastering the language, might distract teachers' attention from the fact that learners' intrinsic enjoyment and innate curiosity are both vital sources of motivation.

Unlike the goal-setting theory, the goal orientation theory was developed in a classroom context in order to explain children's learning and performance (Dörnyei, 2001,p.27), and it might now be one of the most vigorous motivation theories within the classroom (Pintrinchand Shunck, 1996). According to this theory, an individual's performance is closely related to his or her accepted goals. An important contribution of the theory resides in its distinction between two types of goal orientation (Ames and Archer, 1988; Ames, 1992)performance vs. mastery (or

learning) orientations. Learners possessing the firs orientation are primarily concerned with looking good and capable, those possessing the second are more concerned with increasing their knowledge and being capable. A rather interesting distinction is suggested by Dweck (1985:291) in Williams & Burden (1997,p.131) put simply, with performance goals, an individual aim to look smart, whereas with the learning goals, the individual aims to becoming smarter'. A strategy called the attunement strategy (ibid, 132) based on the goal orientation theory in which teachers negotiate and discuss with students all aspects of the work proved successful in increasing language learners' motivation in primary schools in Netherlands and England (Hasting, 1992 in ibid).

2.4.3 Attribution Theory

The attribution theory of student motivation was largely influential in the 1980 (Dörnyei, 2003). The uniqueness of the theory stems from its ability to link individuals' achievements to past experiences through the establishment of causal attributions as the mediating link (ibid). The theory does not look at the experiences that people undergo but at how they are perceived by people themselves (Williams and Burden, 1997,p.104). In a broad brush, the theory hypothesizes that the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition (Dörnyei, 2001). In a school context,

learners tend to ascribe their failure or success (locus of causality) to a number of reasons: ability and effort, luck, task difficulty, mood, family background, and help or hindrance from others. The previous can be placed on a continuum of internal vs. external reasons depending on whether the individuals see themselves or others as the causes of their actions. Locus of control, on the other hand, refers to peoples' perception of how much they are in control of their actions. In a classroom environment, the importance of the kind of attribution is of special significance. If, for example, learners attribute their failure to a lack of ability (internal cause over which they have no control), then their motivation to learning the language is likely to decrease or even vanish completely. If, on the other hand, they believe that their failure is the result of their laziness or lack of effort (internal cause over which they have control), then they have good chances to increase their motivation if they double their efforts Research implementing aspects of the attribution theory has been limited despite its recognized importance, partly as, (Dörnyei, 2003) points out, because it does not easily render itself to quantitative research. Dörnyeisummarizes the findings of some qualitative studies that were conducted by Ushioda (1996b, 1998) and by Williams and Burden (1999). The first found that maintaining a positive self-concept and belief in personal potential in the face of negative experiences depended on two attributional reasons: success attributed to

personal ability or other internal factors (e.g. enough effort) and failure to temporarily shortcomings that can be overcome (e.g. lack of effort or time to spend). The latter found differences between ages: 10-12 years old attributed success mainly to listening and concentration, older learners mentioned a variety of reasons including ability, level of work, circumstances and the influence of others.

2.4.4 Expectancy- Value Theory

Expectancy of success has been researched for the last decades, because it is for sure that "we do the things best if we believe we can succeed" (Dörnyei, 2001, p.57).

Expectancy of success is not sufficient if it is not followed by positive values. Expectancy of success and values are inseparable and they go hand in hand, so motivation theories based on these two terms are called "expectancy-value theories" (Dörnyei, 2001). Modern expectancyvalue theories are based on Atkinson's (1957, 1964) original expectancy-value model in which "they link achievement performance, persistence, and choice most directly to individuals' expectancy-related and task-value beliefs" (cited in Wig field, Eccles, Roeser, and Schiefele, 2009,p.4). Expectancy-value theories depend on two key factors; the first one is the individual's expectancy of success and the other is the value the individual gives on that task or activity. Eccles-Parsons et al. (1983)

define expectancies for success as "individuals' beliefs about how well they will do on upcoming tasks, and ability beliefs about how good one is", and values are defined "with respect to how important, interesting, or useful a given task or activity is to the individual (cited in Wigfield, et al., 2009,p.4). This theory suggests that individuals are interested in activities instrumental in attaining some valued outcome.They emphasize cognition and the process by which an individual answer the question, "Should I expend the energy or not?" It emphasizes the individual's expectation of getting a valued reward" (Oxford and Shearin, 1994, p. 18). In other words, "what behavior is undertaken depends on the perceived likelihood that the behavior will lead to the goaland the subjective value of that goal" (Graham and Weiner,1996, p. 89). A good way to motivate learners is to increase their expectancies by consciously organizing the conditions in which they are more positive and hopeful (Dörnyei, 2001).

2.4.5 Achievement Motivation Theory

Achievement motivation theory was initially uttered by Atkinson in 1957. This theory is based on the importance of individuals' experiences and their struggles to achieve a good performance (Madrid, 2002). Atkinson's theory focuses on three factors which are the need for achievement or the motive for success, the probability that one will be successful at the task, and the incentive value of success results in the

tendency to approach an achievement-related goal (Graham and Weiner, 1996). Atkinson points out that "engagement in achievement-oriented behaviors is a function not only of the motivation for success, but also of the probability of success (expectancy) and the incentive value of success" (Oxford and Shearin, 1994, p. 8). "Achievement motivation is determined by conflicting approach and avoidance tendencies" (Dörnyei,2001, p. 10). Expectancy of success, value given to a specific task and need for achievement are the positive influences (Dörnyei, 2001). As for need for achievement, Dörnyei(1994, p.6) emphasizes that: "Need for achievement is a relatively stable personality trait that is considered to affect a person's behavior in every facet of life, including language learning.

Individuals with a high need for achievement are interested in excellence for its own sake, tend to initiate achievement activities, work with heightened intensity at these tasks, and persist in the face of failure" The opposite side of this success is the failure. An individual experiencing a failure before tends to avoid failure by selecting easy tasks so that s/he cannot fail (Oxford and Shearin, 1994).

2.4.6 Self-Efficacy Theory

Self-efficacy theory was introduced by (Bandura, 1977) who defines self-efficacy as "individuals' confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task" (cited in Graham and Weiner, 1996,p. 2)and also as "people's beliefs about their capabilities to exercise control over events that affect their lives (Bandura, 1989,p.1175). (Pintrich et al., 1991) also define self-efficacy as a self-appraisal of one's ability to perform a task, and it contains one's belief and confidence in oneself to achieve that specific task (Pintrichetal., 1991). "Bandura (1977; cited in Eccles and Wigfield, 2002, p. 3) proposes that individuals' self-efficacy expectations are the major determinants of goal setting, activity choices, willingness to expend effort, and persistence." Their sense of efficacy affects their selection of activities, and how much effort they give (Dörnyei, 2001).

Attribution of past accomplishments is crucial in developing self-efficacy. When individuals develop a strong sense of efficacy, the effect of failure on the individual decreases (Dörnyei, 1994).(Bandura, 1997) identifies self-efficacy as a multidimensional construct which can differ in strength (i.e.positive or negative), generality (i.e. relating to many situations or only a few), and level of difficulty (i.e. feeling efficacious for all tasks or only easy tasks) (cited in Graham and Weiner, 1996).

Oxford and Shearin (1994) emphasize that most students do not have an idea in their self-efficacy at first; hence, teachers should help them develop a strong sense of self-efficacy by giving meaningful and achievable tasks. (Dörnyei, 2001) states that people whose self-efficacy is high are more self-confident than people whose self-efficacy is low. These self-confident individuals approach threatening situations with confidence instead of giving up, and even if they face failure, they maintain a task and heighten and sustain effort. On the other hand, people whose self-efficacy is low in a given domain take challenging tasks as personal threats; they concentrate more on their inabilities or deficiencies than how to achieve this task in a successful manner. As a result, they tend to give up the task easily instead of making effort because they easily lose their faith in their capabilities (Dörnyei, 2001).

2.4.7 Self-Worth Theory

Self-worth theory was developed by (Covington, 1992), and according to (Covington, 1992), having a sense of personal value and worth, especially when an individual takes risks and fails, is a vital human need. Covington (1992) states that the ability of self-perception is the key element in self-worth theory. (Dörnyei, 2003) states that people get very motivated to behave in ways that increase their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to

protect them, and as a result, lots of face-saving behaviors come up. When individuals face some problems, they make use of certain face-saving strategies to protect themselves. (Covington et al., 1992) have listed a number of self-protective strategies which students make use of in order to maintain positiveacademic self-regard. (Covington, 1984) states that as a group these strategies look for changing the personal reasons of outside factors beyond the individual's control. The strategies can be; a) setting unrealistic goals, so that the failure can be attributed as a result of task difficulty instead of lack of ability; b) using self-handicapping techniques such as not studying; c) excuse-giving, that is, attributing failure to uncontrollable factors such as poor teaching (Graham and Weiner, 1996).

2.4.8 Goal Setting Theory

Goal setting theory was mainly developed by Locke and Latham, 1990). This theory implies that people must have goals to act because purposes trigger actions, and there should be goals and these goals should be pursued by choice for action to take place (cited in Dörnyei, 1998). Locke and (Latham, 2002) state that a goal is the aim of an action or task that a person consciously desires to achieve or obtain. Goal setting involves the conscious process of setting levels of performance so as to get desired results. O'Neil and Drillings (1994) stress that "the goal setting theory

was based on the premise that much human action is purposeful, in that it is directed by conscious goals" (p.14). (Dörnyei, 2002) states that goal-setting is mainly an easy planning process that all individuals can learn without difficulty. The important thing is that learners should be shown how to break tasks and assignments into smaller tasks, and how to determine due dates to these tasks and assignments, and finally how to have a control on their own learning process. The goal-setting theory suggests that there are three basic features of goals which cause them to differ: difficulty, specificity and commitment. The research studies till now have indicated that these different features have certain relations among themselves which help individuals' motivation increase:

- The more difficult the goal, the greater the achievement

- The more specific or explicit the goal, the more precisely

 (Locke, 1996, pp. 118-119) Locke and Latham (2002, pp. 706-707) determine four mechanisms by which goals influence an individual's performance;

- Goals serve a directive function as they direct attention and effort toward goal-relevant activities and away from irrelevant activities,

- Goals have an energizing function and they help individuals regulate their effort to the difficulty of the task,

2.4.9 Goal-orientation Theory

In this part the Goal-orientation theory was introduced by (Ames, 1992).According to (Ames, 1992), goals serve as a mechanism or a filter which determine the process and interpretation of the incoming information. Unlike the goal-setting theory, the goal-orientation theory was developed in a classroom context to give an explanation to students' learning and performance (Dörnyei, 2001, p. 27). Goal-orientation is related to the student's perception of the causes why she/ he is interested in learning a task (Pintrich et al., 1991). According to goal-orientation theory, individual's performance and her / his accepted goals are interrelated.

There are two types of goal-orientation: performance and mastery (or learning) orientations (Ames and Archer, 1988; Ames, 1992). Learners having the first orientation are mainly interested in looking good and capable, whereas those having the second are more interested in enhancing their knowledge and being capable (Keblawi, 2006). Dweck (1985; cited in William and Burden, 1997: 131) states that "with performance goals, an individual aim to look smart, whereas with the learning goals, the individual aims to become smarter"

In my opinion when the goals are identified the outcomes are going to be achieved easily and fast. Therefore, when the learners identified their reasons of learning, they consequently identified the needed information.

2.4.10 Self-Determination Theory

The self-determination theory, which was introduced by (Deci and Ryan, 2000), is one of the most influential theories in motivational psychology (Dörnyei, 2003). According to the theory, "to be self-determining means to experience a sense of choice in initiating and regulating one's own actions" (Deci et al, 1989, p. 580). "Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding" (Dörnyei, 1994a). The theory divides motivation into intrinsic motivation and extrinsic motivation, and also a state of a motivation. Intrinsic motivation is the result of an interest in the subject. In other words, it is the joy and satisfaction gained from doing something (Littlejohn, 2008). Extrinsic motivation results from some extrinsic rewards such as good grades or to avoid punishment (Dörnyei, 1994a). Many studies conducted by Deci et al., 1991, p. 342) indicate that "self-determination leads to desired educational outcomes that help both individuals and society". Amotivation is the state of lacking intention to act. It is owing to the fact that the individual does not value the activity (Ryan, 1985), does not feel competent (Deci, 1975), or thinks that the activity is unfeasible

(Seligman, 1975; cited in Madrid, 2002). In the light of this theory, extrinsic motivation has been classified into four types between self-determined and controlled forms of motivation. These are;

External regulation: External regulation refers to the least self-determined form of extrinsic motivation. External regulation refers to the actions resulting from external sources such as rewards and threats. It is the least self-determined form of extrinsic motivation. (Madrid, 2002)

Introjected regulation: It refers to the activities an individual performs owing to some external reasons, however in this type, the individual has incorporated this external pressure into the self. An example for this can be the individuals who learn a language just not to be ashamed in front of the other people. This is still not a self-determined activity, because the individual is still affected by more external reasons than internal ones (Keblawi, 2006), and "it is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt and anxiety to attain ego enhancements or pride" (Ryan and Deci, 2000, p.62)

Identification: It represents more autonomous form of extrinsic motivation. It occurs when the individual thinks that it is beneficial for her / himself, and accepts the process. "The individual identifies and appreciates the importance of a behavior and accepts his / her self-regulation." (Madrid, 2002, p.28).

Integration: It is the most autonomous and self-determined form of extrinsic motivation. It has certain common points with intrinsic motivation (Bandura, 1982). However, it is still extrinsic since "behavior motivated by integrated regulation is done for its instrumental value with respect to some outcome that is separate from the behavior" (Ryan and Deci, 2000: 62).

2.4.11Theory of Planned Behavior

The theory of planned behavior, which was proposed by Ajzen (1988), is a theory about the link between attitudes and behavior. It is designed to predict and explain human behavior in specific contexts. Ajzen's model uses three variables that are behavior, subjective norms and perceived behavioral control, and Ajzen asserts that these variables have a direct influence on behavioral intention. (cited in Ajzen, 1991). Ajzen (1991, p. 1) states that "intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and the perceived behavioral control; and these intentions, together with perceptions of behavioral control, account for considerable variance in actual behavior".

In other words, theory of planned behavior states that individual behavior is shaped by behavioral intentions in which behavioral intentions are a function of an individual's attitude toward the behavior, the subjective

norms surrounding the performance of the behavior, and the individual's perception of the ease with which the behavior can be performed (behavioral control). Attitude toward the behavior is an individual's positive or negative feelings about performing a behavior. An evaluation of one's beliefs related to the results arising from a behavior and an assessment of the desirability of these results shape the attitude toward the behavior. Subjective norm can be defined as whether the individual perceives the behavior as important and whether this behavior should be performed by this individual. Perceived behavioral control is an individual's perception of difficulty of performing a behavior (Eagly and Chaiken, 1993).Ajzen (1991) states that perceived behavioral control is related to available resources, skills, and opportunities and also the individual's own perception towards the importance of achieving the results. Intentions play a great role for the individual when performing a given behavior. Intentions are considered to affect motivational factors that have an effect on a behavior, and intentions show how hard people are eager to try, of how much effort they are planning to exert so as to perform the behavior. In general terms, "the stronger the intention to engage in a behavior, the more likely should be its performance" (Ajzen, 1991, p. 3). Dörnyei (2001, p. 20) states that "our personal likes and dislikes, i.e. attitudes, play an important role in deciding what we will do and what we won't". Dörnyei (2001) also states that attitudes have a

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direct effect on behavior since an individual's attitude towards a target affect the overall pattern of the person's responses to the target. An individual's subjective norms (perceived social pressure) and perceived behavioral control (perceived ease or difficulty of performing a behavior) modify their effect.

In short, it's clear that allthe above-mentioned theories have a common goal. All these theories and categorizations contribute to an understanding of academic motivation generally and second-language motivation specifically. However, each theory focuses in different aspect of learners need and motivational aspects that leads to increases the learners' chances of learning such as learner's expectancy, self-appraisal of one's ability to perform a task a sense of personal value and worth. Especially, when an individual takes risks and fails is a vital human needs and student's perception of the causes why she/ he is interested in learning a task.

2.5 The Influence of the Teacher on Learners' Motivation

Research into motivation in second language acquisition (SLA) in recent years has focused on the factors which affect second language (L2) learners' motivation (Csizer&Dörnyei, 2005; Dörnyei& Clement, 2001; Dörnyei& Otto, 1998; Oxford &Shearin, 1994). The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation (Dörnyei, 1994; Tanaka, 2005). Other studies set out

to investigate how teachers positively affect learners' motivation (e.g., Kikuchi, 2009; Sakai & Kikuchi, 2009; Tanak, 2005). These studies proposed that L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. Among the role that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. Ramage (1990) suggested that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning. However, the impact of teaching strategies on motivating students should rely on students' perceptions of the strategies, as Dörnyei (2001) has proposed. Many empirical studies of teacher's motivation were conducted to identify how teachers influence learners' motivation. Dörnyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes. This study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student

relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. Other studies, which propose that teachers are an important influence on learners' motivation, include Dörnyei's 1994 study. Dornyei (1994) claimed that teacher-associated components that influence learners are language learners' affiliation (i.e., learners' desire to please teachers), teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback. L2 learners' interactions with teachers, including learning experiences, feedback, rewards, praise, and punishments, are claimed to be relevant factors that may impact L2 learners' motivation (Williams & Burden, 1997). Oxford and Shearin (1994) proposed five implications for the role of the teacher in understanding motivation, suggesting that teachers should (a) figure out learners' real reasons for learning the L2; (b) help students build challenging but achievable goals; (c) show students the benefits of learning the L2; (d) create a safe, welcoming, and nonintimidating teaching environment; and (e) motivate students to develop high but realistic intrinsic motivation. These studies show that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c)

teachers' waysof interacting with the learners. These components are similar to Dornyei and Csizer's

2.6 Creating the Basic Motivational Conditions

It is imperative that before attempting to create any kind of motivation, teachers should take some conditions into consideration. We have seen above that teachers play a significant role in affecting learners' motivation; teachers' actions and behaviors in the classroom have motivational influence on students. Dörnyei and Csizer (1998) confirmed this claim through their study of 200 Hungarian teachers. They argued that teachers' behavior is a powerful tool of motivation in classroom. It is argued that teachers' behavior can influence the students' engagement in class. Therefore, it is crucial to establish a class atmosphere of mutual trust and respect with the learners (Alison andHalliwell, 2002). Teachers can promote such respect and trust through interacting with students on a personal level and show that they care about their students' personal issues or challenges that they face in the classroom or even outside. Enthusiasm is another factor that can impact learners' motivation. Enthusiasm is contagious in classrooms; therefore, if students recognize their teacher's enthusiasm to the task, they, too, will be enthusiastic (Dörnyei&Ushioda, 2011). Another motivational condition is classroom atmosphere. Students' anxiety is one of the most recognized factors that

undermine learning effectiveness and second language motivation (Dörnyei, 2007; MacIntyre, 2002; Young, 1999). Safe classroom environments are the most productive in involving the learner in the learning process. In such environments, students are encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. Creating a safe teaching environment also includes developing a sense of community and promoting "a palpable sense of belonging" (White, 2007, p. 104). The third basic condition is concerned with creating a cohesive learner group with convenient group norms. Cohesiveness among learners has an influential motivational impact on learning. Uncooperative groups can have ineffective results in learning. Effective group norms are those developed by both teacher and learners. Group norms that are mandated by teachers have been proved to be ineffective unless the majority of the class agrees that they are appropriate and right (Ehrmanand Dörnyei, 1998). Dörnyei (2003) suggested that it is important to build group norms early and involve students in building these norms, explain their purpose and get students agreement to include a particular rule or not, and finally the teacher along with the whole class should agree on a particular set of rules, and the ramifications of breaking these rules. Another important norm that contributes to cohesive groups is the tolerance of learners'

mistakes and viewing them as something positive which may contribute to improvement and an indication of learning new information.

2.7 Generating Students' Motivation

It is every teacher's vision to have in his/herclass a motivated student, who is driven by the curiosity to learn and achieve his or her goals. However, this is rarely the case in L2 learning. Wong and Csikszentmihalyi (1991) found out in a longitudinal study carried out in a U.S. context that schoolwork was rated as the least rewarding activity among learners. Thus, it is the job of the teacher to generate students' motivation and help them build positive attitudes towards the L2. Teachers can achieve this aim of generating students' motivation through implementing various strategies. First, teachers should enhance learners' values and attitudes toward the language, including their intrinsic, intercultural, and instrumental values. Generating learners' interest and enjoyment to study is a key issue here. Teachers should know how to "whet the students' appetite" and attract their attention to learn the language (DörnyeiandUshioda, 2011, p. 114). The target culture is also a useful tool to generate the integrative orientation of the learners through introducing authentic materials which reflect the target culture and community of the target language. However, for some learners, learning the language is a means to an end, and teachers should be aware of that

and try to pay attention to the instrumental value of learning the language. For instance, some learners study the target language in order togain a rewarding career. Therefore, teachers should draw the students' attention to the fact that speaking the language fluently is crucial to their achievement of their ambitions. Second, teachers should promote the learners' expectations of success in the L2. This notion is based on Atkinson and Raynor's (1974) achievement motivation model. The theory conceptualized that students will have a greater tendency to do an activity if they feel they will succeed in that particular activity. Hence, it is unlikely to aim for something if we know that we will eventually fail. Brophy (1998) states that, "the simplest way to ensure that students expect success is to make sure that they achieve it constantly" (p. 60). Other ways to increase students' expectancy of success include assisting them and giving them time to prepare for tasks, explaining to them what success is involved in the task and how to achieve it, and help them overcome any obstacle they may face (Dornyei, 2011). Third, teachers should orient the students toward particular goals and work together to realize these goals. In fact, in many teaching situations, teachers work with a pre-determined syllabus and already planned goal of the course, but many research studies have found that these goals most often do not match the students' goals. More importantly, many students have been reported that they do not understand why they are given a particular

activity. As a result, it is the role of the teacher to steer the class towards a particular goal and explain to the students the purpose of each activity and help them achieve that goal. One of the problems that may face both teachers and learners is the diversity of learners' goals in the sense that every learner may bring a distinct goal, and some of them are in the classroom because not that they have a goal but rather they have to be there. "It is fundamental to the successful working of a group to have a sense of direction and a common purpose. Defining and agreeing aims is one of the hardest tasks that the group has to undertake together" (Hadfield, 1992, p. 134, as quoted by Dörnyei, 2001, p. 60)

The implication here is that teachers should understand each learner's goals and with the learners create a set of goals for the whole group and work to fulfill these goals.

2.8 The fourth strategy to generate motivation

The fourth strategy to generate motivation is to make the teaching materials relevant to the learners. Brophey (1998) argues that schools build their curriculum on societal norms and what the society thinks students should learn rather than giving students a choice to learn what they think is relevant to their needs. So, the motivation to learn decreases dramatically when the learners learn something, they do not see any relevant to their lives. Dörnyei (2001) suggests that teachers should make

materials as relevant as possible to the students' lives and, if necessary, teachers should supplement some activities in textbooks with more relevant materials that can motivate students to learn because they can apply it to their own experiences. Finally, teachers should help students create realistic beliefs about language learning. Some learners bring some unrealistic learning beliefs about how much progress or learning they can achieve in a particular class. If they do not see that their beliefs or expectations are not achieved, they will become disappointed and lose interest in the course. Teachers, therefore, should explain the complexity to learn an L2 and develop students' understanding of the nature of the process. Moreover, teachers should help students realize that there are various ways to achieve success in the learning process and encourage each learner to find his/her distinct ways of learning.

2.9 Motivation as A process

Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996) conclude, explanations of behaviour have moved away from stimuli and reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs,

cognitions, affects, and values play in achievement situations'. Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various mental processes that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is instigated and sustained' (2003). From this process-oriented perspective, the main disagreements in motivation research concern what mental processes are involved in motivation, how these operate and affect learning and achievement, and by what means they can be enhanced and sustained at an optimal level. Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (Heckhausen, 1991; Kuhl, 1987, 1992; Dornyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation

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by defining it as a 'process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'.

To sum up, in this section the focus is on how teachers represent essential determinant factors of L2 learners' motivation. Therefore, it is the task of the teacher to generate students' motivation and assist them to build positive attitudes towards the L2. It is an imperative that before attempting to create any kind of motivation, teachers should take some conditions into consideration. It is every teacher's vision to have in his/her class a motivated student, who is driven by the curiosity to learn and achieve his or her goals. The teacher has to select the motivation aspect relevant to the learners needs so, the motivation to learn decreases dramatically when the learners learn something, they do not see any relevant to their lives.

2. 10 Attitudes

2.10.1 Defining Language Attitudes

People pondered on the role and meaning of language since the beginnings of civilizations (HuguetandMadariaga, 2005). "Language permeates all aspects of our lives and, thus, ―a definition of language is

always, implicitly or explicitly, a definition of human beings in the world, (Williams, 1977, p. 21).

Language represents primarily amethod of communicating ideas, emotions and desires by means of voluntarily produced symbols (Sapir, 1921: 4). However, language transmits more than just the intended information; it also carries social meanings and it contains social markers of identity, group, and social class membership (Cargile, Giles, Ryan, &Bradac, 1994; Garrett, 2001, 2010; Grosjean, 1982; HuguetandMadariaga, 2005). Language is a —powerful social force (Cargile et al., 1994: 211), and, consequently, language attitudes have repercussions at societal, institutional, interpersonal and individual levels, influencing perception and decision-making (Giles & Billings, 2004)

Garrett (2010) defined language attitudes based on the general attitude definition provided by Sarnoff, who stated that an attitude is —a disposition to react favorably or unfavorably to a class of objects (Sarnoff, 1970, p. 279). He concluded that —an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy (Garrett, 2010: 20). In other words, language attitudes are distinguished from other attitudes through their object (Fasold, 1984).

Therefore, language can be considered —an object being seen as favorable or unfavorable (Baker, 1992: 11). Subsequently, language attitudes reflect tendencies to evaluate languages favorably or unfavorably. Moreno (1998) suggested a wider definition of language attitudes: Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language' any type of linguistic variety is included (p. 179). According to this definition, language attitudes do not strictly refer to general languages, but include all linguistic variety. In addition, attitudes toward language use also form part of the concept.

Due to the strong association between language and community membership, the conceptualization of language attitudes is often extended to include attitudes toward speakers (Gonzaléz & Huguet, 2002; Lasagabaster, 2003). In this sense, Richard, Platt, and Platt (1992) defined language attitudes as: the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel

about the speakers of that language (Richard, Platt, &Platt, 1992: 199). The definition of language attitudes was further stretched to integrate various behaviors and other related aspects (Fasold, 1984), due to the relevance language attitudes have for ―the definition of speech communities, to the explanation of linguistic change, language maintenance and language shift, and to applied concerns in the fields of intergroup communication, language planning and education‖ (van Hout& Knops, 1988: 1).

In order to tackle this wide definition of language attitudes it is necessary to consider the language attitudes objects. Baker (1992) underlined that the term ―language attitude‖ has been used as an ―umbrella concept‖ that has stood for:

- Attitude toward language;

- Attitude toward language variety or dialect;

- Attitude toward speakers of a specific language or variety;

- Attitude toward language learning;

- Attitude toward the learning situation;

- Attitude toward language related behaviors, such as language use, language maintenance, planning behaviors, etc.

Therefore, different language related objects were explored as representatives of language attitudes. However, there could be various

possible relations among the attitudes toward these diverse objects. These attitudes might be identical, strongly correlated, might overlap to a certain extent or might not even be associated. There could be cases when a favorable attitude toward a language coexists with an unfavorable attitude toward its speakers or vice-versa. One can positively value a language, but hold a negative attitude toward learning it, or, on the contrary, one may hold a negative attitude toward a language, but consider that learning that language is important (Edwards, 1985). Even more, the attitudes toward different objects could influence each other. For instance, ―attitude towards a language might arise from, or be influenced by, attitude towards the people who spoke that language. (Sharp et al., 1973:37).

Presuming that the attitudes toward different language objects represent facets of the same construct could lead to loss of data. By equating attitudes toward different objects, the image of attitudinal patterns in a certain context results poorer in details and diminished in quality. Instead of obtaining a high-resolution picture of the possible intricate interrelations among attitudes toward various language related objects, as well as in relation with other variables, the result ends up being only a black and white schema of language attitudes. To argument this position and to support the relevance of the differences between language attitude

objects we would like to remind the reader about the distinction between attitude toward a target and attitude toward behavior, significant especially with regard to the attitude-behavior relationship (Crano et al., 2010; Eagly & Chaiken, 1993; Fishbein & Azjen, 1974). Accordingly, language related objects can be grouped in targets, which include languages, language varieties, speakers, and learning situations, for example, and behaviors, which comprise language learning, use, and maintenance. Further, another criterion that differentiates attitudes objects is specificity (Eagly, 1992; Eagly & Chaiken, 1993; Gardner, 1985; Krauss, 1995; Johnson & Boynton, 2010; Fishbein & Azjen, 1974). Language attitudes can vary along this dimension of specificity from more general attitudes (e.g., attitudes toward foreign languages, attitudes toward English, attitudes toward Catalan) to specific attitudes (e.g., attitudes toward learning English, attitudes toward the class of Catalan, attitudes toward the teacher of French). When examining attitudes' role in the language learning process, relatively specific attitudes toward behavior, as attitudes toward learning a particular language (e.g., attitudes toward learning English), will probably have a different predictive power and will relate in a different manner than more general attitudes toward a target, such as attitudes toward a specific language in general (e.g., attitudes toward English language learning).

Additionally, Gardner (1985) distinguished between educational and social language attitudes. Educational attitudes encompass attitudes regarding the educational aspects of second language acquisition, such as attitudes toward learning the language, the teacher, and the course. Social attitudes are focused on the cultural implications of language acquisition and include attitudes toward social groups, ethnocentrism, and anomie. Taking into account that language attitudes are another type of attitudes distinguished by their objects (Baker, 1992; Fasold, 1984; Garrett, 2010) and that the differences between these objects are important to understand more complex processes, as language acquisition or social integration, we consider language attitudes to be a supra-ordinate category that encompasses all language related attitudes. Furthermore, language attitudes are hypothetical constructs of evaluative nature that are learnt through experience. They have a certain degree of stability, which allows their identification, but can also change. Within this framework, taking into account the characteristics previously described and based on Eagly and Chaiken's (1993) definition, we describe attitudes toward language as psychological tendencies expressed by evaluating favorably or unfavorably a particular language.

2.10.2 Language Attitudes Change

One of the main assumptions about attitudes regards their ability to change, which is reflected by the fact that one of the most active areas of research is the one dedicated to attitude change. The interest for attitude change is likely explained by the role it can play in altering behavior. Being intrinsically connected with language decay, maintenance, or restoration, language attitude change has often been implied implicitly or explicitly by language policies. Examples of language attitude change at societal level can be found in Wales (Baker, 1992) and in Catalonia (Woolard & Gahng, 1990), as in both cases the attitudes toward the minority languages as languages of instrumental value and teaching mediums have successfully improved. At individual level, language attitudes can change as a result of individual needs and motives and social situations. Drawing from social psychological attitude theory, language attitude change can be influenced by motivation, values, ideologies, identities, and behaviors. Significant events, such as violence, mass protests, guerrilla activity, government-imposed policies, can also lead to attitude change (Baker, 1992). Further, attitude properties, such as strength and accessibility, moderate attitude change and its magnitude.

In situations of language contact, where different speech communities coexist, the relationships between social groups play a vital role in

language attitude change. Baker (1992) described several conditions that may foster language attitude change. First, community integration may promote attitude change, especially for those who plan to settle in the respective community. Second, contact between communities, accomplished through common goals, cultural activities, sports, religion, hobbies and interests, also enhances the chances of language attitude change. This change is more likely the closer the relationships between groups are. Additionally, a marketing of the language, encouraging individuals outside the speech community to use the language, instead of guarding it as special attribute of the group may be useful in promoting attitude change, encouraging individuals outside the speech community to use. Further, a supportive political, cultural, economic environment that provides the necessary conditions for contact and intimacy between groups to occur may also help change language attitudes. Finally, yet importantly, change is more likely to occur when felt to be voluntary, achieved through informing and consulting. After establishing the definition and characteristics of language attitudes, we proceed with a review of various language attitudes studies.

2.10.3 Attitudes and Language Learning

The works of Lambert (1969) and Gardner (1985) in the bilingual context of Canada, lead to impressive advancement in second language learning

research by showing the important role played by psychosocial variables, especially attitudinal and motivational factors. After Gardner's (1985) seminal work showing that attitudes and motivation facilitate language acquisition, research on this topic developed exponentially. Within this approach, attitudes are studied mainly for their influence on ―the extent to which the individuals will actively involve themselves in learning the language (Gardner, 1985: 56). Thus, we first review the socio-educational model proposed by Gardner (1985) and then present some studies regarding attitudes in the context of language learning that followed and/or expanded this theory.

Seminal theory Gardner's socio-educational model of second language acquisition is one of the most famous theories of language learning. At the core of the model are attitudes and motivation because ―they determine the extent to which the individuals will actively involve themselves in learning the language□ (Gardner, 1985, p. 56)

The author introduced the concept of imperativeness 'that captures individual 's interest and willingness to interact with members of the L2 group. It is based on the assumption that individuals who want to identify with another language community will be more motivated to learn the language (Gardner, 1985, 1991, 2001; Masgoret & Gardner, 2003). The strong connection between language learning and social integration is

explained in (Gardner 's, 2001, p. 5) definition of the construct: Imperativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one's original group), but more commonly it might well involve integration within both communities.

Imperativeness comprises three factors: attitudes toward the target language group, integrative orientation, and interest in foreign languages. By introducing imperativeness and attitudes toward the language community, Gardner and his associates showed the relevance of the social context, a relatively new idea for its time. The main assumption was that ―students 'attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language‖ (Gardner, 1985: 6). Another important component of the model is motivation, defined as a combination of the learner's attitudes, aspirations and effort with respect to learning the language‖ (Gardner & MacIntyre, 1993, P.159). The motivated individual wants to achieve a particular goal, devotes considerable effort to achieve this goal and experiences satisfaction in the activities associated with achieving

this goal (Gardner & MacIntyre, 1993a). Therefore, the construct comprises a desire to learn the language, motivational intensity and attitudes toward learning the language. The socio-educational model also includes attitudes toward the learning situation, which comprise attitudes toward the course and attitudes toward the teacher, to reflect the evaluation of the learning context. These three components, imperativeness, motivation and attitude toward the learning situation, are sometimes aggregated to obtain the integrative motivation, as represented in figure 16 (Gardner, 1985; 2000; Masgoret & Gardner, 2003; Gardner, Day, & MacIntyre, 1992; Gardner & MacIntyre, 1993b; Gardner et al.,2004).

Integrative motivation reflects individual's ―desire to understand the language and culture of another group for the purpose of interaction□ (Gardner et al., 1992: 198) and it was assumed to be the most important type of motivation. However, this might not be the case for all languages in all contexts. A distinction between second and foreign language learning has to be made. A second language is learnt in a context where it is used as a vehicular language, providing thus visual and auditory stimulation. Whereas a foreign language is learnt in a context, where it is not typically used and where most of the contact with the respective language takes place in the classroom (Oxford & Shearin, 1994). This

leads to a series of issues concerning the model, especially the concept of ‗integrative motivation'. For instance, it raises the problem of how the small amount of contact with the FL community relates to integrative motivation. Dörnyei (1990, 2003) furthermore suggested that, in foreign language learning, instrumental orientations are more important and the integrative ones are more general, not associated to a specific community.

Additionally, in a detailed analysis of Gardner's theory, Dörnyei (1994, 2005) listed a series of problematic aspects of the model. First, he drew attention to a terminological issue produced by the use of the term integrative 'at three different levels of abstraction: there is ‗integrative orientation ', an integrativeness' and ‗integrative motivation'. Also, there is confusion regarding what is understood by motivation in Gardner's works, if is the overall concept of ‗integrative motivation' or its component ‗motivation'. Integrative motivation is at the center of the Socio-educational model, but its pair, instrumental motivation was not included in the initial core theory. Later, Gardner (2000, 2001) explained instrumental motivation as a combination of instrumental factors and motivation. His proposal is that the motivation subcomponent works like a ―central motivational engine that needs to be ignited by some specific learning goal such as instrumental or integrative orientation (Dörnyei, 2005: 70).

Furthermore, attention has to be drawn to the common misinterpretation of the theory as contrasting integrative and instrumental motivation (Dörnyei, 2005). Gardner and Tremblay (1994) reminded researchers that these are orientations (i.e., class of reasons for learning the language), not motivations. The same argument can be used to argue against the use of instrumental and integrative attitudes (Baker, 1992; Ndhlovu, 2010; Sakuragi, 2006; Wright & Scullion, 2007). The classification of attitudes as integrative or instrumental leads to confusion regarding the attitude-motivation relation. Besides, it implies a reductionist approach of the two distinct concepts. Thus, it is recommendable to treat attitudes and instrumental and integrative motivational orientations separately. Confronted about the jointed use of attitudes and motivation (Dörnyei, 1994), Gardner and Tremblay (1994) used a parallel with the theory of planned behavior (Ajzen, 1991) to defend the model. The sequence of determinants: language related attitudes - motivation – language learning behavior included in the Socio-educational model is similar to the attitude - intention - behavior causal line of relations described in the TPB. This is supported by Ajzen's (1991) conceptualization of intention that includes motivational elements. In addition, as Fishbein & Ajzen (1975) recommended, attitude toward learning the language has the same level of specificity as motivation to learn the language.

To sum up, Gardner's (1985) socio-educational model indicates how attitudinal and motivational components relate to L2 acquisition. Since the model is explained in more details in another section, we will only mention here that it includes three types of language related attitudes: attitude toward language learning in general, attitude toward the specific learning situation and attitude toward the language community. The fact that these attitudes represent distinct concepts is emphasized by their placement at different levels and their different relations with the other concepts comprised in the model. To measure the aforementioned variables, Gardner constructed an instrument: The Attitude/Motivation Test Battery (AMTB). The instrument also included scales for language anxiety and instrumental orientation (Bernausand Gardner, 2008; Gardner and Mac Intyre, 1993; Gardner, Masgoret, Tennant, and Mihic, 2004). A meta-analysis of 75 samples from studies conducted by Gardner and his associates demonstrated that the attitudinal and motivational variables described in the socio-educational model are related to achievement and that motivation is the dominant factor (Masgoret & Gardner, 2003). Many of the studies in this category employ the Attitude/Motivation Test Battery (AMTB). Besides studies that investigated the validity of the instrument and the adequateness of the model in different contexts (Bernaus & Gardner, 2008; Bernaus et al., 2004; Masgoret & Gardner, 2003), some studies examined how attitudes and motivation relate to

other variables. Some of these studies are presented in the following section.

In brief, this section contains various definitions of language attitudes. The differences between educational and social language attitudes are presented here from Gardner (1985) point of view. Educational attitudes encompass attitudes regarding the educational aspects of second language acquisition, such as attitudes toward learning the language, the teacher, and the course. Social attitudes are focused on the cultural implications of language acquisition and include attitudes toward social groups, ethnocentrism, and anomie. The relationship between the attitudes and Language learning was stated clearly by many scholars.

2.11 Previous Studies

There are many researches that have been carried out internationally to investigate learners' motivation and attitudes towards the English language. In Malaysia, for example, Vijchulata and Lee (1985) reported on a study that investigated the students' motivation for learning English in University Putra Malaysia (UPM). Based on Gardner and Lambert's research (1972), the researchers developed a questionnaire to elicit the data required. The questionnaire was administered on approximately a thousand students from all the different faculties in UPM. The findings

revealed that UPM students are both interactively and instrumentally oriented towards learning the English language.

2.11.1 Another study by Sarjit (1993)

Attempted to explore the language needs of consultants at a company. The name of the organization was not mentioned as the consultants did not allow the researcher to expose their identities. Learners' motivation was of concern in the study. The research sample consisted of 26 consultants, 4 directors and one instructor. In her study, Sarjit (1993) employed different techniques to gather information, such as questionnaire, interviews and field observation. For the subjects' motivation, the study found that instrumental motivation was the main reason for learning the language followed by personal motivation.

2.11.2 (Al Mamun et al., 2012) conducted a questionnaire survey with 79 randomly selected non-major English undergraduate students from Khulna University, Bangladesh to gauge their attitude towards EFL. The research findings indicate that the learners have got a positive attitude towards English language and their motivational orientation were instrumental in nature.

2.11.3Chalak&Kassaian (2010) conducted another study with 108 English translation major students at Islamic Azad university, Iran and

investigated their motivational orientation and their attitude towards learning English. The findings showed that these EFL learners tend to learn English for both instrumental and integrative reasons and their attitude towards the target language is generally highly positive in nature.

2.11.4 Arani (2004) investigated in Iran the language learning needs of medical students at Kashan University of Medical Sciences. 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 sample consisted of 45 medical students who enrolled in the first and second year of study. To collect the data, different types of questionnaires were administered to the sample at the beginning, in the middle and at the end of the English for Medical Purposes (EMP) courses. The results showed that most of the subjects had positive attitudes towards both learning English and the English language teacher.

2.11.5 Musa (1985) investigated the EFL students' attitude toward studying English in the United Arab Emirates using a five-point scale questionnaire. The findings underline that students had positive attitudes and extreme eagerness towards learning English; they valued English language efficiency in the daily life. Besides Musa, Suliman (2006) studied the students' attitudes towards and motivation for learning

English in the UAE state secondary school. The findings reveal that the UAE students had a higher degree of instrumental motivation and that students had unfavorable attitudes towards learning certain areas of the language

2.11.Shams (2008) conducted a study attempting to investigate students'

Attitudes, motivation and anxiety towards learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life.

2.11.7 Kormos and Csizér (2008) also examined age-related differences in motivation for learning English as a foreign or second language. They administered a questionnaire with participants in three different age groups; primary school pupils, secondary school pupils and adult learners, on their motivation and attitudes towards learning English. This study proved the dependency of young learners on the teachers and learning (or classroom) environment. In contrast, the motivational behaviour of adult learners in this study was far less shaped by their teachers or learning environment. This current study only focuses on one

age group and can therefore not state anything particular about the differences in language learning between different ages. However, when reporting about children's language learning, it is important to take into accounts what different age groups and especially primary school children experience when learning second languages.

2.11.8 Momani (2009) also investigated the secondary stage students' attitudes towards learning English as a foreign language and their achievements in reading comprehension. The findings showed that the respondents had neutral positive attitudes toward learning English. Also, there was a strong correlation between the students' attitudes toward learning English and their performance in reading comprehension.

2.11.9 Yang (2012) conducted a short study with 20 University Malaya

Master students to gauge their attitudes and motivation in L2. The main objective of the study was to find out what makes some people acquire and learn English better than others. The findings reveal that 'learners who were highly and positively involved in their English proficiency had positive attitudes and highly motivated towards learning English'

Galloway (2011) piloted a research with 116 undergraduates from Kanda University of International Studies, Japan (a private university) to

investigate these students' attitudes towards English and English teachers in relation to the use of English as a lingua franca. The findings suggest that the learners deem English belonging to the native English speakers and they want to learn native English. The results highlighted that a number of factors influence students' attitude.

2.11.10 Latifah et al., 2011) directed a massive research with 757 learners nationwide to assess how several factors like motivation, attitude, anxiety and instrumental orientation play role in influencing learners' performance in English language course in Open University Malaysia. The study shows that the above factors are correlated with learners' performance. While personal motivation plays an insignificant impact, attitude plays a positive impact on performance in the English course conducted at Open University Malaysia.

To sum up, the following may be said about the previous studies discussed in this section:

- There are a good number of researches on attitudes towards English language in different context.All the above-mentioned studies reconfirmed the importance of identifying learners' motivation and attitudes towards the English language.

- Some studies have been carried out to investigate second/foreign language learners' motivation. These studies help the researchers to

understand the how to identify learners' motivation. As a result, to assess petroleum engineering students' motivation, some questions were adapted from Benson (1991), SarjitKaur (1993) and Qashoa (2006). Other studies focused on learners' attitudes (Buschenhofen, 1998; Al-Quyadi, 2000; Karahan, 2007). Besides adapting questions to investigate the students' attitudes, these studies help the researchers to build their idea on how to identify**Also** the previous researches have proven that motivation and attitudes are of great importance when it comes to language learning and language performance. However, the direction of this influence is not obvious; it cannot be stated whether motivation influences the proficiency or whether the students' proficiency influences their motivation. It has become clear that second language motivation and attitudes correlates with the learning process and with the second language achievements.

2.12 Summary of the Chapter

This chapter reviewed the literature on motivation and attitudes, including the definitions and concepts of motivation and attitudes, the types of motivation and motivation related learning theories, Motivation and Language Learning. This chapter also presented related previous studies conducted in the field of motivation, and the review of literature shows that, the issues of learners' motivation and attitudes have not been

sufficiently discussed with regard to English Language learners at some Sudanese University students. In other words, few numbers of studies have been conducted to explore the types of motivation and attitudes that English Language learners students in the Arab World might have toward learning the English language. Therefore, this study would help understand these important issues with regard to English language students in Sudanese universities and examine students' attitudes toward English language learning which might influence their English Language learning given the situation that highlighted the gap in the literature with regard to English Language students' motivation and attitudes in Sudanese Universities , the next section presents how the current study was carried out.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3.0 Overview

The main aim of this research to investigate the motivational and attitudinal factors for University students towards English Langauge learning. Therefore, this chapter basically specified to explain the methodology pursued in the data collection and analysis. The research methodology is considered as blueprint and road sign that guide the researcher to achieve the search objectives Thus, this chapter covers the research approach employed in this study, the target population and sampling techniques. Furthermore, it covers method of data collection and the reliability and validity of the data collection method "questionnaire". Moreover, the chapter presents data analysis methods that have been adopted for the study. Finally, the chapter describes the research variables and summary of the chapter.

3.1 Research Methodology

Parahoo, (2006, p. 12)claimed that to achieve the objectives and aims of the study it is essential for the researcher to choose the most suitable design for achieving the objectives of the study". A quantitative method using a descriptive design had recommended for this study. A questionnaire had used as the data collection tool. According to

(Parahoo,2006)the quantitative method initiated from the idea that human phenomena and variables in human behavior had been studied objectively hence this method had carefully selected as a suitable research approach. (Robson,2007)added that quantitative research uses a solid design that organizes in advance the research question and a comprehensive method for data collection and analysis.

3.2 Population and Sampling

3.2.1 Population of the Study

(Parahoo, 2006, p.258) defines the population as the total number of units from which data can potentially the collected. Also, (Copper and Schindler,2014) define the population as the total collection of elements about which the researcher intended to make inferences. Therefore, the current study interested in making judgments about third year English Language student at Colleges of Education and Languages at Sudan University of science and technology.

3.2.2 Sampling

(Polit and Beck, 2010) mentioned that, the quantitative researchers should select the largest sample likely so that it represents the board population Furthermore, (Mugenda and Mugenda, 2012) define sampling design as the framework of guide that assists determining how study samples will be identified from the study population. Whereas, (Proctor et al., 2010),

claims that, in quantitative research, the size of the sample should be calculated at the design stage. Also, (Saunders, 2009) define sampling design as the procures or process or technique that is used by a researcher to pick a sub group from a population to participate in the study. The subgroup is carefully selected so as to be representative of the entire population with relevant characteristics. Each member or case in referred to as a subject, a respondent.

3.2.2.1 The Sample Size

 (Proctor et al., 2010) define a sample as "a proportion of a population". Furthermore, (Proctor et al., 2010), claims that, in quantitative research, the size of the sample should be calculated at the design stage According to (OECD, 2012) the sampling technique is the specific process through which the entities of the sample are selected. This study employed simple random sampling technique to pick the study sample. (Mugenda et al., 2012) define random sampling technique as a method that gives elements through which a study population an equally chance of being sampled. A sample size comprises a group of respondents, consisting of part of the target population carefully selected to represent that population (Cooper and Schindler (2014). For this reason, it is suggested to use a sample size of 100 English language learners at colleges of Education and languages in Sudan University of Science and Technology being selected as

participants in the study**.** The participants will be selected using a simple random sampling method.

3.3 Data Collection Instrument

The main instruments used in this study were questionnaires. This tool is of gathering information from participants of the study, Third year students, English departments from Colleges of Education and Languages at (Sudan University of Science and Technology (SUST) regarding their motivation and attitudes towards English language learning. The quantitative data had obtained through closed-ended questionnaires. The items of the surveys had mainly developed based on the research objectives and research question.

 (Copper and Schindler, 2014) defines primary data as original search where data being collected is designed specifically to answer the research questions. According to (Brown, 2001, p. 6) Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Furthermore, (Brown, 2001) states that questionnaires are one of the most common methods of data collection in quantitative research. Questionnaires are very popular since they are easy to construct, extremely versatile, capable of gathering a large amount of information quickly in such a way that is readily process

able. Therefore, the researcher used questionnaires to collect primary data. The questionnaire was divided into two sections. The first section captured the demographics of the research participants.

3.3.1 Scale of measurements

The scale of measurement used in this research is based on Liker scale five-points (Strongly agree= 5, agree =4, neutral =3, disagree -2, and strongly dis agree =1)

Table 3.1 Shows the standard of measurement

Scale	Measurement
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

3.4 Statistical Techniques for data Analysis

The data obtained from the surveys will be analyzed employing the software Statistical Package for Social Sciences (SPSS). (Mugenda et al., 2012) defines data analysis as a process of taking order, structure, and meaning to the mass of data collected in the research. The statistical procedures employed to analyze the data collected by the questionnaire

include both the descriptive and inferential statistical methods. The descriptive statistical method includes frequencies, percentages to describe the sample of the study according to demographic characteristics, in addition to that the mean values and standard deviations were employed to interpret the sample responses for each statement or item. However, the inferential statistics method Includes the correlation coefficient, and regression analysis is used to test the research hypotheses. While the reliability of the questionnaire was measured by Cronbach's Alpha Coefficient test, and Person Correlation Coefficient is used to test the survey questionnaire validity. The findings of the study have been presented utilizing statistics and diagrams.

3.5 Research method Validity and Reliability

To ensure that there is no ambiguity in interpretation of questions and answers and that inaccuracy in responses do not occur a successful study should take cognizance of two very important factors. These are reliability and validity of data and methods used (Saunders et al., 2009).Moreover, (Hamed, 2016) mentioned that, validity means "measures what is intended to be measured. Validity refers to how well an idea "fits" with actual reality. That is to what extent the study objective is measured as it was intended to be (Neumann, 2012). To sum up, all social researchers want their measures to be reliable and valid (ibid). According to Yin (1994) four logical tests are needed to judge the

quality of any given research design. To ensure that the constructed survey questionnaire is suitable to collect the needed data that contribute in the achievement of this research objectives, the researcher apply the techniques of measuring the questionnaire validity. The questionnaire instrument validity aims to explain how well the collected data covers the actual area of investigation.

In this current study, the questionnaire reliability and validity a pilot study was performed by distributing the questionnaire method to a sample from the population of the study and received a round (33) students of English language learners. To calculate the questionnaire method validity, Person's correlation coefficient was applied to measure the degree of association between the score of each statement with the total score of the dimension to which related, and the results demonstrated as in table 3.1:

Table 3.2, The questionnaire validity

Dimension 1:		Dimension 2:			
Item No.	Correlation coefficient	Item No.	Correlation coefficient	Item No.	Correlation coefficient
1	0.364*	7	0.657**	14	0.320
2	0.563**	8	0.530**	15	0.486**
3	0.614**	9	0.327	16	0.660**
4	0.618**	10	0.751**	17	0.688**

5	0.646**	11	0.557**	18	0.731**
6	0.590**	12	0.658**	19	0.580**
Dimension 3:		Dimension 4:			
		13	0.609**		
8	0.565**	2	0.746**	21	0.703**
9	0.651**	14	0.744**	25	0.612**
11	0.435*	15	0.802**	29	0.318
22	0.456**	15	0.815**	31	0.434*
24	0.388*				
33	0.573**				

**Indicated that, correlation coefficient is significant at the (0.01) level

*Indicated that, correlation coefficient is significant at the (0.05) level

The results in table 3.1, reveal that, almost correlation coefficients statistically significant, meaning most questionnaire items are statistically correlated with the dimension to which it related.

3.5.1 Reliability

According to (Mahajan, 2017) reliability refers to the stability of findings. In addition to that, a detailed assessment of reliability and validity involve appraisal of methods used to collect data. Reliability refers to the degree of accuracy of the data collected. Reliability means dependability or consistency. It means that the same thing is repeated under very similar

conditions (Neumann, 2012). To ensure reliability in this study we will be very careful in our sample selection to ensure accessibility. We will carefully design our questionnaire in simple and understandable language for easy comprehension by our respondents.

While to measure the questionnaire method reliability Cronbach's Alpha coefficient is used, and the results presented in table 3.2.

Table 3.2. questionnaire reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.731	33

The results in table 3.2, show that, the value of Cronbach's Alpha coefficient is reaching (0.731), which indicates that questionnaire method reliability has achieved a very high level of internal consistency. This guarantee that, the questionnaire method is well constructed and this would contribute in achieving the research objectives.

3.6 Chapter Summary

This chapter has displayed the research methodology that was used for the study. The descriptive research method has been chosen in order to achieve the purpose of the study. The researcher was also able to classify the population all third-year students in colleges of education and

languages. The simple random sampling method has also been implemented as the study sampling techniques. Data collection was conducted using a questionnaire. The research procedures included ethical considerations such as, permission from participants to carry out the study, conducting reliability and validity. Data was analyzed for descriptive and inferential statistics applying (SPSS). lastly, the study findings were displayed using statistics and diagrams.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.1 Overview

This chapter is mainly devoted to the analysis, and interpretations of primary data collected by using a questionnaire method to achieve the research objectives. The researcher has able to obtain a response from around (99) participants from the target sample of size (100). To conduct data analysis, Statistical Package for Social Science (SPSS) has been used for data entering. Furthermore, to conduct data analysis various statistical methods, including descriptive and inferential statistical methods. In addition to that, the mean values and standard deviation used to assess the participants responses towards the questionnaire method statements taking into consideration answering the research questions. While the inferential statistical method includes T-test to examine if there are statistically significant variations between students subjects of the study attitudes towards the main variables of study related to (gender, and age).

Therefore, this chapter will concentrate mainly on answering the research questions, based on the students' subjects of the study perceptions. Moreover, in this chapter, the data analysis would proceed to include participants description according to gender, age, provides answers to

research questions, and examining if there are statistically significant differences between students' perceptions related to gender and age.

4.2 Section One: analysis of students' demographic characteristics.

The students' sample of the study described according to gender and age, and the results demonstrated as in table 4.1.

Table 4.1students' demographic profile.

gender	Frequency	Percentage %
Male	34	34.3
Female	65	65.7
Age		
18-20	27	27.3
21- 23	72	72.7

Regarding the students subjects of the study distribution by gender, it is obviously that, the female comprises the majority by 65.7%, whereas the male participants represent about 34.3%. While regarding the sample distribution according to age, the results show that, the age of the majority of participants extends between (21- 23) years, and they comprise about 72.7%, whereas 27.3% their age is at the age group (18-20) years.

Table 4.2 shows students' subjects of the study distribution according age by gender

Age groups		Gender				Total	
		Male		Female			
		F	%	F	%	F	%
18–20	% of age group	10	37.0	17	63.0	27	100.0
	% of gender		29.4		26.2		
	% of total		10.1		17.2		27.3
21–23	% of age group	24	33.3	48	66.7	72	100
	% of gender		70.6		73.8		
	% of total		24.2		48.5		72.7
Total	% of age group	34	66.9	65	33.1	97	100.0
	% of gender		100.0		100.0		100.0
	% of total		34.2		65.7		100.0

The results in Table 4.2 show the study sample's distribution according to age by gender. There were 10.1% of the males at age group (18-20) years compared with 17.2% of the females; while 24.2% of the males were at the age group (21-23) age, compared with 48.5% of the females.

4.3 Section two: Research Questions

In this section, the researcher tries to provide answer the research underlined questions. To do that, the students' subject of the study examined as would be presented in the following tables:

4.3.1 Results of questions one: stated that,

To what extent does the university students' background affect their attitudes and motivation with regard English language learning?

Table 4.3, Illustrates the effect of students' background on their attitudes and motivation with regard to English language learning.

Item No	Statements	Mean	SD	Ranking
1	High level of competence in English will increase my chances of earning a good salary	4.09	0.96	4
2	My parents often say that English is important for my future.	4.21	0.90	3
3	People around me believe that learning English is a waste of time.	2.33	1.19	6
4	Learning English is important as it is one of the requirements for high-education	4.27	0.75	2
5	My financial situation hinders my learning of English.	2.87	1.02	5

6	Having a good English language teacher positively affects my attitude to learn English.	4.46	0.64	1
	Overall mean value	3.71	0.37	

The results in table 4.3, show the participants of the study perceptions, regarding the effect of student′s background on their attitudes and motivation towards English language learning. the results reveal that, the overall mean value is reaching (3.71) with SD (0.37). Therefore, we conclude that, the majority of students have a high and positive background, which affect their attitudes and motivation towards English language learning.

Furthermore, the results indicated that, among the most important show the positive background of students which effect on their attitudes and motivation towards English language learning is that, the majority of participants strongly agree that, having a good English language teacher positively affects their attitudes to learn English. This high positive response is supported by the mean value (4.46) with SD (0.64). Therefore, the qualified, well educated, and well trained teacher is the most important factor that motivate and affect positively on the students attitudes to learning English language.

In addition to that, among the most important factors that influence highly and positively on the students' attitudes and motivate them to learn English language, is that, learning English is important as it is one of the requirements for high- education. Therefore, almost participants strongly agree that, learning English is very important for them, because it is considered as one of the requirements for high education as the mean value is equal to (4.27) with SD (0.75).

It is also noticed that, when participants of the study provide their perceptions regarding the statement No.2 (i.e. My parents often say that English is important for my future), The results in table 4.3, reveal that, the mean value is equal to (4.21) with SD (0.90). hence, this mean value indicates that, the majority of students strongly confirm their parents based on their experience often tell them that, English is important for their future, in particularly in the nowadays changing world.

When students were being asked to show their responses regarding to the statement 1 (i.e. High level of competence in English will increase my chances of earning a good salary) the results in table 4.3, reveal that, the mean value to participants' perceptions is reaching (4.09) with SD (0.96). Therefore, almost participants agree that, high level of competence in English will increase the students' chances of earning a good salary. Therefore, high level of competence in English is one of the factors that

have a positive effect on students' attitudes and motivation to learn English language, because of its relation with increasing the chances of the students to earn a good salary, when they being employed, meaning that it will improve the graduates' financial situations.

When the participants of the study were providing their perceptions regarding their views regarding the statement 6 (i.e. financial situation hinders my learning of English), the results found that, the mean value to participants responses is reaching (2.87) with SD (1.02). Meaning that, the students were sure if their financial situation hinders their learning English.

Finally, when participants of the study show their views regarding the statement 3 (i.e. People around me believe that learning English is a waste of time) the results in table 4.3, reveal that, the mean value to participants' responses is equal to (2.33) with SD (1.19). This result indicates that almost students do not agree that, people around them believe that learning English is a waste of time.

Therefore, based on the previous analysis, regarding the effect of students' background on their attitudes and motivation towards English language learning, the results found that, there are many factors that have positive effect on students' attitudes and motivation to learn English language. The most important ones include, having a good English

language teacher positively affects their attitudes to learn English, and Learning English is important, as it is one of the requirements for high-education, in addition to that, parents have a supportive role to encourage students to learn English language, because it is important to their future.

4.3.2 Results of research question two: which stated that:

What are the students' attitudes toward English language learning which influence their English language learning?

Table 4.4, illustrates the students' attitudes towards English language learning that, influence their English language learning.

Item No		Mean	SD	Ranking
1	I like learning English	4.51	0.60	1
2	For me studying English is an enjoyable intellectual activity	4.36	0.73	5
3	Learning English is one of the most important things in my life	4.48	0.79	2
4	I like the sound of the English language	4.33	0.87	6
5	Studying English grammar is boring	2.46	1.08	12
6	Sometimes I get fed up with studying English	3.40	0.91	11
7	I don't think that English is an important subject in university.	1.98	1.01	13

8	It is easy for me to learn English.	4.22	0.92	9
9	I often imagine speaking good English.	4.16	0.87	10
10	Learning English is fun.	4.39	0.75	4
11	I always like to have English classes.	4.26	0.69	8
12	I am glad to attend English activities if there are any.	4.31	0.71	7
13	I think that learning English is interesting.	4.47	0.75	3
	Overall mean value	3.95	0.21	

The results in table 4.4 above present the students attitudes towards English language learning that, influence their English language learning. It is clear that, the overall mean value reach (3.95(with SD (0.21). The mean value indicates that, generally students have positive attitudes towards English language learning.

The detail analysis of participants perceptions regarding their attitudes towards English language learning that, influence their learning, illustrated as follows:

The results in table 4.4, show that, when students' subjects of the study providing their perceptions regarding the statement 1 (i.e. I like learning English), the mean value of the students responding is reaching (4.51) with SD (0.60). Therefore, the majority of the students strongly agree

that, they like learning English. Meaning that, almost students who join English Class have very great interest in learning English.

When, students' subjects show their perceptions regarding the statement 3 (i.e. Learning English is one of the most important things in my life), the mean value of the students responding is reaching (4.48) with SD (0.79). Therefore, the majority of the students strongly agree that, learning English is one of the most important things in their life. Thus, we conclude that, for almost students Learning English is essential because that have to influence in their different processes of their social, economic, and working life.

Furthermore, the results in table 4.4, reveal that, when students were being asked to show their views regarding the statement 13 (i.e. think that learning English is interesting), the mean value is reaching (4.47) with SD (0.75), indicating almost students strongly thought that, learning English is interesting. Thus, many interesting topics in learning English language is considered as an important factor to influence on students' attitudes towards learning English.

In addition to that, when students' participants of the study show their views concerning the statement 10 (i.e. Learning English is fun.), the mean value is reaching (4.39) with SD (0.75), meaning that, almost students strongly agree that, learning English is fun. Therefore, the

stories, and video games and many motivating disciplines within learning English processes. Hence, the fun available in learning English language is an attractive factor to influence students learning English.

When, students present their consent regarding the statement 2 (e.e. For me studying English is an enjoyable intellectual activity) the results in table 4.4, show that, the mean value to their response is equal to (4.36) with SD (0.73). This result indicates that, the majority of the students strongly agree that, learning English is an enjoyable intellectual activity. Meaning that, that, students and teacher can employ the activities within drama to foster and maintain students' motivation by providing an atmosphere which is full of fun and entertainment.

On the other hand, when students subject of the study show their views regarding the statement 4 stated that (I like the sound of the English language) the results reveal that, the overall mean value is equal to (4.33) with SD (0.87), which indicates that, the majority of participants strongly agree that, they like the sound of the English language. Therefore, most students strongly confirm that, the sound of English language motivate them to towards learning English language. That mean if the teacher has pronounced the English language as well as required, this would contribute positively to attract students to learn English language.

Furthermore, students subject of the study provides them through with regard to the statement 12 (i.e. I am glad to attend English activities if there are any) the results in table 4.4 reveal that, the mean value is reaching (4.31) with SD 0.71. Indicating that, almost students strongly confirm that, they were glad to attend English activities if there are any available in the classroom. Hence English language activities is among the most important motivators to students to learn English language.

When,students' sample of the study provide their agreement regarding the statement 5 (i.e. Studying English grammar is boring) the results show that, the mean value is reaching (2.45) with SD 1.08. The mean value indicates that, the majority of students disagree that, studying English language is boring. Therefore, there many evidences supporting that, studying English language is very interesting for almost students.

Finally, when students were being required to present their views regarding the statement 7 (i.e. I don't think that English is an important subject in university), the results in table 4.4 show that, the mean value is equal to (1.97) with SD (1.01). This mean value reveal that, almost students disagree that, they don't think English language is an important subject in the university.

Thus, based on the analysis of the students' participants regarding the most important factors that motivate the students to study English

language. The results found that, among the most important determinants that motivate and influence students to learn English, is that, students have a high-level likeness for learning English, the second factor is that, learning English is one of the most important for student's future life, and learning is interesting. In addition to that, learning English is fun, and the sound of the English language is attractive motivators.

4.3.3 Results of research question three: stated that,

What possible factors determine the reasons for learning the English language?

To understand the possible factors that determine the reasons for learning the English language, the students' participants of the study perceptions illustrated in table 4.5.

Table 4.5, Illustrates the possible factors determine the reasons for learning English

Item No		Mean	SD	Ranking
1	For me to communicate effectively in English is better than to get good grades in exams.	4.24	0.88	3
2	My main reason for choosing to study English is to improve my chances of finding a good job.	4.21	0.90	4
3	For me passing the exams of English is more important than my real communicative ability in the language.	2.13	1.11	6
4	I think that English learning is helpful for my future.	4.58	0.66	1

5	I have to learn English as it is one of the required courses	4.20	0.73	5
6	Learning English helps me to find a remarkable position in my community	4.40	0.74	2
	Overall mean value	**3.96**	**0.37**	

The results in table 4.5, present the participants of the study perceptions, with regard to the possible factors that determine the reasons for learning English. The results reveal that, the overall mean value is reaching (3.96) with SD (0.37). Hence, we conclude that, the majority of students believe that, there are many factors that determine the reasons for learning English language.

The detailed analysis of the possible factors that determine the reasons for learning English language as follows:

The results in table 4.5, show that, among the most important factors that determine the reasons for learning English language is the helpfulness of English language learning for the students in their future, as the mean value is reaching (4.58) with SD 0.66. while the second most important factors that determine the reasons for learning English is that, learning English helps the students to find a remarkable position in the community, like the mean value is equal to (4.40) with SD (0.74).

Furthermore, the results in table 4.5, reveal that, when the students participants of the current study show their views concerning the

statement 4 (i.e. For me to communicate effectively in English is better than to get good grades in exams), it is clear that, the mean value to participants' perceptions is reaching (4.24) with SD 0.88. This mean value means the majority of students strongly agree that, the communication effectively in English is better than to get good grades in exams.

When the students subject of the study provide their views regarding the statement 2 (i.e. my main reason for choosing to study English is to improve my chances of finding a good job), the results in table 4.5, show that, the mean value to participants responses is reaching (4.21) with SD (0.90). The mean value confirms that, the majority of students strongly agree that, their main reason for choosing to study English is to improve their chances of finding a good job. This indicates that, almost believe that, among the most important factors to learn English language to improve their chances for a good job.

On the other hand, when students' participants of the study provide their views concerning the statement 5 (i.e. I have to learn English, as it is one of the required courses) the results found that, the mean value is reaching (4.21), with SD (0.73). thus, almost students though that they study English language because it is a required course in the university.

Finally, when students present their views regarding the statement 3 (i.e. For me passing the exams of English is more important than my real

communicative ability in the language) the results reveal that, the mean value to participants' perceptions is equal to (2.13) with SD (1.11). This mean value suggests that, the majority of students do not agree that, passing the exams of English language is more important than their real communicative ability in the language.

At the end of the analysis of the students' perceptions concerning the possible factors that determine the reasons for learning English language. The results found that, there are various possible factors that, determine the reasons for learning English language. The most important factors encourage the students to pursue learning English language include that, the majority of students strongly agreed that, English learning is helpful for them in their coming future, and almost of them strongly confirm that learning English help them to find a reasonable position in the community.

In addition to that, most students strongly believe that, for them the effective communication in English is better than to get good grades in exams, furthermore, almost of the students think that their main reason to choose studying English is to improve their chances of finding a good job. However, almost students ignore that, passing exams of English is to have any importance than their real communicative ability in the

language. That, means they considered first to improve their real communicative ability in English language.

4.3.4 Results of question four: which stated that:

To what extent are university students motivated towards learning English language?

To provide answer to this research questions which aims to examine to what extent the university students motivated towards learning English language, the student's perceptions illustrated in table 4.6 here below:

Table 4.6, demonstrates participants perceptions regarding to what extent university students motivated to learn English language.

Item No		Mean	SD	Ranking
1	Learning English makes me more knowledgeable	4.58	0.59	2
2	My parents will be proud if I can learn English well.	4.25	0.87	6
3	I will learn English even if it is not compulsory.	4.03	1.01	8
4	I will do my best to learn English.	4.58	0.59	3
5	I can travel around the world if I learn English well.	4.58	0.64	1
6	For me, a cultured person should learn	4.32	0.73	4

	English.			
7	My colleagues encourage me to learn English.	4.17	0.80	7
8	Technological advancement motivates me to learn English.	4.30	0.86	5
	Overall mean value	**4.35**	**0.32**	

The results in table 4.6, present the students' perceptions of the current study regarding what extent University students were motivated to learn the English language. The results reveal that the overall mean value is reaching (4.35) with SD (0.32). Therefore, university students were highly motivated to learn the English language.

The detailed analysis of the most important motivators to learn the English language presented as follows:

The results in table 4.6, found that among the most important motivators for learning the English language according to the students' point of view is traveling around the world. This high response is supported by the mean value reaching (4.58) with SD (0.64). This means that the need to travel around the world is considered as the most important motivator for students to achieve various purposes such as pursuing higher education or entertainment or searching for jobs and business.

While the second motivator for students to learn the English language is related to knowledge, as the mean value equal to (4.58) with SD (0.59)

indicates that. Therefore, we conclude that the majority of students strongly believe that, learning the English language makes them obtain more knowledge as they can be able to join and understand different cultures all over the world.

In addition to that, when students' participants of the current study provide their thought regarding statement 4 (i.e. I will do my best to learn English), the results reveal that the mean value is reaching (4.58) with SD (0.59). This mean value indicates that the majority of the students confirm that, they will do their best to learn the English language. Hence the high level of interest of students to learn the English language can attribute to various reasons including a better future, social position in the community, pursuing higher education.

When students' participants of the current studies determine their views in concern with the statement 6 (i.e. For me, a cultured person should learn English) the results in table 4.6, show that, the mean value is equal to (4.32) with SD (0.73). This high response indicates that almost all students believe that, a cultured person should learn English. This means that persons who have high skills in writing, speaking, and reading the English language can communicate with different cultures, and so they can acquire more knowledge in particular in the nowadays

global society that influenced by technological and communication revolutions changes.

Furthermore, when the participants of the current study, show their perceptions regarding statement 8 (i.e. Technological advancement motivates me to learn English), the results reveal that the mean value to the participant's responses is reaching (4.30) with SD (0.86). Thus, we conclude that the majority of students' subjects of the study strongly agreed that, technological advancement is regarded as among the most effective motivators to learn English.

When students' subjects of the study, show their responses regarding the statement 2 (i.e. My parents will be proud if I can learn English well), the results in table 4.6, reveal that, the mean value towards this statement is equal to (4.25), with SD (0.87). Meaning that almost all students confirm that, their parents have an essential role to motivate them to learn the English language.

When participants of the current study present their views regarding the statement 7 (My colleagues encourage me to learn English), the results found that, the overall mean value is reaching (4.17) with SD (0.80). This mean value indicates that almost all students agree that, their colleagues have a positive role to encourage them to learn English.

Finally, when students provide their opinion regarding the statement 3 stated that (I will learn English even if it is not compulsory), the results

found that, the overall mean value of students' responses is reaching (4.03) with SD (1.01). This indicates almost all students have their own decision to learn English even if it is not compulsory. So, we conclude that almost university students already decided to learn English, meaning that, they have conceived the importance of learning the English language to their future.

Based on the analysis of students' perceptions regarding what extent they were motivated to learn the English language, the results found that students were very highly motivated to learn the English language. There are many motivations that, influence the students, at the top of these motivation factors is that the need for traveling around the world, and the second motivator is that, almost students confirm that, learning English makes them more knowledgeable as they can be able to communicate, and know different cultures, and at the third level, students show a high level of interest to do their best to learn English. In addition to that, parents have a significant role to motivate students to learn the English language, besides that, almost all students believe that a cultured person should learn English.

1.4 Section Three: examining significant differences related to gender and age.

The results of the T-test presented as shown in the following two tables (4.7, and 4.8).

This section is specified to examine if students' subjects of the study's perceptions towards learning the English language show any statistically significant variations attributed to their gender and ages. That is the researcher will investigate the student's perceptions according to gender (male, female), and the age groups. To perform such analysis, the researcher employs the statistical technique of T-test to compare if there are statistically significant differences related to gender and age groups

Table No.4.7; shows the results of T-test statistics to examine if there are statistically significant variations between students' perceptions toward learning the English language related to gender.

Variables of the study	Gender	Nu	Mean	SD	T-test	df	P-value (Sig)
Students background of learning English language	Male	34	3.65	0.36	-1.08	97	0.28
	Female	65	3.74	0.37			
Students attitudes towards learning English language	Male	34	3.95	0.22	0.124	97	0.90
	Female	65	3.95	0.21			
Factors determining the reasons for learning English	Male	34	3.96	0.41	-0.01	97	0.99
	Female	65	3.96	0.35			
Motivations to learn English language	Male	34	4.36	0.37	0.294	97	0.77
	Female	65	4.34	0.29			

The results in table 4.7, do not detect any statistically significant variations between students of the current study perceptions regarding learning the English language related to students' gender. Meaning that the male and female university students who study English have the same knowledge regarding their background to learning English, hold the same attitudes, and influenced by the same factors and the same motivators to learn the English language. Therefore, gender is not

considered as a factor to make any significant variations towards learning the English language

Table No.4.8; shows the results of T-test statistics to examine if there are statistically significant variations between students' perceptions toward learning English language related to age groups.

Variables of the study	Age	Number	Mean	SD	T-test	df	P-value (Sig)
Students background of learning English language	18-20	27	3.63	0.30	-1.289	97	0.20
	21-23	72	3.74	0.39			
Students attitudes towards learning English language	18-20	27	3.91	0.22	-1.285	97	0.20
	21-23	72	3.97	0.21			
Factors determining the reasons for learning English	18-20	27	3.92	0.37	-0.686	97	0.49
	21-23	72	3.98	0.37			
Motivations to learn English language	18-20	27	4.37	0.25	0.372	97	0.71
	21-23	72	4.34	0.34			

The results in table 4.8, didn't show any statistically significant variations between students' perceptions regarding learning the English language related to students' age groups. Meaning that the university students at different age groups have the same background to learning English, hold the same attitudes, and influenced by the same factors and

the same motivators to learn the English language. Hence, the age difference has didn't affect the student's motivation and attitude toward learning the English language.

4.4.2 **Students' background and Attitude**

This section related to test whether, there is a strong relation between students' background and attitude towards English language learning

Table No.4.9; show the results of Pearson correlation to examine if there are statistically relationship between students' background and their toward learning English language.

Correlation		Student background	Student attitude's
Student background	Pearson correlation	1	.255*
	Sing (2-tailed)		.011
	N	99	99
Student attitudes	Pearson correlation	.255*	
	Sing (2-tailed)	.011	
	N	99	99

- Correlation is significant at the 0.05 level(2-tailed)

The results in table 4.9 showed that there is a statistically significant correlation at the 0.05 level between students' background and their

attitudes towards English language learning. Meaning that students who have a high level of competence, their parents encouraged them to learn English, supported by people around them and have a supportive enlisting language teacher, their attitude towards English language learning is very high.

Chapter Five

Main Findings , Conclusion,

Recommendations and Suggestions for

Further Studies

Chapter Five

Main Findings , Conclusion, Recommendations and Suggestions for Further Studies

5.1 Overview

This is the final chapter of the study. It focuses on findings , conclusions and recommendations .

5.2 Findings

Based on data analysis conducted,the study revealled the following findings:

1. The results of the study confirmed that there are many factors that have a positive effect on students' attitudes and motivation to learn the English language. The most important ones include, having a good English language teacher positively affects their attitudes to learn English, and Learning English is important, as it is one of the requirements for high-education. Furthermore, the results of the study reveal that parents have a supportive role to encourage students to learn the English language because it is important to their future. In addition to that, a High level of competence in English has a positive effect by increasing the students' chances of earning a good salary in the future.

2. The results found that almost all students strongly believe that, for

them, effective communication in English is better than getting good grades in exams, furthermore, almost all of the students think that their main reason to choose to study English is to improve their chances of finding a good job. Also, the results reveal that almost all students ignore that, passing exams of English is not having any importance than their real communicative ability in the language. That means they considered first to improve their real communicative ability in the English language.

3. The results found that the most important factors that encourage students to pursue their learning are that learning English is helpful for them in the coming future. In addition to that, learning English helps the students to find a reasonable position in the community. Moreover, the results found that, among the most important factor that motivates and influence students to learn English, is that, students have a high level of likeness for learning English, the second factor is that, learning English is one of the most important for students' future life, and learning is interesting. In addition to that, learning English is fun, and the sound of the English language is attractive motivators.

4. The results found that students were very highly motivated to learn the English language. There are many factors, motivates the students, on the top of the motivates factors is that, the need for traveling around the world, and the second motivator is that, almost students confirm that,

learning English makes them more knowledgeable as they can be able to communicate.

5.3 Conclusion

Finally, we can say that having a good English language teacher positively affects students' attitudes to learn English. Furthermore, parents have a supportive role to encourage students learning English because it is important to their future. In addition to that, a High level of competence in English has a positive effect by increasing the students' chances of earning a good salary. Moreover, all students strongly believe that, effective communication in English is better than getting good grades in exams. Besides, the main reason to choose to study English is to improve their chances of finding a good job. Also, the need for traveling around the world represent great motivator for the student to learn English language.

5.3 Summary of the study

Since the objective of the current study is to investigate the university student's motivation and attitudes towards English Language learning. The researcher has formed a number of questions and hypothesis and identified a certain research instruments that helped in achieving the research objectives. In order to examine the research hypothesis and to

answer the questions of the study the searcher employed a questionnaire as effective tool for data collection. After data has been collected the researcher used suitable data analysis techniques to calculate and compute the data. The collected data showed that:

Gender is not considered as a factor to make any significant variations towards learning the English language. Also, there aren't any statistically significant variations between students' perceptions regarding learning the English language related to students' age. Furthermore, there is a statistically significant correlation at the 0.05 level between students' background and their attitudes towards English language learning. Meaning that students who have a high level of competence, their parents encouraged them to learn English, supported by people around them and have a supportive enlisting language teacher, their attitude towards English language learning is very high.

5.4 Recommendations

Based on the finding's discussion of the study, the researcher recommends the following recommendations:

1. Teachers should encourage students to be active in the class by giving a chance to suggest or giving an opinion to solve problems in an experiment activity for instance.

2. The students' positive attitudes towards the educational status of English in Sudan University of science and technology could be used to inform policymakers at the Ministry of Education in Sudan to revise the current policy in the primary and secondary schools to be an English-oriented system.

3. Teachers should ask the students what type of teaching and learning which motivates them most and what kinds of classes which are not motivated them. It can be done in a survey to find the students' curiosity and interest.

4. Teachers need to encourage students to focus on their improvement not only grade or examination.

5.5 Suggestions for Further studies

Further studies can be conducted, shown as follows:

1. Conducting future studies on evaluating the impact of student's background on the English language learning.

2. Further research into the impact of psychological factors of English language learners towards English language learning should be conducted.

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Appendix

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating University Students' Motivation and Attitudes Towards English Language Learning

A Case Study of Third Year - English Language students at Colleges of Education and Languages -Sudan University of Science and Technology

Questionnaire
2019 هـ1441

Dear Participants,

This study focuses mainly on investigating university students' motivation and attitudes towards English language learning. This study is submitted in fulfillment of the requirements for Ph.D. Degree in English (Applied Linguistics). Rest assured that all information gained from this study will be dealt with utmost confidentiality. The results of this study will only be used for academic purposes and any personal information will ever be revealed in the report. I would like to ask you to dedicate a few minutes to the completion of this questionnaire. There are no "right" or "wrong" answers but only honest answers, and your responses will be kept confidential.

Thanks in advance for your contribution

Part one:

Please choose the most applicable to you in each instance

1) **Name: …………………………………………………….**

2) **Gender -:** Male **[   ]** Female [   ]

3) **Age -:** 18-20 [   ]   21-23 [   ]   24-25 [   ]   other [   ]

No	Statements	1	2	3	4	5
1	I like learning English					
2	Learning English makes me more knowledgeable					
3	For me studying English is an enjoyable intellectual activity					
4	Learning English is one of the most important things in my life					
5	I like the sound of the English language					
6	Studying English grammar is boring					
7	Sometimes I get fed up with studying English					
8	For me to communicate effectively in English is better than to get good grades in exams.					
9	My main reason for choosing to study English is to improve my chances of finding a good job.					
	High level of competence in English will increase my chances of earning a good salary					
	For me passing the exams of English is more important than my real communicative ability in the language.					
	I don't think that English is an important subject in university.					
	My parents often say that English is important for my future.					
	My parents will be proud if I can learn English well.					
	I will learn English even if it is not compulsory.					
	It is easy for me to learn English.					
	People around me believe that learning English is a waste of					

	time.					
	I often imagine speaking good English.					
	I will do my best to learn English.					
	Learning English is fun.					
	I can travel around the world if I learn English well.					
	I think that English learning is helpful for my future.					
	I always like to have English classes.					
	I have to learn English as it is one of the required courses					
	For me, a cultured person should learn English.					
	I am glad to attend English activities if there are any.					
	I think that learning English is interesting.					
	Learning English is important as it is one of the requirements for high- education.					
	My colleagues encourage me to learn English.					
	My financial situation hinders my learning of English.					
	Technological advancement motivates me to learn English.					
	Having a good English language teacher positively affects my attitude to learn English.					
	Learning English helps me to find a remarkable position in my community.					