

Sudan University of Science and Technology

College of Graduate Studies

**Investigating of Sudanese Secondary School
Students' Motivations and Attitudes Towards
Learning English Language**

تقصي دافعيات واتجاهات طلاب المرحلة الثانوية السودانيون نحو تعلم اللغة
الانجليزية

(A case study of some secondary school students, third year
in Khartoum State, Bahry locality , 2018 - 2019)

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Dedication

The work is dedicated to my dear parents , my small family and my supervisor .

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Thanks for Allah for giving me the wisdom, strength and health to finish this thesis. I would like to express my real appreciation to pro .Abdalla Yasin Abdalla, my supervisor for his time, comments, help, encouragement and assistance. So without his continuous encouragement, advice and constructive criticism, this dissertation could not have been completed. I also give thanks and appreciation to Dr. Mohammed Al-Dikhairi for his cooperation and help in the matter of the statistical used. Moreover ,I give special thanks to my parents, my wife , my children , brothers and colleagues for their understanding enthusiasm and support . Hence, I will always remember with gratitude their willingness to help and their unlimited encouragement during this endeavor , that help me make my dream reality. I would like to extend my thanks to my colleagues and Drs in Sultanate of Oman universities and colleges specially Dr. Hassan Osman, Nizwa University, Dr. Abdelrahman Mohammed , AL-Zahra'a College , Dr .Abd Al-seed Hamid Sharaf AL-Deen Ezz AL-Deen and Dr . Farhad Tayeb Ipour, Majan College and Dr. Holly Ibrahim, Al-Rustag College. Also I would like to thank Dr. Mohammed Abd Al-Salam , Ministry of Human Resources , Dr. AL-Khair Haj Mahmoud , Al-Tayef University ,Saudi Arabia . Furthermore , my thanks are extended to my granddaughter , Roa Osman Mekki Basheer for her help as a coordinator who facilitated my communication with my supervisor and others for their help and time which they gave me during the data collection. Finally, I would like to thank my colleagues , the secondary school English language teachers, headmasters , head mistresses, students in Bahry locality and other people , too numerous to mention by name for their help which they gave me during the data collection.

Abstract (English version)

This study aimed at investigating the Sudanese secondary school students' motivations and attitudes towards learning English language. So, the study adopted descriptive analytical method (questionnaire) so as to elaborate and analyze the motivations and attitudes which help the secondary school students learn English language via statistical analysis of the gathered data. Hence, the samples of the study were the Sudanese secondary school students (males and females). Khartoum state, Bahry locality. As a result , the samples were selected randomly from some different secondary schools for males and females to obtain the necessary data for this study, the researcher used only one tool this is a questionnaire for the secondary school students (males and females) . Therefore , the researcher designed the questionnaire which consists of 40 phrases / sentences and that is confined to the research hypotheses to be read and answered by the students. Thus, data have been collected , analyzed and discussed in order to answer the research questions and verify the hypotheses . Therefore, the collected data were computed by means of percentages .So, the analysis of the collected data reveals that the Sudanese secondary school students (males/females) have instrumental and integrative motivations and attitudes towards learning the English language .

Based on the result , the researcher made some recommendations for motivating and encouraging the secondary school students to learn English language and suggested future studies.

Abstract (Arabic version)

مستخلص

هدفت هذه الدراسة الى تقصي دافعيات واتجاهات طلمرحلة الثانوية بنين وبنات السودانيناب ا نحو تعلم اللغة الانجليزية في ولاية الخرطوم ، محلية بحري، وأتبع في ذلك المنهج الوصفي التحليلي لتوضيح المشكلة وتحليلها ، وتكونت عينتها من بعض طلاب وطالبات المرحلة الثانوية الصف الثالث بولاية الخرطوم ، محلية بحري . وقد تم اختيار العينة عشوائياً للحصول على البيانات . واستخدم الباحث الاستبانة التي تكونت من (40) جملة أو عبارة قصيرة تتوافق مع أسئلة الدراسة ، وفرضياتها وهي أن تتم قراءتها والاجابة عليها بواسطة الطلاب والطالبات . ثم بعد ذلك تم جمع البيانات المطلوبة ، وتحليلها ومناقشتها للتأكد من إجاباتها عن أسئلة الدراسة ، والتحقق من فرضياتها ، ثم تم حساب البيانات عن طريق النسبة المئوية ، فأظهر تحليل البيانات التي تم جمعها ان هنالك دافعيات اكايدمية وغير اكايدمية واتجاهات إيجابية واخرى سلبية لدى طلاب وطالبات المرحلة الثانوية الصف الثالث نحو تعلم اللغة الانجليزية ، وبناء على هذه النتائج أوصت الدراسة أن طلاب وطالبات المرحلة الثانوية الصف الثالث يجب تشجيعهم وتحفيزهم لتعلم اللغة الانجليزية ، كما يجب تزويدهم بالاتجاهات الايجابية التي تساعدهم على تعلم اللغة الانجليزية وتحسن مستوياتهم فيها، وأيضاً اقترحت الدراسة بعض الدراسات في هذا المجال.

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CHAPTER ONE

Introduction

Chapter One

Introduction

1.0 Overview :

This chapter will provide the descriptive method of the theoretical framework of the study . Specifically , it will include the background of the study, the statement of the study, the objective of the study , the questions of the study, the research hypotheses the significance of the study, the limits of the study, the research methodology and the definitions of the terms .

1.1 Background of the Study:

It has been noticed that English Language has become the international language. So , it has spread all over the world for some reason : the number of the native speakers has been increasing . Also the number of the non-native speakers has been increasing according to their different motivations and attitudes . Therefore , some of them want to learn English Language to the requirements of school , applying for a job , or getting promotions for a career (Gardner , Masgoret, Tennant & Mihic, 2004) , this type of motivations is called an instrumental motivation . In addition , some of them want to learn the English Language because they have the desire to integrate in the second / foreign language community , this type of motivations is called the integrative motivation. One of the main areas of second language acquisition which has intrigued researchers, has been the concept of attitudes and motivations and its relation to successful second/foreign language learning. Probably the most extensive research is Gardner's work on attitudes and motivations in second language acquisition in Canada and the United States. Lambert and Lambert (1973) define attitude as being: "an organized and consistent manner of thinking, feeling and reacting to people, groups, and social issues or more generally, to any event in the environment" (p.72). Despite the complexity of variables considered in attitudes and motivations , and difficulties encountered in trying to measure them, Gardner and Lambert (1972) have made certain attempts to look at the role of attitudes and

motivations in SL/FL of learning. They began in 1956 in Montreal, and then went on to Louisiana, Maine, Connecticut in the United States and then finally to the Philippines'. In each of these locations, they were interested in the study of French (or English) as a second language in a classroom setting. They were attempting to measure a large number of attitudinal/motivational characteristics such as group specific attitudes, course-related characteristics, motivational indices and generalized attitudes. The concept of motivations "encompasses the variables responsible for the initiation, direction and the intensity of behavior." (Nord 1972 p.44) Theodorson(1970) defines motivation as: "the recognition by a person of a situation that he feels stimulated to complete or which stimulates him to contribute to its stability or modification. It is a general term used to refer to any arousal of an individual to goal-directed behavior" (quoted by Geering 1980, p.3). Brown (1987) adds that motivation is thought of "as an inner drive, impulse, emotion, or desire that moves one to a particular action" (p.114). In the field of second/foreign language learning however, motivation is categorized according to the learner's purposes in learning a foreign or second language. Gardner and Lambert (1972), define motivation in terms of learner's overall goal, or orientation and attitude as the persistence shown by the learner in striving for a goal. According to them, the learner's motivation for language study would be determined by the learner's attitudes, readiness to identify, and his/her orientation to the whole process of learning a foreign language. They also argue, that there is no reason to expect a relationship between the two; the type of motivation is distinct from the attitudes displayed to different learning tasks. Moreover, Gardner (1972) suggests that attitudes are related to motivation by serving as support of the learner's overall orientation. Izzo (1981) mentions that "motivation in second language study can have two aspects: orientation (student's reasons for studying the language) and intensity (the degree of effort they put forth)" (p.12.) she further adds, that's "Lambert, Gardner, Olton and Unstill (1968) suggests that there are three types of orientation (1) Instrumental, which reflects the utilitarian value of knowing the language (2) Integrative, which reflects the desire to know more about the foreign culture group though knowledge of its language, and (3) Manipulative which reflects the desire to learn the language in order to enter the other cultural group to gain

personal power within (‘p.12).Gardner and Lambert(1972) found that an integrative motivation was related to successful learning of French in schools in both Canada and USA, but that instrumental motivation was more important in the Philippines. They explained this in terms of the role the second language plays in the learner’s community, although previous studies have supported the distinction between integrative and instrumental motivation, the evidence demonstrating such a distinction is difficult to interpret, Much of the problem comes from the fact that a number of studies conducted under similar conditions demonstrate conflicting results. The definition of motivation has been again updated by Gardner’s (1985) as he disagrees with the definition in which it is used with respect to second language learning as an explanation of achievement. According to him, this concept of motivation says nothing about the language learning process. In his definition motivation has a clear link with the language learning process . He states that ‘motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity ‘(p.11).Thus a learner without a desire to learn a second language is not motivated, and according to Gardner will not be a Successful Learner. In support of this definition, Gardner places great emphasis on the motivational component in his socio-educational model of second language learning . In a description of the latter component, Gardner (1985) stresses the importance of the link between “desire”, “attitude”, and “drive” in motivational development: “when the desire to achieve the goal and favorable attitudes toward the goal are linked with effort or the drive, then we have a motivational organism” (p.131).Skehan (1991) proposed a model to clarify or organize the different influences of motivations.

	Within the learning context	The results of learning
Outside the individual	Materials Teaching	Constructions Rewards
Inside the individual	Expectations Success	Goals

Table: (1.1) Influence on motivation model

Saucer:Skehan 1991, p.281

According to Skehan (1991), the above table compares the learning relationship (“within the learning context vs. the result of learning) with relationship to the individual (inside vs. outside”) (p.281). The model includes the following concepts: materials/teaching from the instructional context that influences the motivation of students. This according to Skehan (1991) could be the organization of the classroom, the type of activities, and the relationship between the learners and their teacher. The lower row of the table looks at psychological effects within the learner. In the learning situation, success and expectations “concern the way motivation may be caused by the satisfaction of doing well, and also the anticipated satisfaction that one will do well” (p.281). The other factor is the learning goal and its influence on motivations .Furthermore, not everyone agrees with Gardner’s proposition which derives from the socio-educational model of second language acquisition namely that motivational variables are important for second language acquisition because they orient the individual to work harder in both formal and informal language acquisition contexts. Krashen (1981) proposes that attitudinal/motivational variables are important because they act as a

cognitive filter for second language input. Students with favorable attitudes have a more porous filter than those with less favorable attitudinal/motivational characteristics. As mentioned above in Krashen's model, the presence of integrative motivations predicts a low affective filter, and the presence of instrumental motivation predicts a stronger one. Instrumentally motivated learners may acquire first those aspects of the target language that are necessary, e.g. to gain language skills to pass the TOEFL for students from countries where language other than English are spoken. Therefore, when the practical value of second language proficiency is high, and frequent use necessary, instrumental motivation maybe a powerful predictor of second language acquisition. Teachers of second or foreign language have to understand the importance of attitudes and motivational in second/foreign language learning in order to understand the range of variables which influence the success or lack of SL/FL learners' acquisition. McDonough (1981) states that "language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language." (p.142). Also it has been suggested by Gardner and Lambert (1972) and by Gardner (1983, 1985) that successful language learners are those who are integratively motivated, in contrast to those who are instrumentally motivated who are recognized as being less successful. " Wardhaugh (2009) indicated that the attraction to the English Language , the media and the education emphasizing that its value in business and commerce naturally pulls people towards it and supports the notion of English as a lingua franca ". Hence , there are many researchers talked about the spreading of English Language , such as " Crystal (2003 , p . 29 - 30) who stated that English Language is presented everywhere around the world and reasoned that this wide distribution enables English Language to be considered a global language . Also , he added that many people have come to depend on English Language , where it has served the international domains of political life , business , safety , communications , entertainment , the media and education " . In (1999 : 57) , Granddol predicted that the number of native English Language speakers in the not - too - would surpass the number of native English Language speakers in the not - too - distant future ; while over 375 million people speak English Language as their first

language (the native speakers) , another million or so are using the English Language as a second language or are learning to do so (non native speakers) (Crystal, 1997 ; Granddol , 1997) . Moreover , knowledge of the English Language has become essential for many facets of the growing world . Burn and Perkins (1980) describe one reason for the international rise of the English Language (as cited in sterniak , 2008) : After the world war 11 we (the United States) were the ostensible scientific leader of the world . The countries that had competed with us , France and Britain, were exhausted: a good part of their youth had been killed .The Russian and Germans, and Japanese had lost tens of millions of people and many of their factories and laboratories were destroyed. The United States dominated science, which incidentally led to English language becoming the monopoly world language because everybody wanted to plug into our science. Some studies showed that male and female learners are different in their disposition towards language studies (Clark and Trafford. 1995:Ludwig, 1983)Schmidt, Borale and Kassabgy(1996) found that male students learning motivations were integrative , but female students learning motivations were instrument . Moreover , other studies indicate that learning motivation influences learners in their second /foreign language (L2) learning, such as L2 learners learning strategies interactions with native speakers. Inputs of receiving in the target language being learned and performances on tests. The pioneering researcher in the second language aquisition who focused on learning motivations is Gardner 1985 he specified four aspects of motivations (1)a goal(2) effortful behaviors to reach the goal (3) a desire to sttain the goal and (4) positive attitudes towards the goal However , according to Gardner a goal was not necessarily a measurable component of motivations instead a goal was a stimulus that gave rise to motivation . Hence , Gardner classified two primary orientations , instrumental and integrative . One of the main areas of second language acquisition which has intrigued researchers, has been the concept of attitudes and motivations and its relation to successful second/foreign language learning. Probably the most extensive research is Gardner's work on attitudes and motivations in second language acquisition in Canada and the United States. Lambert and Lambert (1973) define attitude as being: "an organized and consistent manner of thinking, feeling and reacting to

people, groups, and social issues or more generally, to any event in the environment” (p.72). Despite the complexity of variables considered in attitudes and motivations , and difficulties encountered in trying to measure them, Gardner and Lambert (1972) have made certain attempts to look at the role of attitudes and motivations in SL/FL of learning. They began in 1956 in Montreal, and then went on to Louisiana, Main, Connecticut in the United States and then finally to the Philippines’. In each of these location, they were interested in the study of French (or English) as a second language in a classroom setting. They were attempting to measure a large number of attitudinal/motivational characteristics such as group specific attitudes, course-related characteristics, motivational indices and generalized attitudes. The concept of motivations “encompasses the variables responsible for the initiation, direction and the intensity of behavior.” (Nord 1972 p.44) Theodorson(1970) define motivation as: “the recognition by a person of a situation that he feels stimulated to complete or which stimulate him to contribute to its stability or modification. It is a general term used to refer to any arousal of an individual to goal-directed behavior” (quoted by Geering 1980, p.3). Brown (1987) adds that motivation is thought of “as an inner drive, impulse, emotion, or desire that move one to a particular action” (p.114).In the field of second/foreign language learning however, motivation is categorized according to the learner’s purposes in learning a foreign or second language. Gardner and Lambert (1972), define motivation in terms of learner’s overall goal, or orientation and attitude as the persistence shown by the learner in striving for a goal. According to them, the learner’s motivation for language study would be determined by the learner’s attitudes, readiness to identify, and his/her orientation to the whole process of learning a foreign language. They also argue, that there is no reason to expect a relationship between the two; the type of motivation is distinct from the attitudes displayed to different learning tasks. Moreover, Gardner (1972) suggests that attitudes are related to motivation by serving as support of the learner’s overall orientation. Further, not everyone agrees with Gardner’s proposition which derives from the socio-educational model of second language acquisition namely that motivational variables are important for second language acquisition because they orient the individual to work harder in both formal and informal language acquisition contexts. Krashen (1981) proposes that

attitudinal/motivational variables are important because they act as a cognitive filter for second language input. Students with favorable attitudes have a more porous filter than those with less favorable attitudinal/motivational characteristics. So, there are two basic orientations(1) integrative which is a favorable attitude towards the target language community, for example, to travel to the countries of the native speakers so as to communicate with the native speakers to develop and improve your English language and to speak the English language fluently and accurately to learn their culture and to get a better job there and (2) instrumental motivations such as meeting the requirements for school , applying for a job , passing the examinations and tests doing homework , communicate with your classmates and English teacher or getting promotions for a career. Both integrative and instrumental motivations were essential components for success in learning a second / foreign language . AL Mamun Abdelrahman Hussein (2012)stated that attitude towards learning languages is extensively studied phenomenon in sociolinguistics (p. 202). Attitude is the tendency to spend in a positive or an negative way towards a certain idea person or situation (Ibnian , 2012) .Attitude towards a language is the most important factor in the restoration , preservation , decay or death of that language (Baker, 1988) . Lafaye and Tsuda(2002) acknowledge the importance of studying students attitudes towards languages and they reported that without any knowledge of the students' attitudes towards the target language , educational institutions will not be able to support students in developing their language skills. Moreover, the government will be unable to achieve its linguistic goals easily. Students' achievement in a target language, depends on both intellectual ability and on the learners' attitudes towards the language learning (Abidin, Pour Mohammadi and AL Zwari , 2012) attitude can play a very crucial role in language learning and it is one of the major and predominant elements for the success or failure in learning foreign languages (AL Tamimi & Shuib , 2009 ; Abidin et al , 2012 ; Ibnian , 2012) Thus , individuals with motivations attitudes and interests are sometimes used interchangeably by researchers . However , some differences among them are explained in the following quote " Reading attitudes refer to the feelings and beliefs which individual has with respect to reading ; reading interest relates to

people's preferences for genres , topics , tasks or context and reading motivation refers to the internal states that make people read " .

(Mazzoni,et al1999, quoted in Clark and Rumbold , 2006 P :17). This study (The Effective of Online Collaborative Project based learning on EFL learners' Language Performance and Attitudes by Laila Sulaiman Nasser AL Rawahi MA degree, Sultan Qaboos University ,2013) defines attitudes as positive or negative emotions towards people , environment , materials , objects or formed through direct interaction in the present (Krashed, 1985 ; Li 2009). Briefly, motivations are made by things and people that encourage students to improve and develop their English language .Moreover , they encourage them to get high marks in English language examinations and tests, to get a better job and to get promotions in their posts(instrumental motivations) . In addition , they encourage them to communicate with the native speakers (integrative motivations) . On the other hand , attitudes are students' behaviors towards English language learning .So , these behaviors can be positive or negative , but the instrumental and integrative motivations are positive .It has been noticed that the majority of the Sudanese Secondary School students are desireless in learning English language .So , they do not do their homework , a lot of them are absentees in English language periods and they come to school late . Moreover , some of them are very weak in English language because they have negative attitudes towards learning English language , for example when we ask them , why you do not like English language , they say because we hate our English language teacher .Therefore , they are not motivated from both English teachers and their families .In addition , many of them need to the both types of motivations , instrumental and integrative .Therefore , they need motivations from English language teachers , curriculum and families . Also , some Sudanese researchers added that some university students have negative attitudes and unmotivated towards English language learning (Rehab Abdelsalam, M A (2006). In addition , they said that the third year students of Secondary School possessed an average level of motivations to learn EFL Azim Mirghani M A (2008) , but some of them have an another idea . So , they said that both students and teachers are instrumentally motivated AL Busairi(2009) .Also , they said that some of English language teachers need training to teach the spine syllabus . Moreover , some educational

experts and designers have said that the Spine Curriculum itself has led to the weakness of the students in English language at Secondary Schools and even at the universities .Hence ,they added that they have discovered its failure after teaching it for 25 years .Thus , they are going to substitute it by a new syllabus which is n call the Smile .Therefore , I hope this new curriculum helps our Secondary School students improve and develop their levels in English language.

1.2 The Problem of the Study :

Many scholars and researchers pay close attention to why people want to learn English language (motivations) Dornyei , 1994 , Ely Gardner , 1985, Gardner & Lamber, 1972 , Masgoret , Bernaus and Gardner,2001) and how people learn languages (strategies) . So, every learner has different learning motivations , different attitudes(behaviors towards learning the languages)and strategies in second / foreign language . Learners' learning , learners personal cultural and gender backgrounds influence their motivations and attitudes in language learning . Since the learning motivations and attitudes are very important and they affect students learning of English language .This study will try to investigate secondary school students' motivations and attitudes towards learning English language.

1.3 Objective of the Study :

The study aims at

1. Identifying the Sudanese secondary school students' motivations and attitudes towards English language learning.
2. Exploring the types of motivations and attitudes that encourage students to improve their levels in English language .
3. Discovering the English language curriculum factors that help the secondary school students master their English language.
4. Finding out if there are differences regarding gender in motivations and attitudes towards English language learning .
5. Analyzing the data collection (the questionnaire) and suggesting solutions and recommendations for further studies.

1.4 The Questions of the Study:

In this study the following questions were raised:

1. To what extent are Sudanese Secondary School students motivated to learn English language?
2. What are the types of learning motivations and attitudes do the secondary school students have towards learning English language?
3. To what extent do secondary school students have some different attitudes towards learning English language?
4. To what extent do the English language teaching materials motivate students to learn English language at Secondary School?

1.5 The Research Hypotheses:

1. The secondary school students are motivated to learn English language.
2. The Secondary school students have some different types of learning motivations and attitudes towards learning English language.
3. The secondary school students have some different attitudes towards learning English language.
4. The English Language teaching materials motivate students to learn English language at secondary school .

1.6 The Significance of the Study:

The issue of the learning motivations and attitudes are very important factors in students' learning of English language .Therefore , the following points illustrate the significance of the study

- 1 .The study of students' learning motivations and attitudes towards learning English language ,would enable the curriculum experts and designers to know the types of motivations that students have and the cause of them .So ,this is very important because motivations can directly affect students' attitudes.
2. The study of students' motivations , would help the syllabus developers and designers to identify the problems that students face in

learning English language . Hence , this can be fruitful by the teachers and the curriculum developers to adopt the suitable methods of teaching .

3. Also , the discovery of the difficulties that encounter the students in learning English language, help the syllabus developers to modify and change the curriculum for the best and relevant one.

4.The finding out of the problems that students face in learning English language , help the curriculum writers to include the topics in the syllabus that help students form or collect positive motivations and attitudes towards learning English Language.

5. In addition to ,the findings , results and recommendations , help the syllabus designers , experts and writers to involve topics , activities , exercises and tasks that make secondary school students , form positive motivations and attitudes that help them master the English Language and love it .

1.7 The Limits of the Study :

The present study is limited to the motivations and attitudes of secondary school students , male and female towards learning the English Language in Khartoum North Locality , both governmental and private secondary schools in the year (2016 - 2018) .

1.8 The Research Methodology :

A descriptive method will be adopted . Therefore , the tool of the collecting data will include : secondary school students' questionnaire.

So the data collected will be statistically analyzed and critically discussed . To ensure the validity and reliability of the questionnaire , the researcher will consult a number of experts in the field of teaching and statistics , whose opinions and advice will help the researcher to reach the final format of the questionnaire .

1.9 Definitions of the Terms :

FL :

" A language which is not a Native Language in a country . A foreign language is usually studied either for communication with foreigners who speak the language , or for reading printed materials in the language " Longman Dictionary of Language Teaching & Applied Linguistics , (2007 : 269) .for education, employment, and other basic purposes.

L1 : (first language) . When we were young we learnt our first language, L1 that is our mother tongue.

L2 :When we learn an additional language, this language is called **L2** :(second language). A second language can also be called a target language (TL) . A second language is typically an official or socially dominant language needed for education , employment , and other basic purposes .

TL :(the target language) the language you aim to learn, and once you have you learnt it, it is no longer a target language Saville-Troike,(2006).

Motivation :

Gardner , (1985) : 10) defined motivation as : " The extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity".

Motivation in this study is define as a state of need on the part of the leaner that produces a strong desire , which in turn activates and directs all the learner's capabilities to persevere in learning the second / foreign language until the need is satisfied . Operationally , motivation in this study is the sum of the student's scores in the four subscales of motivation , which are : a) reasons for learning English Language ; b) desire to learn English Language ; c) motivational intensity to learn English Language ; and d) attitudes towards learning English Language .

Motivational Intensity :

The motivational intensity in this study , is defined as the effort expended by the learner on the task of learning the English

Language inside and outside the classroom . Operationally , it is the sum of each student's scores on the intensity subscale .

Instrumental motivation :

Longman Dictionary of Language Teaching & Applied Linguistics , (2007 : 440) defined instrumental motivation as : " Wanting to learn a language because it will be useful for certain " instrumental " goals , such as getting a job , reading a foreign newspaper , passing an examination "

Integrative motivation :

Longman Dictionary of Language Teaching & Applied Linguistics , (2007 : 440) defined integrative motivation as : " Wanting to learn a language in order to communicate with people of another culture who speak it " .

Language attitudes :

" Technologically an attitude is a tendency or predisposition towards a certain type of reaction loosely and popularly it has been used as a catch to all terms for the whole body of one's opinion , belief, sentiment predisposition" " Encyclopedia Britannica, 2, 662) " .

Attitudes Towards Learning English Language :

Attitudes towards learning English Language in this study, are defined as the student's general favourable or unfavourable feelings towards the task of learning English Language , towards the presence of English Language as a subject in the school curriculum and their general evaluation of the value of learning English Language. So, this definition does not involve the student's attitudes towards the native speakers of English Language and their culture . Operationally, attitudes are the sum of each student's scores on subscale .

Reasons for Learning English Language :

This term is defined as the degree of perception or awareness of the relevance of English Language to the needs of the learner .

Operationally, the total scores on this subscale represent the learner's degree of perception and awareness of the instrumental value and its relevance to his needs .

Desire to Learn English Language :

The desire in this study , is defined as the student's interest and wants to learn English Language and his preference for learning English Language that is based on a recognized need for English Language . Operationally , the desire of each student is the sum of his scores on the desire subscale .

Language aptitude :

Longman Dictionary of Language Teaching & Applied Linguistics , (2007 : 366). defined the language aptitude as : " The natural ability to learn a language , not including intelligence , motivation , interest , etc .

CHAPTER TWO
The Literature Review

Chapter Two

The Literature Review

2.0 Overview :

This chapter consists of the following areas of the affective aspect of the second /foreign language learning : The second language learning and acquisition, the Schumann's model, the learning strategies, the social factors that affect the second / foreign language learning , the situational factors (inside and outside school) that affect the second/ foreign language learning, motivations and attitudes and their relationships and role in the second / foreign language learning , attitude , its definition , classification or " types" , attitudes in social psychology and their role in the second / foreign learning , motivation, its definition, classification or "types " and its role in second / foreign language learning some previous (early) studies which conducted in Sudan and other countries that investigate motivations and attitudes towards leaning English as a second / foreign language , some comments on the previous studies , the summary of the chapter .The theoretical basis of the research in affective aspect of second / foreign language learning and the theoretical aspect basis for the research on attitudes and motivations in second / foreign language learning stem originally from Mower's 1950s investigations and findings on talking birds . During those "heydays" of behaviorism , Mowrer saw an important role for the emotions in the interaction between talking birds and their trainers , and the emotions in the interaction between talking birds and their trainers , and also saw the effective of such emotions and interaction on the birds skills in talking development (Lambert 1980,416). In the early 1960s, Mowrer generalized his findings about birds' talking development to human first language (F1) acquisition. In this theory of first language acquisition, Mowrer claims that the child's acquisition of his first language is motivated by a fundamental desire to integrate himself and become a valued member of his family and later, his community. Mowrer maintains that this desire is so strong and persistent until the child masters his first language and becomes a member of his family and community. A lot of studies have been conducted which investigate the relationship of

student's attitudes and motivations to achievement in second or foreign language . Gardner and Lambert are the pioneers in this research field . They have carried out several empirical studies with English-speaking high school students and adults in Canada as well as in the United States . The first multivariate investigation of a number of attitudes , motivations measures , indices of language aptitude , and their relation to second language proficiency, was conducted by them. In their first study, the variables included were in their first study, the variables included were linguistic aptitude , verbal intelligence , and various attitudinal characteristics . They find that "linguistic aptitude" and "motivational" factors have high correlations to achievement . They were the first ones to divide the orientation index into "integrative orientation" and "instrumental orientation ". Both the researchers conducted with high school students and adults in the elementary level of French confirm the prediction that the students with integrative orientation have effective achievement in French (Gardner and Lambert, 1959, 1963) . In addition to the Canadian studies, Gardner and Lambert (1972) also conducted studies with American students in Louisiana , Maine and Connecticut and French- American students in Louisiana and Maine. They chose Louisiana and Maine because there existed subcultures of French-Americans . The studies were done to see if the results were similar to the results they obtained in Quebec .Connecticut is a region typical of other states in the U.S. without influence of French culture, so the students there would only have a vague image about French (1972:19).for the American students, in all the three settings, the proficiency in school-taught French was related to the students' motivation and desire to learn the French language. In Louisiana , integrative orientation toward learning French and favorable attitude toward French-Americans appeared to enhance the development of vocabulary and to lesser extent, French comprehension. The main students who developed above average expressive skills in French were instrumentally oriented and had parents with a number of French-speaking friends. The strong motivation was generated by an integrative orientation toward learning French in Connecticut (1972 : 57) .French-American students in Louisiana showed that the oral competence was determined by the amounts of experience with French in the home and neighborhood and strong motivation and desire to learn French, especially for integrative reasons, contributed to

subjective feelings of being competent in French and to above average performance on measures of French grammar (1972:70). The Maine students with instrumental orientation toward French study and who have strong parental support to do well appear to have demonstrable skill in various features of French proficiency (1972:79). Another study was done by the same researcher in the Philippines to test the hypothesis that integrative orientation was more conducive to second language learning than instrumental orientation. English being the second language, the medium of instruction, the business language and the most prestigious language in the Philippines (1972:121). As early as 1954, Eformrvin generalized this theory to second language acquisition, and assumed that emotional dependence, and the desire for integration and the second / foreign language, community would lead to success in acquiring the second / foreign language. Similarly Gardner and Lambert adopted Mowrer's theory of first language acquisition to second/foreign language learning is slightly modified from. They assumed that the learner of a second language, although he does not have the same basic urge to communicate to satisfy his essential biological needs, as is the case for the first language learner, nevertheless must still be willing to identify or integrate himself with the second language community and culture. They assumed that this motive is similar to a child's motive for learning his first language, and thus it must be strong and an important role in learning the second / foreign language. Furthermore, Gardner and Lambert (1972) hypothesized that the learner of a second language must want to introduce himself to members of the other ethno-linguistic group and be willing to assimilate very subtle aspects of their behavior such as the mastery of their language, in preparation to being accepted as a member of the other group "... The successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterized members of another linguistic cultural group" (1972, 3). The theoretical basis of the research on the attitudinal and motivational aspects of second/foreign language learning that was conducted by Gardner and Lambert and other researches who followed their line of theorizing can be traced back to Mowrer's theories (Lambert, 1980: 416). These theories are generalization from birds' talking development and training to first language learning, which in turn was generalized to

second/foreign language learning. A major assumption for these theories is that the desire for integration in the family and community for the second/ foreign language learner leads to successful learning.

A second assumption, which stems from the first, is that integrative motivation (which is the desire to integrate in the second/foreign language community) is superior and stronger than instrumental motivation (which is the learning of the second/foreign language for utilitarian purposes) . A third assumption, which underlines the research, is that attitudes are major and significant determinants of behavior. Furthermore, the assumption was that attitudes are essential components of motivation and researchers used attitude and motivation interchangeably. “In the first place, our conception of attitude as an essential component of motivation is similar to that of Cook (1969) who in an important theoretical paper, incorporates attitudes, values and personality traits as motive-like constructs of major significance in determining behavior” (Gardner and Lambert, 1972:134). At the beginning of their research, Gardner and Lambert assumed that motivation is determined by attitudes. “The learner’s ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be, relatively in learning the new language. His motivation to its thought to be determined by his attitudes towards the other group in particular and towards foreign people in general, and by his orientation towards the learning task itself” (1972:3).

2.1 Second Language Learning :

When we were young we learnt our first language, L1 that is our mother tongue. When we learn an additional language, this language is called L2 (second language). A second language can also be called a target language (TL), the language you aim to learn, and once you have you learnt it, it is no longer a target language Saville-Troike, (2006). A second language is typically an official or socially dominant language needed for education, employment, and other basic purposes.

2.1.1 New Research Agenda Movement :

A provocative article by Crookes and Schmidt (1991) called for a new research agenda involving L2 learning motivations. So they criticized Gardner's socio-educational model as not focusing sufficiently on the L2 instructional context (Dornyei, 2001a). They have pointed out that there are limits to how Gardner's socio-educational model could be applied; these limitations stem primarily from differences in motivations between L2 learners and FL learners (Crookes & Schmidt, 1991; Oxford & Ehrman, 1993). That is, most of Gardner's studies have used English-speaking Canadian students who are learning French in Canada where French is accepted as the lingua franca within their native culture, while most language learners in the U.S. are learning foreign languages (e.g., Spanish, French, German) where students have few immediate opportunities to use the languages outside the classroom. Crookes and Schmidt proposed a new research agenda which attempted to expand the definition of L2 or FL learning motivations, broadening the concept of motivations (Dornyei, 1996, 1998, 2001a, 2001b; Oxford, 1996; Oxford & Shearin, 1996). Dornyei & Otto (1998) for example, define L2 motivations in their process model as :

...dynamically changing cumulative arousal in a person that initiates,

directs, coordinates, amplifies, terminates, and evaluates the cognitive

and motor processes whereby initial wishes and desires are selected,

prioritized, operationalised and (successfully or unsuccessfully) acted out. (p. 65)

The reformists criticize Gardner's studies for being too limited in two ways : (1) despite the large sample of subjects with whom he

usually works , his research is always based on one-shot questionnaires (i.e., data collected at one point in time) that are examined in relation to the final achievement measures ; and (2) the integrativeness is not equally important for L2 achievement in classroom-based ' foreign language instruction outside Canada . Therefore , they claim that motivations are more complex and cannot be measured by a one-shot questionnaire as they change due to a number of environmental factors in addition to integrativeness . Dorney (2001 a) claims that a more " educational orientation in L2 motivations research " (p . 105) is needed . The common belief underlying such an educational movement seems to be a focus on motivational sources closely related to the learner's immediate learning situation rather than their overall attitudes towards the target culture (i.e., integrativeness) . In contrast to Gardner's claim that " the source of the motivating impetus is relatively unimportant provided that motivations are aroused " (1985 , p . 169) , these reformists value the importance of identifying motivational factors within the learning situation to find ways to motivate students (Oxford & Shearin , 1994). In fact, Gardner's socio-educational model does include learner's attitudes towards the learning situation (teacher and the course) as a part of integrative motivations (Figure 2) . The language aquisition context is also included as one of the elements that influences learners' motivations (Figure 1) (Gardner 2000) . However , Dornyei (2001 a) still argues : ... the main emphasis in Gardner's socio-educational model had not been on elaborating on the range of possible motivational antecedents..but on determining whether motivations have been aroused and specifying the learning consequences of this arousal in relation to the impact of other non-motivational factors such as intelligence. (p . 106) Gardner's socio-educational model presents the importance of the L2 learning context on students' attitudes and motivations in contributing to better L2 learning , but his research does not focus on explaining why . With the new perspectives , several alternative motivations approaches, models and frameworks have been proposed . These new models are focused on the classroom-based L2 aquisition context , and have attempted to illustrate various factors that may influence L2 motivations . Crookes and Schmidt (1991)

adopted Keller's motivation system (1983) and identified four levels of motivations and motivated learning : the micro level , the classroom level , the syllabus or curriculum level and the extra curricula level . Oxford and Shearin (1994) suggested broadening L2 motivation theories by introducing emerging new concepts in motivational psychology such as Need theories and Instrumental (Expectancy-value) theories . Need theories have two types : (1) hierarchies of need and (2) need achievement . L2 learners for example , have different motivations related to their varying needs , and they instigate , direct , and sustain activity to satisfy these needs . Also , L2 learners feel the need to achieve , believing that doing the specified tasks will produce positive results that can increase personal values . Similarly , expectancy-value theories claim that L2 learners engage in tasks to achieve some valued outcomes , determining the degree of effort that they expend . Julkunen (2001) defines motivation in the L2 classroom as a continuous interaction process between the learner and the environment . He stresses the need to investigate the relationship between general motivational orientation and situation-and / or task-specific motivation , claiming that different types of learning situation and tasks affect motivations and learning in different ways . Furthermore , Spolsky(2000) suggests that motivations research should incorporate the methodology of using sociolinguistic data and psycholinguistic data because language learning is a dynamic social phenomenon . Dornyei (1994) claims that L2 motivation is an eclectic , multifaceted construct ; thus it needs to introduce different levels to integrate the various components . Adopting Crookes and Schmidt's approach (1991) , he found it useful to separate L2 motivations into three motivational components (i.e., motives and motivational conditions) : language level , learner level and learning situation level (Figure 3) . Language level focuses on orientations and motives related to various aspects of the L2 such as the target culture and the potential usefulness of L2 proficiency. Learner level concerns affects and cognitions underlying the motivational processes . Learning situation level consists of both intrinsic and extrinsic motives, and motivational conditions concerning three areas : (1) course-specific, (2) teacher-specific ,

and (3) group-specific .This model can be a useful framework not only for researchers and teachers to identify motivational sources , but also to develop motivational strategies .

Figure (2 . 3) :

Components of Foreign Language Learning Motivation (Dornyei , 1994)

---Language Level

Integrative Motivational Subsystem

Instrumental Motivational Subsystem

Learner Level

Need for Achievement

Self-Confidence

Language Use Anxiety

Perceived L2 Competence

Causal Attributions

Self-Efficacy

Learning Situation Level

Course-Specific Motivational Components

Interest

Relevance

Expectancy

Satisfaction

Teacher-Specific Motivational Components

Affiliative Motive

Authority Type

Direct Socialisation of Motivation

Modeling

Task Presentation

Feedback

Group-Specific Motivational Components

Goal-Orientedness

Norm & Reward System

Group Cohesion

Classroom Goal Structure

Similarly, Williams and Burden (1997) proposed an " interactive model " providing a comprehensive framework for L2 motivation rooted in social constructivist tradition . In this model , motivation is seen as a choice about actions and behaviors that L2 learners make depending on a complex interplay between internal factors (e.g., personalit , confidence) and external factors (i.e., social-cultural contexts) (Williams , 1994)

2.1.2 Social factors that affect second language learning:

Saville – Troike, (2006) claims that the question of why some learners are more successful than others leads to examinations of differences in the learners themselves, such as social factors. According to Ellis, (1994) there are four specific social factors that tend to be of importance for the degree of success in learning and acquiring a second language, namely age, gender, social class and ethnic identity. These four social factors interact with each other in many ways, but they will be discussed separately in the following four subsections.

2.1.2.1 Age : Ellis, (1994) argues that most linguistics experts think that children are more successful L2 learners. For instance, children are much better than adults at natural second language acquisition, i.e. to learn the language that they use in the environment that they find themselves in (ibid 201-202). Many linguistics claim that their children learn/acquired more up to a certain age (i.e. young children acquire L2 much like L1, but they lose ability later on (ibid 201-202). Saville-Troike, (2006) claims that younger learners and older learners have different advantages. For example, children are not as analytical, while older learners have the ability to be analytical. Older learners have a greater (Meta) knowledge of their L1 compared to young children (ibid 84). Saville-Troike, (2006) argues that older learners are . Such activities require the child to separate language from the context of actual experience and to learn to deal with abstract meanings” McLaughlin, 1992:11). Age has been thought of as one of the important factors that could influence second language acquisition. Ellis (1985) states that factors connected with age have been submitted to empirical investigation due to the commonly held belief that children are better language learners than adults. Izzo (1981) comments that “ this belief seems to be based on two observation : “1. Children usually acquire good pronunciation in the second language whereas adults who have a good control on the second language often have non-native pronunciation, and (2) in families who move to an environment where a second language is spoken, the children learn to use the second language more quickly than adults” (p.29) (1985) reviewed the literature on the influence of age on language learning and found that children and adults follow the same acquisition process and exposure to the language at an early age could have an impact on the acquisition process. Burstall (1975) found that children who started learning French at primary level performed better than those who started at secondary level. Krashen, Long and Scarcella (1979) in their study of age, rate and eventual attainment in second language acquisition conducted that subjects who came to live in foreign country as Children attained higher proficiency in L2 than those who came as adults. Seright (1985) a study of Francophone adults attempting to examine their aural comprehension. The results indicated that the achievement rate decreases as the age increased. Johnson and Newport’s (1989) study of the English proficiency of Asian found that subjects who arrived at early age were significantly superior to those who

arrived at later age . Furthermore, Gibbs (1990) in her study of 75 Punjabi-speaking students concerning their acquisition of English modal auxiliaries found that students who were exposed to English at an earlier age comprehend this verb form better. Solaiman (1991) conducted a study of Indonesian and Malaysian students studying at Indiana University Bloomington, in an attempt to identify and analyze the perceived nature and causes of the English language-based problems. Solaiman found that age, prior use of English as medium of instruction, residence in an English –speaking countries before beginning studies in the United States, and length of stay United States all had a significant relationship with the English language based problems. Lee (1993) tried to test the ability of 60 Korean speakers of English who had lived in the USA to judge the grammaticality of English sentences. The researcher found that faster performance was evidenced by early learners and age positive factor in second language acquisition. Hancin and William (1993) carried out a study of 196 grade four, six and eight Spanish-English bilingual students in the States looking at their bilingual development and understanding of morphologically complex cognates. The students were asked to give the Spanish equivalent for English words. The result revealed that the students’ ability to translate cognates increases with age. The finding of these studies lead to the conclusion that age is a key factor in language acquisition.

2.1.2.2 Gender :

Ellis, (1994) states that women almost always surpass men in their (standardness of speech) and use of prestige forms. Prestige forms are the high standard forms of a language, i.e. the forms that are typically used by television and radio news broadcasters and the universities. This tendency to use prestige forms concerns not only female L2 learners, but also native speakers of the language in question .

The reason that women use more prestige forms than men do could be that women are more open to different forms and likely to use them in their speech. However, when women have noticed the use of new forms, they are more likely to reject them (ibid 201-204). Men are less recipient to different forms, but when they have started to use them, they rarely never reject them (ibid201-204). Edlund et al, (2007) states that women

and men tend to use their linguistic knowledge differently. They communicate differently and make use of different language styles . According to Edlund et al, (2007) women and men use different language depending on situation. Furthermore, Edlund et al, (2007) argues that even though women and men make use of the same phrase and vocabulary, the exact meaning (including connotation and expected interpretation) of the phrases / vocabulary are sometimes different depending on the sex of the speaker. Edlund et al, (2007) also argues that while talking about differences among men and women, there are a lot of stereotypes. For example, women talk more than men are more humoristic. These stereotypes could one of the reasons that the expectations on men and women are different (ibid59). According to Ellis, (1994), it has been shown that female learners do better than men because they are more open to new linguistics forms. However, there are also studies argue that men do better or simply that there are no- or just few differences between women and men. Ellis states that women usually have a more positive attitude towards learning a second language, which has a huge impact on their way of learning (ibid 202-204). Gender is counted as one of the factors that contribute to language learning. However “six differences in L2 learning seem to have escaped being studies extensively” (Ekstrand 1980, p. 209). Previous studies of language learning found that gender has an effect on second or foreign language. Ekstrand (1980) carried out a study to examine the gender differences in language learning. The study involved 5,347 grade six Swedish pupils. For the purpose of this study, four sub-tests in Swedish from the national set of standard achievement tests were used” (Disposition, Word knowledge, Reading Comprehension and Grammar), four sub-tests in English from the same set (pronunciation, Listening, Comprehension Reading and Grammar), an attitude interest questionnaire were administered “Ekstrand (1980, p.230). The researcher conducted that the results of the study showed higher achievement by girls rather than boys. Burstall (1975) found that girls had more positive perception of learning French than did boys. Muchnick and Wolf (1982) found that female students reported positive attitudes towards learning Spanish and interacting with Spanish speakers, yet reported negative attitude towards their specific classroom teacher and the course. Male students on the other hand, had negative attitudes towards learning Spanish. Batters

(1988) found that girls were more careful with written work, but that boys in general did not lack the application for language learning. Powel and Batters (1985) found that girls favor foreign language learning more than boys. Bogaards (1984) in his study of 965 Dutch pupils learning French as foreign language found that there was a relationship between students' gender and their attitudes towards learning a language. He concluded that girls started learning a foreign language with more positive attitudes than boys. It seems that gender differences transcend cultural differences.

2.1.2.3 Social Class :

Ellis, (1994) claims that social classes are usually based on level of education, income and occupation. It has been shown that there are interesting connections between social class and L2 achievement. Students from middle- class homes regularly outperform those from lower- and working class homes. Ellis, (1994) argues that L2 learning is connected to different attitudes based on the learners' will to learn. Working- class students usually drop their language earlier than middle- class students, for instance more middle- class students tend to continue studying it at the university (ibid 204-206) .

2 .1.2.4 Ethnic Identity :

Ellis, (1994) states that ethnic identity is the factor that has attracted his attention the most. An ethnic group is a group of people that has the same native language, the same nationality and in most cases the same religion. Learners who are ethnically close to target- language culture are likely to outperform those who are more distant (ibid 207-210). How fast someone learns a new language depends on the learners' motivation. If the learners are motivated to learn new the language and feel that it is usable, they will learn it better than those who do not think that they need it. For example, how quickly immigrants that are new in a country, learn and develop depends on their motivation Ellis, (1994). Immigrants are expected to be highly motivated to learn the language of their new country. However, some are not, for obvious. Some may think that they do not need the new language, since they are living in an area where a great many other immigrants are also living, which means that they can use their native language in most everyday situations. Another reason for some immigrants not to learn the language of country to which they have

moved, could also be that since their children learn the language in school and elsewhere, the parents may think that they do not need to learn it.

2.1.2.5 Students' lack of interest :

The 3rd secondary students' language achievement, may be influenced by the level of interest in the subject or in learning English as a foreign language. According to the teachers, in particular, students do not seem interested in the learning of English as a foreign language and they do not work hard to improve their language standard one they leave the classroom. It was also mentioned that the majority of students do not have the habit of reading either in their mother tongue or in English.

2.1.2.6 Parent-school links :

There is little strong link between schools and students' parents. Parents do not co-operate with their children's school to improve their children's English by providing them materials to learn and read in English, showing them the importance of English for their future use. The majority of parents have no knowledge of the English language in order to help their children's school to improve and develop their children's English Language by providing them materials to learn and read in English, showing them the importance of English Language for their future use. In addition, English Language has become an international language.

2.1.2.7 The EFL curriculum :

The EFL curriculum has changed over the past few years. This change may have an impact on the students' attainment, since each phase of development of the EFL curriculum has had its own objectives and methodology, or approaches to teaching. The methodology and the process of learning a foreign language are entirely different from other subjects such as mathematics, history and biology. Most of the teachers of subjects other than English require students to memorize and reproduce masses of information. This method of teaching and learning is not acceptable for the teaching and learning. Bilaystok's second language learning model is composed of three levels: input, knowledge and output. Input refers to the undifferentiated context in which exposure to the second language occurs. The exposure to the language could be obtained

from both books and the classroom. Knowledge in language use refers to the explicit linguistic knowledge (comprising all the conscious facts learners have gathered about the language). These may involve grammar rules, vocabulary items and punctuation rules. Implicit knowledge on the other hand, contains all the information about the target language necessary for most spontaneous comprehension and production tasks.

2.1.3 The Situational Factors (inside school) that affect second / foreign language learning :

2.1.3.1 Time :

time is a very important factor in learning a language. Students who learn a foreign language in their own country, may have little or no exposure to authentic foreign language where they can interact with native speakers. This does not allow the learners to practice the language they learn at schools. Learning a foreign language requires sufficient time to learn and use whatever the students learn at school. Regan (1985) states that in teaching a foreign language, time should also be directed towards earlier language learning. The optimum age for learning a second language, is between four and eight. Moreover, Ringborn (1980) mentions that the specific distinctions between second and foreign language learning are based on the time spent on language learning. For example, in Oman, English is considered specifically like any other subject, it is not dealt with as teaching a language and not a great deal of time is devoted the teaching of English at different educational levels. This does not allow students to practice what they learn

2.1.3.2 The language teacher :

The language teacher may have an influence on language learning especially in countries where teachers are from different countries are. These teachers come from different cultural backgrounds and promote different teaching styles. When these teachers come to a country or culture which is different from their own they are likely to find it difficult to cope with their students and the new educational system. They may also find it difficult to communicate with their students. So this may create a negative attitude either with the teachers towards their students or vice-versa. Learning and teaching style may also have an impact on the

learning of a second or foreign language. For example, in Oman, EFL teachers are recruited from different parts of the world. They come to Oman with different experiences, language and styles. Hence students may find difficulty to communicate with them due to these cultural differences. Qualifications and experiences receive great attention when selecting language teachers. Izzo (1981) states that various professional societies have certain qualification that the person has to obtain before being accepted as a language teacher. She adds that the teachers have to understand their profession well. Morgan (1993) writes about the teacher's role in changing learners' attitudes when she commented on Allport's categories of attitude (friendly, rigid ambivalent). "the language teacher can be seen as encouraging positive acceptance of other cultures with the first group, accepting as inevitable the negativity of the second group and concentrating on encouraging positive attitudes amongst the third, more ambivalent, category"(p.64).

2.1.3.3 Method :

The teaching method employed may be one of the factors that contribute to success in language learning. If learners feel that they are benefiting from the classroom learning, they may wish to continue learning the language. Schumann (1978) mentions that language learners who have positive reaction to the teaching method may continue studying that particular language and seek help from the target language group. If learners have a negative reaction towards teaching methods, they may abandon language learning completely. Izzo (1981) also mentions that the method employed to teach a language, can significantly influence learning.

2.1.3.4 Learning materials :

The nature of learning materials may also have an influence on students' language learning. If students (male or female) feel that the learning materials will fulfill their educational or future career needs, they may work hard to achieve a good standard in the language they learn. Teaching materials should allow the teacher to create a friendly learning environment. The learners' own culture and the culture of the foreign language, play a great role in either success or failure in language learning. Robinson (1988) comments that 'culturally familiar is an

essential ingredient in introducing the learner to new concepts, linguistic and otherwise, in the second language, foreign language and bilingual classroom” (quoted by Morgan 1993,p.68). learning materials should reflect the current or future needs of learner and their community. Byram (1989) argues that the choice of language teaching materials, should depend not only on the degree of conceptual difficulty or linguistic complexity, but should also depend on the culture and the target language group way of life. Also he further adds that when selecting language awareness topics one should take into consideration the learners’ age and cognitive capacities.

2.1.3.1 The Situational Factors (out school) that affect the second / foreign language learning :

2.1.3.1.1 Second or foreign language :

Judd (1987) states that ESL (English as a second language) status can be defined as a situation in which non-native English speakers spend a great majority of their time communicating in English. Moreover, the English language learner will be using English to express their ideas. ESL all language skills (oral, reading, listening and writing) will be employed in a variety of registers starting from the very informal to the highly formal. In the case of ESL, the non-native speakers will be communicating primarily with native speakers of English. This will enable learners to develop their communicative skills. EFL (English as foreign language) refers to the situation where English is learned as one of many foreign languages and serves little or no immediate communicative function for students once they finish the course. The use of communication is limited and may focus on literature and culture. The use of English outside the classroom is minimal and of a short duration. Ringborn (1980) argues that the more scientific situational distinctions are based on the quality and structure of the input, the teacher’s role, lack of well qualified teachers and the kind of skills developed.

2.1.3.1.2 The differences between the L1 and L2 :

Van Patten, Dvorak, and Lee (1987) mention that the interaction between the mother tongue of the learner and the process of learning the foreign language is an important factor in determining the development of the

language of the learner. The differences between the learner's mother tongue and their second language could lead to learning or acquisition difficulties. For example Arab students encounter difficulties in writing in English due the difference between Arab written discourse and that of English. Derrick-Mescan and Jaqueline (1985) write that "for Arabic speakers writing in English, the concept of the sentence differs from that of their American counterparts" (p.8). Van Patten et al (1987) "a problem in the acquisition of a foreign language revolves around the tendency for learners to transfer the structure (or habits) of their L1 to the L2 or FL" (p.10). Izzo (1981) adds that when second or a foreign language is extremely different from the mother tongue, it is more likely that the transfer from the mother tongue is wrong. Arab students for example, tend to apply Arabic grammar to their study of English. El-Halees (1984), and Schwabe (1981) found that Arab students often omit the definite and indefinite articles. In general, the differences between the two languages may hinder language learning.

2.1.3.1.3 Parents :

Pupils' attitudes and motivation may be influenced by their parents' attitudes towards the language and the language group. Parents' attitudes can also shape their children's goals in learning a second/foreign language a SL / FL , such as activity books, reading materials and practice. Parents who show positive attitudes towards the target language group community and culture, will lead their children to value the learning of a language, and at the same time, children will learn to value cultural differences. Gardner (1968) regarding the influence of parental attitudes towards the foreign language on their children's interest in learning a particular language, argues that "the relationship between parents 'attitudes and the students 'orientations suggest that the students orientation grows out of a family -wide orientation and consequently to some extent the degree of skills which the student attains in a second language will be dependent upon the attitudinal atmosphere in the home" (p.144).

Parents' literacy may also help their children in maintaining their mother tongue as well as learning a second language. Taft and Cahill's (1989) study of 10-11 year- old children of Lebanese immigrants in Melbourne

(Australia) found that children's competence in mother tongue was largely a function of the literacy level of their parents and their interest in the quality of their children's language. Parents who speak the foreign language help their children practice and use the language. Rosebush (1987) argue that the parents' influence on their children can be both positive and negative encouragement is associated with better language learning. Parent can demonstrate their positive attitudes towards language learning. By being involved in different ways either at home or at school or both. Furthermore, Izzo (1981) mentions that "students' attitudes are influenced by those attitudes held by parents, peers, and the community at large" (p. 7). Fenestra (1967) found that there was a relationship between the parental role and their children's achievement in French. Fenestra also found that if parents were favorably oriented towards the target groups, they transmitted this orientation to their children. Furthermore, Carroll (1967) conducted a study on 2,782 seniors majoring in French, German, Italian, Russian, and Spanish at 203 institutions in the United States. He found that students from homes where the foreign language was spoken attained greater competence in the foreign language than those coming from homes where no foreign language was spoken. Parents' occupation could also have an impact on their children's perception of language learning. Burstall (1975) found that in Britain parents' occupation had an influence on their children's perception of learning French as a foreign language. She concludes that the higher parents' occupation the more positive the pupils' perception. And radio news broadcasters and at universities. This tendency to use prestige forms concerns not only female L2 learners, but also native speakers of the language in question. The reason that women use more prestige forms than men do could be that women are more open to different forms and likely to use them in their speech. However, when women have noticed the use of new forms, they are more likely to reject them (ibid 201-204). Men are less receptive to different forms, but when they have started to use them, they rarely ever reject them (ibid 202-204). Edlund et al, (2007) state that women and men tend to use their linguistic knowledge differently. They communicate differently and make use of different language styles. According to Edlund et al, (2007) women and men use different language depending on situation. Furthermore, Edlund et al,

(2007) argues that even though women and men make use of the same phrases.

2.1.4 The Cognitive factors that affect second / foreign language learning :

Ellis (1985) look at cognitive style as “a term used to refer to the manner in which people perceive, conceptualize, organize and recall information. Each person is considered to have a more or less consistent mode of cognitive functioning “(p.114).Brown (1987) on the other hand says, “It is difficult to argue that cognitive style is strictly a cognitive matter. It mediates between emotion and cognition. For example, a reflective cognitive style invariable grows out of a reflective cognitive style invariable grows out of a reflective personality.

2.1.4.1 Aptitude :

Ellis, (1985) points out that aptitude is a stable predicator in foreign or second language learning, because simply everyone has at least the adequate aptitude to learn a language. Language aptitude constitutes special ability for learning foreign language. It is typically held to involve a number of distinct abilities including authority, linguistic ability and memory ability. Longman Dictionary of language Teaching & Applied linguistics, (2007:366). Defines aptitude as: “The language aptitude is the natural ability to learn a language, not including intelligence, MOTIVATION, interest, etc. Language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different grammatical functions of words in sentences, ROTE-LEARNING ability, and the ability to infer language rules. A person with high language who is or is not bilingual. They judge their use of the second language basis of what they feel it means to know a language. We develop feelings of fear of people and things associated with unhappy experiences . Aptitude is defined be Ellis (1985) as the “specific ability a learner has for learning a second language” (p.293). Moreover, Stansfield (1989) states according to Carroll (1965) that foreign language aptitude consists of four cognitive abilities: phonetic coding, or the ability to segment and identify distinct sounds from association between the sound and their symbols, and retain

these associations; grammatical sensitivity or the ability to recognize the grammatical function of words or other linguistic structures in a sentence; and inductive language learning ability or the ability to infer the rules governing the language use. Aptitude is considered as one of the factors that contribute either to success or failure in language learning . Larsen freeman and long (1991) on the other hand state of one’s ability in learning a second language is not innate, but rather the dependent upon prior experiences . Carroll (1981) adds that “aptitude as a concept corresponds to the notion that in approaching a particular learning task or program, the individual may be thought of as possessing some current state of capability of learning the task, if the individual is motivated, and has the opportunity of doing so” (p.84). Some research studies findings such as Wegzell and Al-Ansari’s (1993) study that examine the problem of underachievement in foreign and language learning of 60 studies (randomly selected from the college of Arts at the University of Bahrain) claims that under achievement is associated with motivation rather with aptitude. The influence of aptitude in second or foreign language has been measured in terms of learners’ attainment in the second or foreign language .

2.1.4.2 Language Aptitude Test :

A test which measures a person’s aptitude for second language or foreign language learning and which can be used to identify those learners who are most likely to succeed. Language aptitude tests usually consists of several different tests which measure such abilities as: Sound coding ability – the ability to identify and remember sounds in a foreign or second language. Grammatical coding ability – the ability to identify the grammatical function of different parts sentences. Inductive learning ability – the ability to work out meanings without explanation in a new language. Memorization – the ability to remember words, rules, etc. in a new language. Two well – known language aptitude tests are The Modern Language Aptitude Test (Carroll and Sapon 1958) and the Pimesleur Language Aptitude Battery, Pimesleur, (1966). Longman Dictionary of Language Teaching & Applied Linguistics, (2007:366-367).

The Components of both tests are shown in the Table below : Table (2 . 1)

The Pimsleur Language Aptitude Battery (PLAB).	The Modern Language Aptitude Test (MLAT)
<ul style="list-style-type: none"> • Grade point average. 	<ul style="list-style-type: none"> • Number learning (after auditory practice in hearing some numbers in a new language learners are asked to translate 15 numbers into English)
<ul style="list-style-type: none"> • Interest in foreign language learning. 	<ul style="list-style-type: none"> • Phonetic script (Learners hear set of nonsense words and must choose from four printed alternatives).
<ul style="list-style-type: none"> • Vocabulary (learners knowledge of the meaning 24 difficult adjectives is tested in a multiple choice format). 	<ul style="list-style-type: none"> • Spelling clues (learners a phonetically spelled word and choose the word nearest in meaning from five choices).
<ul style="list-style-type: none"> • Words in sentence (learners read a sentence part of which underlined and then select from five underlining's the functionally equivalent part in another sentence). 	<ul style="list-style-type: none"> • 4-Language analysis (learners are asked to select the best translation for 15 English phrases into a fictitious language after being presented with a list of words and phrases in this language).
<ul style="list-style-type: none"> • Paired associated are given four minutes to memorize 24 	<ul style="list-style-type: none"> • Sound discrimination (learners are foreign language and then

Kurdish/English pairs and then select the English equivalent from five choices for each Kurdish words.	indicate which of these three words they hear in 30 oral sentences).
	<ul style="list-style-type: none"> • Sound symbol association (learners hear two or three syllables nonsense word and choose which word it is from four printed alternatives).

2.1.4.3 Personality :

Personality differs from one person to another in behavior patterns, cognition and emotion. It appears in a particular pattern of behavior in a variety situation. Personality is considered one of the factors that has an effect on learning second and foreign language. The learners with strong personality keep their attention and achieve high success in second language learning. Lovell, (1973) explains that the term personality in psychology means the whole of the person outstanding characteristics. In everyday speech the term personality refers to extent to which a person attracts other people . Personality was seen as one major factor that plays a significant role in language learning. It has been discussed in terms of different factors. Larsen-freeman and long (1991) state that self-esteem is one personality trait that could influence the learning of a language. So how learners perceive themselves in different life contexts such as their education or their job could influence their learning of a language. Ellis (1985) states the extroversion and introversion characteristics could also influence the learner's degree of learning acquiring a second language. Ellis reviewed the literature on these two characteristics and found there is a significant relationship between the extroversion/introversion and language proficiency. Extrovert learners are more successful and introvert learners. Chastain (1975) conducted a study of affective and ability factors in second language acquisition among one third of the students

enrolled on beginning French, German and Spanish courses. The Students were given test according to the following scales; (1) the anxiety scale composing of combined items from the Sarason test anxiety and Taylor Manifest anxiety scale; (2) the Marlowe Cowne scale of reserved versus outgoing personality and (3) creativity self-reported scale. The result indicated that there was a relationship between reserved vs. outgoing personality and students' grades. Moreover, Entwistle and Entwistle's (1970) study of 257 university and college students attempted to determine the relationship between students' personalities. Methods and academic performance. Their results indicated that introverts had better language performance.

2.1.4.4 Intelligence :

Intelligence is defined clearly by Dornyei, (2005) as: "the general set of cognitive abilities involved in performing a wide range learning tasks. It constitutes a general sort of aptitude that not limited to specific performance are, but is transferable to many sorts of performance". Cited in Ellis, (2006). Hence, intelligence, working memory, personality and language aptitude are closely linked to each other. As Ellis, (2006) explained, "they all refer to cognitive and the difference between the conceptualization lies largely in how broad and how language specific the terms are".

Intelligence is counted as one of the personal variables that count towards successful second language acquisition. It is defined by Gardner (1985) as a sequence of verbal and cognitive abilities that play a significant role in language learning in that learners with a high level of ability would be able to generalize these abilities in learning a new language. Brown (1987) add that intelligence is the learner's ability to acquire and recall knowledge. Ellis (1985) comments that intelligence could affect the acquisition of some skills linked with second language acquisition, "such as those utilized in the formal study of L2 but it is much less likely to influence the acquisition of oral fluency skills" Ellis (1985, p.111). Genesee's (1976) study of grade 4.7 and 11 Anglophone students' performance on the administered reading and language usage test and students' IQ level. However, the result did not demonstrate a relationship between students' performance on listening comprehension and

interpersonal communication skills and their IQ level..Boogards (1984) found that there was a relationship between students' listening comprehension and intelligence.

2.1.4.5 Anxiety :

Anxiety is defined by Sarason (1986) as a complex state including emotional, behavioral, cognitive and bodily components. Julkunen (1992) states that cognitive components of anxiety refers to negative self-evaluation, concern with one's public image, worries about one's social performance, and perceived inability to cope with social demands. The emotional aspects include feelings of distress, discomfort, and tension .The behavioral aspects refer to awkwardness, self-restraint, inhibition of gestures and speech, withdrawal and avoidance tendencies. There has been extensive research conducted to examine the effect of anxiety on foreign language achievement. Campbell and Ortiz (1988) state that anxiety associated with foreign language learning is a very real issue in foreign language learning with important consequences for instruction, testing and curriculum development. El-banna (1989) tried to study the levels of language proficiency and language anxiety of English as a second language of 731 ESL college students in Egypt. For the purpose of his study, the researcher used the test anxiety inventory and Tanta University English language proficiency test. The result demonstrated a significant interaction between gender and language anxiety. ESL students with high language anxiety level seemed to perform successfully on the language test employed. Julkunen's (1992) study of 552 grade six and eight finish children also found that there was a relationship between anxiety and foreign language achievement. Sanchez, Silvia, and Sanchez (1992) conducted a study of 118 male and 87 female junior high school students in Spain to assess the factors associated with foreign language learning. They found that there was relationship between low anxiety and superior performance in learning English as a second language. However, Javorsky, sparks and Ganschow (1992) compared attitudes of 60 college students with and 144 without specific learning difficulties in learning foreign language. They found that foreign language learning difficulties of learning-disabled students were not related to lack of motivation or anxiety but to the oral and written language problem of the students.

2.2 Second Language Acquisition :

“The learning and development of a person’s language. The learning of a native or first language is called FIRST LANGUAGE ACQUISITION, and of a second language or foreign language, LANGUAGE ACQUISITION. The term “acquisition” is often preferred to “learning” because the latter term is sometimes linked to a behaviorist theory of learning. Longman Dictionary of Language Teaching & Applied Linguistics, (2007:364).Saville-Troike, (2006) states that SLA (second language acquisition), refers both to the study of individual and group who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.

2.2.1 The Role of Individual Differences in Second Language Acquisition :

One of the unanswered questions in the SLA field is why there are differences in level of proficiency attained in L2 among students who study in the same learning environment (Larsen-Freeman & Long , 1991). What makes a good second or foreign language learner ? This seems to be the fundamental question that has stimulated numerous investigations of the role of individual differences in second language learning (e.g., Ellis, 1994 ; Skehan , 1989) . The good language -learner model illustrates the range of potential influences on language learning success , showing the complexity of the learning process . Skehan (1989) finds this kind of model beneficial for SLA studies in three ways : (1) it allows us to see the range of potential influences on language learning success , (2) it encourages us to quantify the different influences , and (3) it offers some scope for conceptualizing interaction effects among variables .Individual differences research has investigated a variety of factors that may play a role in accounting for the diversity in learners' L2 attainment (Gardner , 1997 ; Lightbown & Spada , 1999; Oxford & Ehrman , 1993 ; Skehan , 1989) . Characteristics that the research has identified as important include general factors such as age (e.g., Penfield & Roberts , 1959 ; Krashen , 1973) , gender (e.g., Eisenstein , 1982 ; Farhady , 1982) , personality attributes (e.g., Busch , 1982 Naiman et al ., 1978) and

factors that are more directly related to L2 learning such as language aptitude (e.g., Carroll , 1962 ; Skehan , 1989 , 1998) , attitudes and motivations (e.g., Gardner , 1985 ; Lambert , 1955) , language anxiety (e.g., Horwitz , Horwitz & Cope , 1986 ; Horwitz & Youngs , 1991) learning strategies (e.g., Oxford , 1990 , 1993 ; O'Mally & Chamot , 1990) , learning styles (e.g., Oxford & Ehrman , 1993 ; Skehan , 1989 , 1998) and learner beliefs (e.g., Horwitz , 1987 ; Wenden , 1986) . Among these variables , motivations and attitudes have been the most widely studied in the L2 literature . Based on Gardner's (1997) meta-analysis of 1247 published articles on individual differences since 1985, the most frequently investigated topic was " attitudes " (40.8 %) followed by " motivations " (22.1 %) and " learning strategies " (18.2 %) . Studies of learners' attitudes and motivations have revealed their significant contributions to increased competence and / or L2 achievement (Dornyei , 2001 b; Oxford & Ehrman , 1993) .

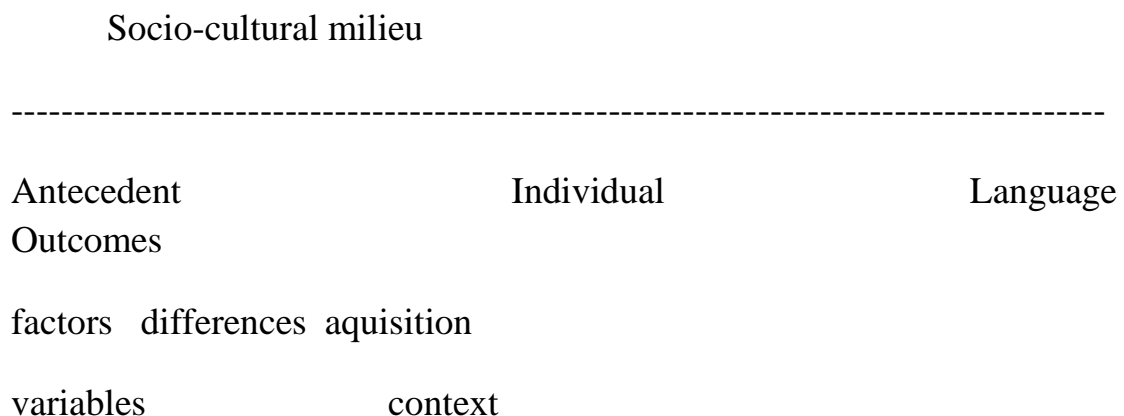
2.2.2 Gardner's Socio-Educational Model of SLA :

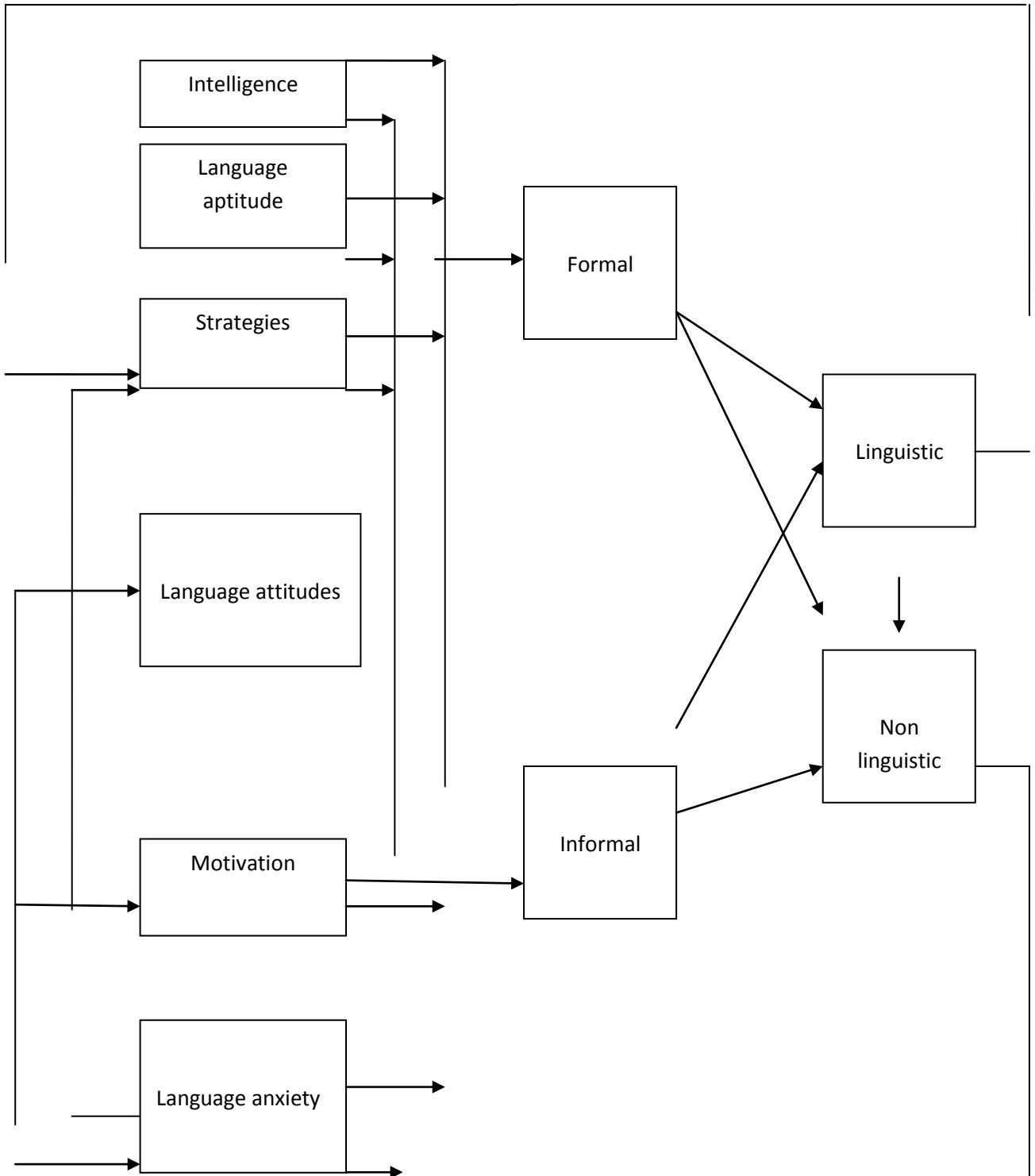
The role of L2 learning motivations has been intensively studied by social psychologists in Canada , where French and English are the two official languages . Gardner (1985) has hypothesized that L2 learners with positives attitudes towards the target culture and people will learn the target language more effectively than those who do not have such positive attitudes . In their earlier studies , Gardner and Lambert (1959) found that aptitude and motivations were the two factors most strongly associated with learners' L2 achievement . Gardner and MacIntyre (1993) drew together the findings from many studies over several decades (e.g., Gardner's " socio-educational model of SLA " (reproduced in figure 1) . Proponents of this model of SLA (Gardner & MacIntyre , 1992 , 1993) claim that individual difference variables (e.g., cognitive variables and affective variables) , influenced by factors (i.e., biological factors such as age and experiential factors such as previous language training experience) interact with both formal and informal language aquisition contexts , and influence both linguistic and non-linguistic outcomes (i.e., students' reactions to the learning experience) . Gardner and MacIntyre (1993) argue that

this model shows the importance of what takes place in the learning contexts: " Teachers , instructional aids , curricula , and the like clearly have an effect on what is learned and how students react to the experience " (p . 9) . The model also predicts that students' of success (i.e., linguistic outcomes) affects their feelings (i.e., non-linguistic outcomes) and that both types of outcomes will have an influence on individual difference variables including language attitudes and motivations . Motivation in this model is defined as the extent to the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity . A " motivated learner " is , therefore , defined as one who is : (1) eager to learn the language , (2) willing to expend effort on the learning activity , and (3) willing to sustain the learning activity (Gardner , 1985 , p. 10) . Motivation plays a significant role in this model in three ways. First , it mediates any relation between language attitudes and language achievement. Second , it has a causal relationship with language anxiety . Third , motivation has a direct role in the informal learning contexts , showing the voluntary nature of the motivated learners' participation in the informal L2 learning context.

Figure (2 . 1) :

Representation of Socio-Educational Model of SLA (Gardner & MacIntyre , 1993)



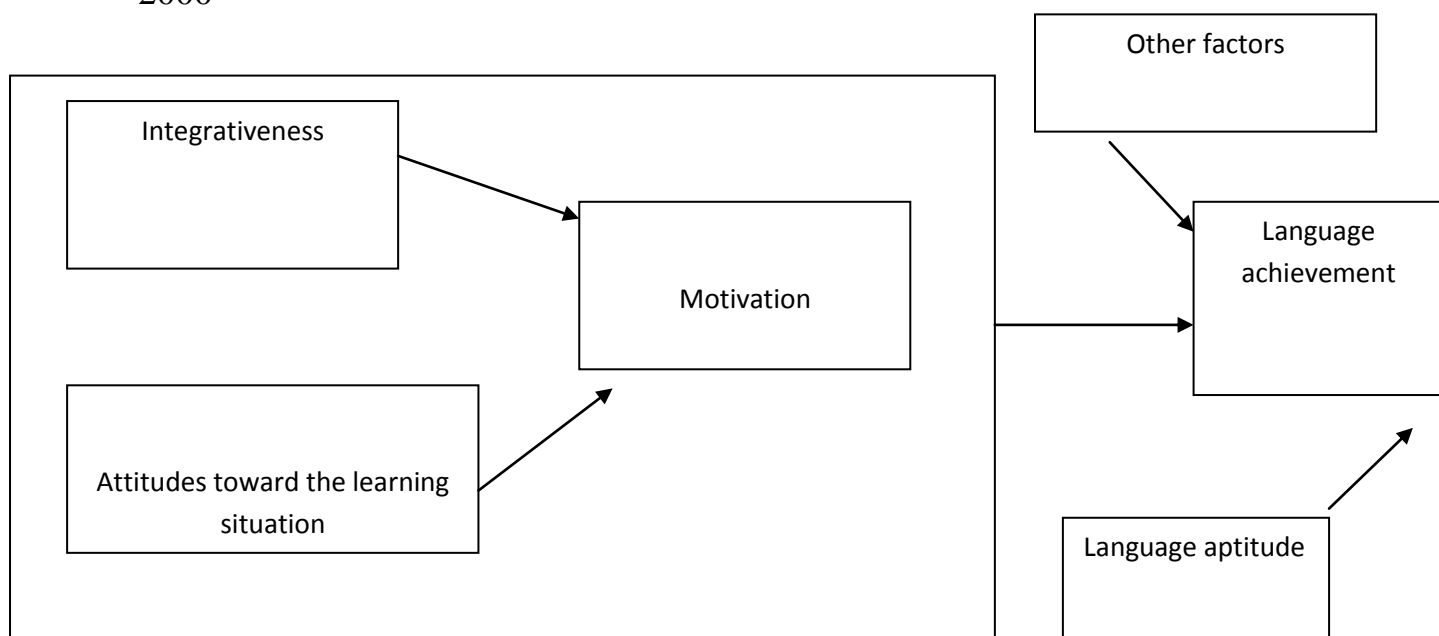


Biological experience

In his current model , Gardner (2000) focuses on motivations and language aptitude as the two most influential determinants of language achievement and shows how integrative motivations affect language achievement (reproduced in Figure 2) . Moreover , this model predicts that the L2 learning situation could affect learners' attitudes and motivations. .

Figure (2 . 2) :

The Role of Attitudes and Motivations in L2 Learning (Gardner , 2000



Research Supporting Gardner's Model

Gardner's studies on motivations focus on investigating the cause of L2 achievement . Gardner and Smythe (1981) developed a self-report questionnaire called the Attitude / Motivation Test Battery (AMTB) as a tool to measure a number of attributes that are associated with L2 learning . There are five general attributes , each of which was assessed by subtests : (1) Integrativeness (subtests : Attitudes towards learning French Canadians , Integrative Orientation , Interest in Foreign Languages) , (2) Attitudes Towards

the Learning Situation (subtests : Evaluation of the French Teacher, Evaluation of the French Course), (3) Motivation (subtests : Motivational Intensity, Desire to Learn French , Attitudes towards Learning French) , (4) Language Anxiety (subtests : French Class Anxiety, French Use Anxiety) , and (5) Instrumental Orientation (no subtests). Gardner's studies use the AMTB to measure individual difference variables. The causal relationship among the collected variables are investigated using quantitative analyses such as Factor Analysis or structural equation modeling (Gardner , 2000) . Many studies have subsequently used versions of the AMTB to conduct research into the role of motivations in SLA within Gardner's socio-educational framework in L2 learning contexts outside of Canada . Due to differences in their measurement tools , methods of analysis , and socio-cultural contexts , the reported results have varied widely The following factors have been identified as contributors to L2 proficiency : language aptitude (Gordon , 1980 ; Lett & O'Mara , 1990) ; motivations and attitudes (Lett & O'Mara , 1990) ; self-confidence (Clement , Gardner & Smythe , 1977 , 1980 ; Clement , Major , Gardner & Smythe , 1977 ; Laine , 1977); attitudes towards the language course and classroom anxiety (Muchnich& Wolfe , 1982) ; and attitudes , motivations and language anxiety (Sison, 1991) . However , the integrative attitudes were not a significant contributor to motivations among Jewish students who study Arabic or French as a foreign language (FL) in Israel (Kraemer, 1990). Wudthayagorn (2000) adapted the motivations model from Tremblay and Gardner (1995) in the context of a Japanese Foreign Language in Elementary School (FLES) program . She found that their model needed to be modified . Studies of motivations and attitudes have also shown the connection of these factors to persistence in language study (Bartley , 1970 ; Clement , Smythe & Gardner , 1978 ; Ramage , 1990) and also with the learner's behavior in the language classroom (Gliksman , Gardner & Smythe, 1982) . Based on these empirical reports , Gardner and MacIntyre (1993) argue for the importance of the socio-cultural context in the studies of motivations . As Gardner and MacIntyre (1993) mention , it seems reasonable to conclude that motivations play a primary role in L2 learning , while

other attributes such as the context of L2 acquisition would also play supporting roles on various levels .

2.2.3 Schumann's acculturation model :

According to Schumann's model acculturation and second language acquisition is determined by the degree of interaction between the language learners and the target language group. Schumann (1986) defines acculturation as the "social psychological integration of the learner with the target language (TL) group" (p.379). Similarly Brown (1986) looks at acculturation as "the process of becoming adapted to do a new culture (p.128). Ellis, (1985) mentions that culture is an important aspect because in second (as opposed to foreign) language settings the acquisition of a new language is seen as tied to the way in which the learner's community and the target language view each other" (p, 250). Byram and Esarte-Sarries (1991) further add that language" is both a part of and an expression of a culture and its beliefs and values. That the specific collocations and associations of a given word or expression are peculiar to a language and its relationship to the rest of culture" (p.13). Schumann further adds that there are two types of acculturation. In type one acculturation, the learner socially integrates with the TL group, and therefore, develops frequent contact with TL speakers enabling him to acquire the language. In type two acculturation, the learner considers the TL speakers as a reference group whose life style and values he consciously or unconsciously desire to adopt. According to Schumann's model language acquisition is influenced by the following factors:

figure (2 . 4)

2.2.3.1 social factors :

2 .2.3.2 Biological factors :

Dominance

Lateralization

Non dominance

Transfer

Subordination Infrasystems

Assimilation 2 . 1 .

2.2.3.3 Aptitude factors :

Acculturation Modern
language aptitude

Preservation I.Q

Enclosure

Cohesiveness 2 . 1 2.2.3.4

Personal factors :

Size Nesting
patterns

Congruence
Transition anxiety

Attitude
Reaction to teaching methods

Intended length of Choice
of learning strategies

Residence in TL area

2

2.2.3.5 Input factors:

2 .2.3.6 Affective factors :

Frequency

Language shock Salience

Culture shock
Complexity

Motivation
Type of interlocutor

2 .2.3.7 Personality factors:

2.2.3.8 Instructional factors :

Tolerance
Goals

Sensitivity to rejection
Teacher

Introversion	/extroversion
Method	
Self	esteem
Text	
Cognitive factors:	Time 2.2.3.9
	Intensity
Cognitive	Development
Means of evaluation	
Cognitive process	
Limitation	
analogy	
Generalization	
Rote memorization	
Cognitive style	
Field dependence	
Category width	
Cognitive interference	
Monitoring	

Source : Richard 1978

Taxonomy of factors influencing SLA

According to Schumann language learning could be influenced by the following factors : language shock (when second language learners try to speak second language, they fear appearing ridiculous. According to Schumann (1978) this is normally expressed by adult learners) culture shock (the learners' anxiety as a result of facing culture different to their own) and ego permeability (the learners' ability to acquire and master the native- like pronunciation in a second language. The learner develops the concept of "language ego"). Socio- educational model: the socio- education model was first proposed by Grander and Smythe (1975) to examine the role of individual differences in second language learning. In

the socio- educational model, Grander (1975) argues that language reflects culture and determines how the individuals behave when they come to a community where they are faced with the different values, beliefs and language . The learner of a second language may face some problem in learning the target language because of the different social factors that contribute to second language learning. According to Gardner (1985), language is a salient characteristic of particular culture. In this case, “the model was viewed as a dynamic one in which, for example, individual differences or characteristics could influence reaction a language learning context and / or language achievement, and hoe these could in turn influence individual differences variables and /or their role in the language- learning process” (p.101). Furthermore, Gardner (1985) characteristics individual differences as follows : first, intelligence, which is defined as “a series of verbal and cognitive abilities” (p.147) . Intelligence plays a significant role in determining the success of second language acquisition . Intelligent learners may acquire the language faster than the less intelligent learners, because they will use their cognitive abilities and will be able to accommodate themselves to the different learning situations .

Language skills and use it learning or acquiring the second language . The third variable motivation , is defined by Gardner (1985) as “the effect, wane (desire), and affect associated with learning a second language is seen as important in determining how actively the individual works to acquire language materials” (p.147). The fourth factor is situation anxiety, which determines the actual use of the language itself. If the learners are exposed to the language under pressure, they will not be able to produce meaningful sentences or speak fluently. This mirrors Krashen’s affective filter mentioned above . Clement (1987) conducted a study of Francophone students at the University of Ottawa with the aim of investigating the effect of language status and individual characteristics. From the study, Clement concluded that self-confidence and knowledge of the second language did have an influence on student’s degree of integrativeness. Finally, Gardner (1985) presents us with two outcomes of the socio-educational. First is the linguistic outcomes, which concerns itself with the syntax and knowledge of the language. The second outcome is a non-linguistic outcome, which is comprised of the cultural values that the learn.er observes from the process of second

language learning and from the integration between the target language group . These different theories and modes underline the fact language learning is a complex process involving many factors that could influence the learning of foreign language. It is vital to bear in mind the more academic elements which impinge on learning and the individual differences .

2.3 Learning Strategies :

Learning strategies are defined by Bialystok as “optional methods for exploiting available information to increase the proficiency of second language learning” (p.76) . According to the model, there are four strategies:

1. formal practicing which refers to whole language learners increase their explicit knowledge of the language. For example, learners study from grammar books or ask native speakers or information about new grammatical rules, morphemes or pronunciation .

2 . functional practicing which refers to the use of drills and exercises to familiarize the learners with information they already know .

3) monitoring which works by bringing information from explicit knowledge to the language task for the purpose of studying or correcting response .

4 . inferential strategies where language learners may come to particular linguistic information which was previously unknown. Inferential in this model , is represented by the exploitation of information from different sources. These sources could be the knowledge of the subject matter, cues in the environment, gesture and knowledge about other languages . Oxford (1990) defines learning strategies as steps that are taken by students to improve their own learning . Strategies are especially important for language learning because they are tools for active , self-directed involvement, which is important for developing communicative competence. O'Malley and Chamot (1990) add that learning strategies are the special thought or behavior pattern that individuals implement to help them comprehend and understand , learn or recall newly stored information . In the reading

comprehension context , Olshavsky (1977) writes that a " strategy is a purposeful tool for comprehending the author's message" (p . 656). So the language teacher has to bear in mind the above definitions when dealing with language teaching . Teachers as stated by Cook (1991) should take into consideration the individual differences among their students . Therefore , this will enable them to promote and encourage good learners to be involved in learning the second or foreign language . normally have greater analytic ability than children, since they tend to understand grammatical rules better. A benefit child can be more likely to get input from others, for example that immigrant children tend to interact more than their parents with the people in the country which they have moved (ibid 82-84) .Statistically and empirically it will seem as if immigrant children are better language learners than their parents ,even though what they are really better at is facilitating language acquisition context, (ibid 82-84) .Towel & Hawkins (1994) claim that people are able to learn second languages throughout their lives and that they can use those second languages for effective communication. However. It seems that beyond the age of around seven, learners are not going to be as successful as pre-seven -year-old at acquiring all grammatical properties of their L2 .Furthermore, once children have learnt how to speak the language, there are so much more to learn.” For example, the child needs to learn what nouns and verbs are and what synonyms and antonyms.

2.4 Attitudes and Motivations :

One of the main areas of second language acquisition which has intrigued researchers, has been the concept of attitudes and motivation and its relation to successful second/foreign language learning. Probably the most extensive research is Gardner’s work on attitudes and motivations in second language acquisition in Canada and the United States. Lambert and Lambert (1973) define attitude as being: “an organized and consistent manner of thinking, feeling and reacting to people, groups, and social issues or more generally, to any event in the environment” (p.72). Despite the complexity of variables considered in attitudes and motivations , and difficulties encountered in trying to measure them, Gardner and Lambert (1972) have made certain attempts to look at the role of attitudes and motivations in SL/FL of learning. They began in 1956 in Montreal, and

then went on to Louisiana, Main, Connecticut in the United States and then finally to the Philippines'. In each of these location, they were interested in the study of French (or English) as a second language in a classroom setting. They were attempting to measure a large number of attitudinal / motivational characteristics such as group specific attitudes, course-related characteristics, motivational indices and generalized attitudes. The concept of motivations "encompasses the variables responsible for the initiation, direction and the intensity of behavior." (Nord 1972 p.44) Theodorson (1970) defined motivation as: "the recognition by a person of a situation that he feels stimulated to complete or which stimulate him to contribute to its stability or modification. It is a general term used to refer to any arousal of an individual to goal-directed behavior" (quoted by Geering1980, p.3). Brown (1987) adds that motivation is thought of "as an inner drive, impulse, emotion, or desire that move one to a particular action" (p.114). In the field of second/foreign language learning however, motivation is categorized according to the learner's purposes in learning a foreign or second language. Gardner and Lambert (1972), define motivation in terms of learner's overall goal, or orientation and attitude as the persistence shown by the learner in striving for a goal. According to them, the learner's motivation for language study would be determined by the learner's attitudes, readiness to identify, and his/her orientation to the whole process of learning a foreign language. They also argue, that there is no reason to expect a relationship between the two; the type of motivation is distinct from the attitudes displayed to different learning tasks. Moreover, Gardner (1972) suggests that attitudes are related to motivation by serving as support of the learner's overall orientation. Izzo (1981) mentions that " motivation in second language study can have two aspects :orientation (student's reasons for studying the language the) and intensity (the degree of effort they put forth) " (p.12.) she further adds , that's " Lambert , Gardner, Olton and Unstill (1968) suggests that there are three types of orientation (1) Instrumental , which reflects the utilitarian value of knowing the language (2) Integrative , which reflects the desire to know more about the foreign culture group though knowledge of its language ,and (3)Manipulative , which reflects the desire to learn the language in order to enter the other cultural group to gain personal power within ('p.12). Gardner and Lambert(1972) found

that an integrative motivation was related to successful learning of French in schools in both Canada and USA, but that instrumental motivation was more important in the Philippines. They explained this in terms of the role the second language plays in the learner's community, although previous studies have supported the distinction between integrative and instrumental motivation, the evidence demonstrating such a distinction is difficult to interpret. Much of the problem comes from the fact that a number of studies conducted under similar conditions demonstrate conflicting results. The definition of motivation has been again up-dated by Gardner's (1985) as he disagrees with the definition in which it is used with respect to second language learning as an explanation of achievement. According to him, this concept of motivation says nothing about the language learning process. In his definition motivation has a clear link with the language learning process. He states that 'motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (p.11). Thus a learner without a desire to learn a second language is not motivated, and according to Gardner will not be a Successful Learner. In support of this definition, Gardner places great emphasis on the motivational component in his socio-educational model of second language learning. In a description of the latter component, Gardner (1985) stresses the importance of the link between "desire", "attitude", and "drive" in motivational development: "when the desire to achieve the goal and favorable attitudes toward the goal are linked with effort or the drive, then we have a motivational organism" (p.131). Skehan (1991) proposed a model to clarify or organize the different influences of motivations.

	Within the learning context	The results of learning
Outside the individual	Materials Teaching	Constructions Rewards
Inside the individual	Expectations Success	Goals

Table (2 . 2) : 18 Influence on motivation model
Skehan 1991, p.281

Saucer:

According to Skehan (1991), the above table compares the learning relationship (“within the learning context vs. the result of learning) with relationship to the individual (inside vs. outside”) (p.281). The model includes the following concepts: materials / teaching from the instructional context that influences the motivation of students. This according to Skehan (1991) could be the organization of the classroom, the type of activities, and the relationship between the learners and their teacher. The lower row of the table looks at psychological effects within the learner. In the learning situation, success and expectations “concern the way motivation may be caused by the satisfaction of doing well, and also the anticipated satisfaction that one will do well” (p.281). The other factor is the learning goal and its influence on motivations .

Further, not everyone agrees with Gardner’s proposition which derives from the socio-educational model of second language acquisition namely that motivational variables are important for second language acquisition because they orient the individual to work harder in both formal and informal language acquisition contexts. Krashen (1981) proposes that attitudinal/motivational variables are important because they act as a cognitive filter for second language input. Students with favorable attitudes have a more porous filter than those with less favorable attitudinal/motivational characteristics. bAs mentioned above in Krashen’s model, the presence of integrative motivations predicts a low affective filter, and the presence of instrumental motivation predicts a stronger one. Instrumentally motivated learners may acquire first those aspects of the target language that are necessary, e.g. to gain language skills to pass the TOEFL for students from countries where language other than English are spoken. Therefore, when the practical value of second language proficiency is high, and frequent use necessary, instrumental motivation maybe a powerful predictor of second language acquisition.

Teachers of second or foreign language have to understand the importance of attitudes and motivational in second/foreign language learning in order to understand the range of variables which influence the

success or lack of SL/FL learners' acquisition. McDonough (1981) states that "language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language." (p.142). Also it has been suggested by Gardner and Lambert (1972) and by Gardner (1983, 1985) that successful language learners are those who are integratively motivated, in contrast to those who are instrumentally motivated who are recognized as being less successful.

2.4.1 Focus on Students' Attitudes and Motivations :

The study of motivations has been a prominent area in research in psychology and education (Dornyei , 2001 a) . This may reflect the wide spread perception of classroom teachers who tend to regard students' motivations as the most important factor in educational success in general (Dornyei , 2001 b) . The SLA literature has also dealt with L2 motivations for decades . The literature on L2 motivations has two main streams . One comprises a series of studies conducted based on Gardner's socio-educational model in which the role of integrative motivations , comprised of integrativeness, attitudes towards the learning situation , and motivations , was experimentally investigated as a determinant of L2 attainment . The other stream calls for the implementation of a new " agenda " (Crookes & Schmidt , 1991) for L2 motivations research , proposing a number of alternative models with an attempt to gain a more in-depth understanding of L2 learning motivations within main stream education . While the former studies investigate causal relationships among possible individual difference variables with various L2 achievement measures, the latter attempts to identify possible variables that could influence learners' motivations within the immediate L2 learning context .

2.4.2 Attitudes and Motivations Related to Students' Performance :

Kremer and Walberg (1981) studied self-concept, academic self-concept and achievement motivation. The studies typically produced small positive correlations for the relationship between motivation and science learning with a mean correlation of .37 being found. However, Kremer and Walberg suggested that "the productive relation of students'

motivation in learning and achievement is independent of subject area or content".¹ They concluded that science educators should give greater attention to motivational factors, as they seem to have been largely neglected. Hurd (1978) reported that science courses commonly taught to adolescent students in most school systems do not produce individuals with positive attitudes toward science courses in high school and colleges.² Bandura and Dwee (1985) found that low confidence children tended to have somewhat higher achievement test scores than their high confidence group. The low confidence children did object have poorer opinions of the past attainment or abilities but faced the oncoming task with low expectancies of absolute and relative performance.³ Haledon and Shaughnessy (1982) showed that students who possess confidence in their own abilities, a sense of control of their own fate and a feeling for science as being important, also possess positive attitudes toward science.⁴ Simpson (1986) stated that feelings of self-confidence have a strong relationship with attitudes toward the subject, and by increasing positive feeling toward a specific discipline, the discipline-related self-concept will improve.⁵ Simpson and Oliver (1985) investigated students' attitude toward science and achievement motivation in grades six to ten in central North Carolina, US. The sample included all sixth grades from four elementary schools, all seventh, eighth and ninth grades enrolled in science in four junior high schools, and all tenth grade biology students in four senior high schools. The result revealed that : Male students showed significantly more positive attitudes toward science than female students; Attitude toward science of all students declined sharply from the beginning to the middle of the year within each grade; Female students were more highly motivated to achieve in science than their male counterparts; Both black and white students had

a positive attitude toward science. Khan (1969) reported that female students in junior high school tended to be more predictable than male students in school tended to be more predictable than male studied in scholastic achievement. Husen, Fagerlind and Liljefors (1974) studied the relationship between affective determinants and science achievement, and found that all students felt that it was important to do well in school. However, the higher the grade level, the less students liked school, males being more dissatisfied than females. Also, they reported that females enjoying school were more highly motivated than male students, yet, in

all science subjects, male scored higher than females. Licht (1984) studied sex differences in achievement cognitions and responses. On the basis of their grades, Licht divided the subjects into A, B, C, and D students and, among other measures, administered a novel concept formation task.

A significant sex difference was found among the A students in their response to failure, with the A girls showing the greatest weakness of their eight groups and the A boys being the only group to show any facilitation. In addition, Licht found strong sex differences in task performance between A girls and A boys: The A girls much preferred tasks they knew were good at, whereas A boy preferred ones they would have to work harder to master.⁶ Leggett (1985) found in a study of bright junior high school students, that there was a greater tendency for girls than boys to subscribe to an “entity” theory of intelligence (smartness as a fixed trait, a static entity) and for those who did to choose a performance goal that avoided challenge.⁷ Gliksman (1967) investigated the role of the integrative motive on behavior in a French classroom He hypothesized that the integrative motive influenced individual differences in the amount of active participation in the second language classroom. Two studies were conducted. In each study, measures of attitudes and motivations were obtained at the beginning of the term. During the term, observers studied several specific behavior dimensions, including amount of volunteering, number of correct responses, and the number of questions asked. The data were analyzed by means of analysis of variance. In both studies, integratively motivated students volunteered more frequently. The two groups did not differ in number of questions asked of the teacher.⁸ Knight and Waxman (1990) investigated the relationship between social studies classroom environment and student motivation (academic motivation (academic self-concept) among 157 sixth grade, predominantly Hispanic students. Results showed that students’ satisfaction significantly affected the three dimensions of motivation.⁹ A similar study by Payne (1992) examined the effects of motivation variables (achievement motivation, academic concept, social self-concept, and emotional self-concept) and the classroom learning environment, on verbal tests. The results showed that the motivation variable, academic self-concept had positive effects on verbal tests and mathematics tests, but motivation had no significant effect on

variables.¹⁰ Moreover, Kremer and Wallerg (1981) reported that the relationship between motivation and achievement is independent of subject area or content. However, analyses to predict language and achievement from the achievement motivation subscale, did not produce significant results. Mathematics achievement did relate strongly to science self-concept.¹¹ Many attitude studies in science education have focused on the relationship between attitude and achievement. Schibeci (1985) for instance, reported that most studies examining this relationship have produced a small positive correlation between attitudes toward science and achievement.¹² Schibeci noted that an exception to this trend can be found in a study by Simpson and Wasik (1978), who found a correlation of 0.84 between attitudes and achievement.¹³ Haledyna and Shaughnessy's (1982) results were more in line with the general trend. They summarized the relationship by saying "the relation of attitudes to achievement has been consistently of a low order of relationship, with an occasional finding that exceeds 10%".¹⁴ Howe and Durr (1982) reported that attitude interactions in chemistry laboratories increased students' understanding of abstract concepts.¹⁵ However, Keeves (1975) found no direct relationship between students' attitudes and students' achievement in mathematics or science. He found that attitudes toward science were strongly influenced by friends who participated in mathematics and science activities. He concluded that the attitudes of the group with which a student spends his or her leisure time would be expected to influence personal attitudes toward science and mathematics.¹⁶ Handley and Morse (1984) examined the relationship of achievement in science to attitudes toward science, within self and gender role perceptions of seventh and eighth grade students over a two-year period. They summarized their findings by saying that "both attitudes and achievement in science were related to the variables of self-concept and gender role perception of male and female adolescents. These relationships, however, are more evident in association with attitudes than achievement in science".¹⁷ Yager and Yager (1985) used data from the 1977 to 1982 collections of the national assessment of Educational Progress (NAEP), as well as additional data collected using the same instruments, to study how students of different ages perceived school science. They found that school science became less fun, less interesting, and more boring as students' age increased.¹⁸ Another study, by Tallon and Simpson (1985),

studied attitudes and achievement of adolescent science achievement, results showed a strong positive relationship between the two variables, and a lower significant correlation in grade six than the other grades (7, 8, 9 and 10) but the ninth grade scores produced a significantly higher correlation coefficient than the other grades. The inconsistencies in the findings have also been related to the failure of most studies to include an examination of the cognitive abilities of children. Aitden (1970) in a review of attitude studies, suggested that it may be discovered that the correlation between attitudes and achievement varies with the level of ability and that in the middle range of ability, scores will be more accurate predictors or determiners of achievement.¹⁹ Finally, Marjoribanks (1976) on the basis of complex multiple regression analysis, concluded that at each level ability, increases in attitude score, in general, are related to increases in achievement. However, for each academic subject, the nature and strength of relation between achievement ability and attitude differ for boys and girls and depend on the cognitive ability being investigated. For each academic subject and within each sex group, ability measures were more powerful predictors of achievement than were the attitude scores.²⁰

2.4.3 Learning through a second language related to attitudes and Motivations :

An extensive body of literature in second language acquisition has noted the importance of aptitude, intelligence, age and methodology in the second language learning process. More recently, sporadic allusions to the influence of attitudes and motivation on the second language learning have occurred. McGroarty (1989) studied two adult groups' attitudes towards learning English as a second language. The first study compared two groups of high/intermediate students taking English as a second language in two settings, a traditional university and a community extension class. The second study examined intermediate and advanced groups (Chinese, Japanese and Spanish). The results of the first study showed that the first group had positive attitudes toward second language learning in general and had positive attitudes toward experiences in English as a second language, significantly related to achievement. In the second study, attitudinal factors were associated with achievement and represented an instrumental motivation for the study of English for

occupational or professional purposes.²¹ Ange (1984) studied the relationship between time, motivation and students' achievement in introductory second language courses in French, German and Spanish, for tenth and eleventh grade English speakers. The results of this study showed a positive correlation between study time and achievement for the students French and German, but negative correlation between motivation and students' achievement, and positive significant correlation between motivation and study time for all the groups. For the Spanish group, the correlation was much lower than for the other groups.²² Lee (1980) examined the relationship between students' attitudes and motivational orientation towards learning English and proficiency in English as a foreign language, among Korean senior high school students in two geographical regions (Seoul and Jeonju). In addition, the interaction effect of the students' motivation toward learning English, parental motivation for having their children study English, and students' proficiency in English were also investigated. The results revealed that the integratively motivated students of Seoul scored significantly higher in English proficiency test than instrumentally motivated pupils. In JeonJu, on the other hand, there were no significant differences between the integratively and instrumentally motivated students, and no significant relationship between student-parent motivational orientation and attitudes in either region.²³ A study by Kremer and Zisenwine (1989) investigated a large sample (1.253) of children's attitude toward the Hebrew language in South Africa. The results showed that students' attitude decreased in positive value over the nine grade levels.²⁴ However, when Ravid (1986) investigated students' attitude and achievement in Hebrew language. There was no difference between boys' and girls' attitude scores.²⁵ Hurshberger (1989) investigated the bipolar tension relaxation factors that affect a second language learner's oral proficiency in Mostar, Yugoslavia. The result indicated that an interactive relationship exists between attitudes toward the language and proficiency. Low proficiency learners were not uniformly negative toward communicative interaction, although positive attitudes become more prevalent with higher levels of English proficiency.²⁶

Strong (1984) examined the relationship between integrative motivations and acquired second language proficiency among Spanish speaking kindergarten pupils in an American classroom. The result

showed that advanced children had significantly more integrative orientation to the target language group than the beginners, and he suggested that integrative attitudes follow second language acquisition skills.² Laine (1978) analyzed school foreign language learners' "short term motivation" which appears in the foreign language situation, and found it equally significant with "long term motivation" as a determinant of achievement. In addition, motivation leading to over or under-achievement was a problem. It was shown that an optimal achievement geared situation in a foreign language class 'high in general achievement level, high self-evaluation regarding chance of doing even better' promoted over-achievement. The students achieved even higher scores than were predicted from their aptitude measurement. Also, under-achievement was clearly accentuated in the learning situation; there were even signs that in good foreign language classes, the eventual group of "slow learners" tended to sink deeper and deeper, while in a poor class, and eventual group of good learners received extra promotion. Furthermore, overachievers displayed positive affective attitudes toward classroom activities, whereas underachievers displayed negative attitudes toward language learning.

Pierson (1980) tested more than 400 grade ten students from eleven schools in Hong Kong. Eight of the schools were English medium, while the other three taught all subjects other than English, in Chinese. Twenty-three direct attitude items revealed that six of these contributed to the overall prediction of English achievement. The six factors were defined as freedom of language choice, desire to learn English, lack of self-confidence in using English, approbation for using English, and discomfort about Chinese speakers using English as a mark of education. Chiara and Oller (1978) investigated the relationship between the attitudes of Japanese students of English as a foreign language toward themselves, toward other Japanese, toward English speakers, and toward learning English and proficiency in English as a foreign language. The results showed weak correlations between factors distilled from attitude measures and attained English as a foreign language proficiency.²⁸

Burstall and Hargred (1974) analyzed the data from 15 samples of Canadian students from grades (7-11) studying French for two consecutive years. They found that motivation and attitudes toward

learning situation and integrativeness decreased from year one to year two. The decreased in positive affect characterized both high and low achievement groups.²⁹ Gardner (1985) suggested several possible causes for these findings, including a more critical approach to the learning situation.³⁰ Jordan (1941) used the Thurstone attitude scale to assess the attitudes of British students toward learning French. He found positive, but modest, correlation between these attitudes and achievement in French. Moreover, he reported that the more able students generally expressed the more positive attitudes.³¹ Gardner and Lambert (1972) suggested that students with motivation to learn and with positive attitudes toward the target language and its speakers were more successful than were students with less positive attitudes and lower level of motivation.³² Clement, Gardner and Smythe (1977) investigated a sample of (130) grade seven and eight Franco-Ontarian students. A factor analysis of relations among twenty-nine variables resulted in three factors, identified as integrative motivation, self-confidence with English, and English achievement. Another aspect of the study assessed the relation between major second language acquisition contexts and various student characteristics. The language acquisition context did not have any significant effect on attitudes or motivation.³³

A separate study by Oller (1977) found that students who were proficient in English rated lower on tests such as cleverness and happiness than students who scored lower on proficiency in English as a second language.³⁴ Similar results were found by Svanes (1987) in a study of the acquisition of Norwegian by foreign students at the University of Bergen, Norway. The findings showed a negative relationship between proficiency in Norwegian and integrative orientation toward studying Norwegian.³⁵ Another study by Oller, Budson and Lei (1977) investigated forty-four native speakers of Chinese who were students at two American universities. The students completed a closed test of English, four indirect measures of attitude derived from Spolsky (1969), and sixteen attitude items. The results indicated that negative attitudes toward Americans were associated with a high level of English proficiency, while positive attitudes toward self, and native group were related to English proficiency.³⁶

2.4.4 Motivations and Attitudes and their Relationships to Foreign Language Learning :

There is no clear-cut relationship between motivation and attitude in literature some scholars consider that attitudes as complement to motivation while other consider that there is not relationship between them. In the early study Gardner and Lambert, (1959-1972) argue that: motivation and attitudes consider as one thing, in other words motivation and attitudes work in combination (group) to find out successful learning. In more explanation works together as a heart and mind in human body. Gardner and Lambert, (1972:177) argues that: “The learner’s motivation to learn is thought to determine by his attitude towards the other group in particular, and towards the learning task itself”. Gardner concentrated on integrative motivation and the relation between the learner and the target group. He added to that specific orientation to arrive to successful learning process.

Not far from this line discussion held by precious study which consider that integrative motivations plus attitudes is a powerful in facilitating foreign language learning process. Montasir, (2000:9) argues that: “*In certain situations an integrative may be more powerful in facilitating successful L2 learning*”. That discussion leads to a central point that successful foreign language learning depends on many factors, but surely motivations and attitudes playing vital role. Al-Busairi, (1990:28) argues that “There are different types of motivations can come from the learner or can come from outside the learner , the first type of motivation called intrinsic. The learner enjoys learning the language for its own sake , intrinsic motivation indicates that the language is being learned in order to satisfy some goals not simply because of an intrinsic interest in the language itself”.

Al-Busairi, (1996-47) argues that: “Successful student will be a person who bring two kinds of motivations and called it Integra instrumental motivation”.

2.4.5 Theoretical Framework: Motivations, Attitudes and Achievement Relationships in the motivational research of second / foreign language learning: There have been three theoretical models which show the relationship among motivations , attitudes and

achievement. The first model was based on Gardner and Lambert's conception of attitudes as determinants of motivations and on their integrative-instrumental dichotomy, discussed earlier. It is assumed in this model that achievement is determined by the learner's attitudes towards the native speakers of the target language and their culture. It is also assumed, in this model, that integrative motivation results in better second language achievement. The second model in the motivational research contradicts the first model, and assumes that achievement in the second/foreign language determines both attitudes and motivation; therefore achievement becomes the cause of attitude and motivation instead of being the effect of them. The third model in the motivational research was proposed by Gardner (1978). In this model there is some confusion: while Gardner comes to realize that attitudes are supportive to motivation, his new model still implies that the social context and attitudes are the source of motivation. The model also does not clarify the integrative/instrumental dichotomy and the attitudes-achievement cause and effect relationship. The theoretical, model that will be used in this study is similar in some aspects to the old models in motivational research, but differs radically in the conceptualization of the basis of motivation, and some other aspects as well. In this model, the need of the learner for the second/foreign language is the basis and the source of his motivation to learn it. Attitudes and motivation in this model are considered separate factors, and neither of them is basis of the other; however, attitudes can be supportive to motivation in some ideal situations when the learner needs the second/foreign language and also has positive attitudes toward its native people and their culture. The model, as the graphic representation shows, has several components. The first component of the learner which has its needs, expectations and beliefs and transmits attitudes and values toward foreign languages and cultures. This environment indirectly shapes and influences the learner's needs for the language and his attitudes toward it. This influence is strong when the learner is young, because children are less able to decide their need for the 'foreign language, hence their need for the language is decided by their parents or educators. Children's learning of the second/foreign language usually stems from their desire to please their parents or educators or to pass tests for promotion. The second component in this model is the learner's need for the second/foreign

language. This need is the basis of the learner's motivation, and it develops through the learner's past experience and interaction with his environment, and the situation the learner finds himself in at any point of his age. The need for the second/foreign language becomes clearer as the learner grows older.

More independent and more mature and knowledgeable about the realities of the world. Older learners are more able to decide their need for the second/foreign language; therefore their motivation stems directly from their needs, and it is stronger and more persistent because of the instrumental value of the language for their needs. The third component is the instrumental motivation which stems from the learner-felt needs for the language and which can activate all the learner's potentials, including aptitude and intelligence to help in learning the second/foreign language and satisfying the learner's needs. The fourth component characterizes the learner's individual differences and has two sub-components: a cognitive sub-component which includes the learner's aptitude and intelligence, and an affective sub-component which is the component of the learner's motivation, and has **a)** the reasons or the goals of the learner the language; **b)** the learner's desire to learn the language; **c)** the learner's motivational intensity; and **d)** the learner's attitudes toward learning the language. The fifth component is the context of language learning, whether formal (learning the second/foreign language in a classroom setting) or informal (picking up the second/foreign language while living in its culture). The sixth component is achievement in the second in the second/foreign language. Attitudes toward learning the second/foreign language as viewed in this model have two sources. The first source is the social and cultural environment of the learner, and research indicates that parent's attitudes shape the attitudes of their children toward many things, including foreign languages and cultures (Gardner, 1960 and 1968; Peal and Lambert, 1961; Feenstra, 1967; Lambert and Klineberg, 1967; and Gardner, Taylor and Feenstra, 1970). The second source of attitudes is achievement in formal second/foreign language learning (Gisela Herman, 1979; Savignon, 1972 and Burstall, 1975).

The attitudes generated from the learner's achievement can be negative (if he did poorly in the second/foreign language), or positive (if he did

well in the second/foreign language). Positive attitudes toward the second/foreign language, whether transmitted by the social environment of the learner or generated from his good achievement in the second/foreign language can be supportive to motivation to learn the language. The effect of negative or hostile attitudes on motivation to learn the second/foreign language depends on the strength of the learner's need for the second/foreign language. A persistent need can outweigh negative or hostile toward the second/foreign language, and the learning will not be affected. The successful American students and spies learning Russian, and their Russian counterparts learning English, as well as students from third world countries learning the language of their colonizers and suppressors all testify to the fact that the need of the learner can outweigh his negative or hostile attitudes toward the foreign or the second language and its people and culture. In formal contexts of learning, the achievement in second/foreign languages may contribute to the formation of positive attitudes or negative attitudes toward second/foreign language . Also positive or negative attitudes towards second / foreign language learning may contribute to achievement in the second/foreign language learning , so achievement and attitudes can be partially the cause or the effect of one another. The cyclical loop in the model shows that positive or negative attitudes toward the second/foreign language partially affect achievement and achievement, poor or good, partially affects attitudes and can cause positive or negative attitudes. In this model, the role of the learner is considered the most important factor because achievement is very much dependent on the effort that the learner expends in the task of learning the second/foreign language.

2.5 Attitudes :

An attitude is considered as one of the important factors that affects second language learning and is defined as: the attitudes which speakers of a different language or language varieties have towards each other's language 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 learning, degree of importance, elegance, social status, etc. attitudes towards a language may also show what people feel about the speaker of that language. Language attitudes may have an effect on SECOND LANGUAGE or FOREIGN

LANGUAGE learning. The measurement of language attitudes provides information which is useful in language teaching and language planning. (Longman Dictionary of Language Teaching & Applied Linguistics, (2007:368).

All port (1967) defined attitude as: “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations which is related”.³⁷

Mager (1968) recognized this view of attitude and stressed the directive influence of attitudes upon the individual’s responses to his environment. He defined attitude as “A “feeling for ‘or ‘moving towards or away from” response”.³⁸ In definition of attitudes, Lambert (1963) emphasized that they are organized and consistent ways of thinking, feeling and reacting with regard to events and persons in one’s environment.⁵⁹ Brown (1980) stated that :

“ Attitudes, like all aspects of development of cognition affect in human beings, develop early in childhood and are the result of parents’ and peers’ attitudes, contact with people who are’ different’ in any number of ways, and interacting affective factors in the human experience. These attitudes form a part of one’s perception of self, of others and of the culture in which one is living”.³⁹

Lambert (1963) offered three principles to account for how attitudes are learned: association, transfer, and need satisfaction. He thought that association and need satisfaction accounted for the development of feeling and reaction tendencies.⁴⁰

According to recent research, attitudes can be classified into two categories : **external** and **internal**. External attitudes refer to those evaluation which the learner directs towards factors outside himself, for example, the value of the target language, of the target culture, of his mother tongue, his native culture, etc. On the other hand, internal attitudes refer to those evaluations which the learner directs toward factors inside himself. Hyde (1979) refers to internal attitudes as self-concept or self-esteem. The self-concept is the sum of the one’s attitudes toward oneself; the overall evaluation of what a person feels he is.⁴¹ Both

internal and external attitudes affect a person's behavior. As early as 1949, Jones indicated that attained proficiency in Welsh as a second language was related to attitude towards the study of Welsh.⁴² Research by Gardner and Lambert (1972) showed the relationship among external attitudes, motivations and second language behavior. As for internal attitudes and their relationship to motivation and behavior, Barksdale (1972) suggested that the self-concept is a precursor to motivation, since a person must feel confident about his ability to survive a change in his life in order to risk changing his behavior,⁶⁴ personality, language, behavior, achievement, etc.⁶⁵ In other words, if a person views himself as undesirable, worthless, or bad, he tends to act accordingly. If a student feels that he does not have the ability to learn in a second language, his language behavior will reflect his feeling.⁶⁶ Jakobovits (1972) pointed out that the learners have definite ideas about what constitutes knowing a language and who is or is not bilingual. They judge their use of the second language basis of what they feel it means to know a language. We develop feelings of fear of people and things associated with unhappy experiences.⁴³ Attitudes are also learned according to the principle of "need satisfaction". It is widely accepted that one develops an interest and positive attitude toward things and people that satisfy ones psychological or physical need.⁴⁴ foreign language learning supports this viewpoint. Burstall (1973) found that her subjects developed negative attitudes towards learning French majority of the students in her sample were strongly oriented towards which were often unrealistic in content and which did not provide them with the necessary communicative skills French.⁴⁵

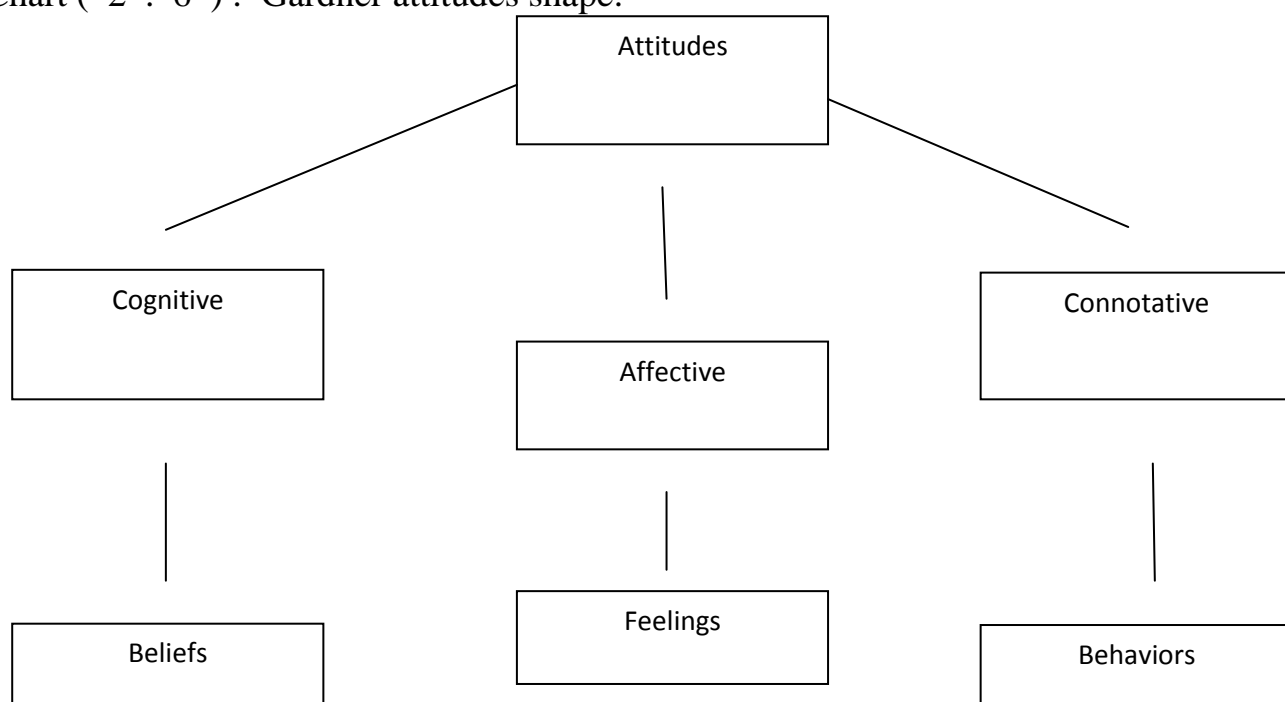
2.5.1 Classification of Attitudes :

Gwinn, (1993:678) classify attitude as "A predisposition to classify object and event and to react to them with some degree of evaluative consistency. While attitude logically hypothetical constructs (i.e they are inferred but not objectively observable), they are manifested in conscious experience gross behavior and psychological symptoms". According to Gardner, (1991) attitudes includes three components, namely **cognitive**, **affective** and **connotative**. He explains that cognitive is made up of the beliefs and ideas or opinions about the object of the attitudes. We need to explain that a person must believe in some objects such as student's belief

on certain goal like studying English language the affective one refers to the feelings and emotions that one has towards an object, likes or dislikes, with or against. In other words, the specific amount of feelings will be either positive or negative. Finally, the behavioral component which refers to one's consisting action or behavioral intentions towards the object.

Gardner, (1985:81) his classification of attitudes are considered general and more specific, he argues that: "Attitudes can be classified in terms of specificity and generality in learning a certain or a particular language, second or foreign, is classified as specific because simply to referent or the attitudes object is specific towards a certain activity or activities in the learning process are required"

Chart (2 . 6) : Gardner attitudes shape:



2.5.2 Studies on Teachers' and Students' Attitudes toward the Use of Portfolios in the EFL and the Writing Classroom :

Researches in the field of education have always linked attitude with motivation. Gardner, a pioneer in the field of motivation in language learning, has presented a model that showed this link and explained that if

one's attitude is the positive the one's motivation to further study the second language will continue (Masgoret & Gardner, 2003) Axton (2012) made a summary of the results of other studies saying that positive attitudes towards learning a language can be built and supported by providing learners with a comfortable and stimulating atmosphere, encouraging learners' ownership of their own learning, fostering their feeling of responsibility towards their own development, engaging them in reflection and decisions making and giving them choices of what to do throughout the process of learning. This way, positive attitude can be noticed and learner autonomy fostered. Different studies targeted gathering information on students' attitudes toward learning in the portfolio-based assessment noticing in EFL in general and in the writing classroom in specific. Others explored teachers' and students' views on the approach to report any benefits, challenges and possible solutions to promote better implementation. Most of the studies were conducted in the higher education setting while a number of researches tried the portfolio system in the primary and preparatory classes. In this section, studies about portfolio use in the English classroom in general are presented followed with the studies done in the writing context. In the context of undergraduate studies and with a focus on using portfolios. The English classroom in general, Apple and Shimo (2004), examined Japanese EFL students' perception on creating their own portfolios. They concluded that portfolios played a role in promoting students reflection in their own progress in learning, resulting in more learner autonomy. They explained that the results from the subjects in their study indicated that students who participated in creating their portfolios showed more active involvement and enhanced motivation in learning; "For tests, we study only one week, but for portfolios we make the same amount of effort all throughout the semester" (as cited in Apple & Shimo, 2004, p.56).

Lirola and Alcala (2009) also looked at college students' motivation and their opinions of portfolios as well as student self-reflection in the English classroom. In surveys given to the participants of the study, many of the students replied that one the advantages of using a portfolio was that they were motivating. Students explained that they started to have more positive attitude towards learning the language after using the portfolios and done many reflections as they started to feel more

independent, enjoyed the process and discovered some of their strengths and weaknesses.

To have a comprehensive picture on the use of portfolios in the English classroom, Zhang (2009) conducted a large-scale study and explored teachers' and students' perceptions on the use of portfolio assessment in the Chinese context. Data were collected through questionnaires given to 107 teachers, and interviews with 35 grade five primary school students. Zhang concluded that portfolio assessment is still in its infancy. Out of the 107 teachers, only 47% used portfolio assessment. They used portfolios to keep their students' best homework, are facts and test papers. Both teachers and students decided what to include in the portfolios. Feedback was given once a semester and all the portfolios were stored in teachers' offices. Overall, 46% of the respondents felt satisfied with the use of portfolios. They explained that students enjoyed building their portfolios, worked hard on them and developed critical thinking and creativity. All students held that portfolios facilitated their English learning and gave them a sense of achievement. They also maintained that they have given them.

2.5.3 Attitudes in Social Psychology :

The concept of attitude has been a major concern for social psychology. This concept has been defined in a multitude of ways. As early as 1901, Baldwin defined attitude as "readiness for attention or action of a definite sort". Thurstone (1931) defined attitude as "the affect for or against a psychological object". By the late 1950s a multi-component view of attitude was adopted and attitudes were viewed as constructs consisting of the person's beliefs about the object, his feelings toward the object, and his action tendencies with respect to the object. It was hypothesized that the attitude formation process has four stages: cognitive, emotional, evaluative and behavioral. The person perceives an object idea or a situation, then certain feelings arise from his perception. The feelings are evaluated either negatively or positively, and after the evaluation is completed, they will be translated into a behavior or an action. The list of definitions increased as the number of theorists and researches dealing with attitude increased. The number of definitions reaches the point of confusion in the literature of social psychology. In an attempt to reduce

the disagreement and confusion about the definition of attitude, the Encyclopedia of Psychology (1972:8) suggested some common characteristics of attitude. Among these characteristics are the following:

1. Attitudes are enduring, they may change but with difficulty.
2. Attitudes are learned through experience or training.
3. Attitudes are hypothetical constructs. They cannot be measured or observed directly, but they are deduced . From one's overt behavior, both verbal and nonverbal.
4. Attitudes involve feeling for or against something.

Attitude-Behavior Relationships. At the beginning of attitudinal theorizing and research, many assumed a strong relationship between attitude and behavior. Thomas and Znaniecki(1918) were the first to use the attitude concept to explain social behavior. Some theorists went on to suggest that man's actions are directed by his attitudes, e.g, Krech, Crutchfield and Ballachey (1962) argued that "man's social actions-whether the actions involve religious behavior, ways of earning a living, political activity or political buying and selling goods-are directed by his attitudes" (p.139). Theoretically, this assumptions was challenged by many theorists such as Thurstone (1931), Doob (1947), Campbell (1950) and Ajzen and Fishbein (1980). These theorists took the position that attitudes are of little value in predicting and understanding actions with respect to the object of attitude. The empirical challenge to this assumption started as early as 1934 when Richard Lapiere demonstrated the weak relationship between attitude and behavior. He showed that people often act counter to their attitudes stated on a questionnaire when they are in actual face-to-face situations. Lapiere accompanied a young Chinese couple in their travels through the United States. Calling upon 251 restaurants, hotels and other establishments, they were refused service only once. About six months later Lapiere sent a letter to each establishment visited, asking the same question: "Will you accept members of the Chinese race as guests in your establishment?" of the 128 establishments that replied, over 90% answered "no". These findings for the first raised doubts about the assumption of a strong relationships between attitude and behavior. Since that study, many negative results accumulated and caused a growing concern, not only for the weak relationship between attitude and behavior, but also for validity of the attitude concept itself. These concerns were reinforced by Wicker (1969) in his influential review of the relevant literature in which he identified about 50 studies that

collectively led to the clear conclusion that attitudes are unrelated or only slightly related to overt behaviors.

2.5.4 Attitudes in Second/Foreign Language Learning :

During the last 30 years, a growing interest in attitudes and their effect on second/foreign language learning has emerged. The confusion about the definition of attitude and its relationship to human behavior in social psychology affected the attitudinal and motivational research in second/foreign language learning and continues to do so . As early as 1972 Hancock drew attention to the need and the importance to clarify this confusion. A quick look at the literature and the research on the affective aspect of second/foreign language acquisition shows a clear confusion between attitudes and motivation. The vague distinction between attitudes and motivation cause some contradictions in the results of some empirical studies. This confusion primarily stems from the fact that most if not all the researchers on this aspect of second/foreign language learning followed the lead of Gardner and Lambert and used their conceptualization, hypothesis and scales in their studies.

It is very common in literature to find that attitude and motivation are used interchangeably. In fact, in Gardner and Lambert's early studies, attitudes are not only used to mean motivation, but are considered the prime determinant of motivation...His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself (1972:3). Furthermore, Gardner and Lambert considered attitude as an essential component of motivation and a significant determinant of behavior: In the first place, our conception of attitude as an essential component of motivation is similar to that of Cook (1969) who, in an important theoretical paper, incorporates attitudes, values and personality traits as motive-like constructs of major significance in determining behavior (1972:134). Reproduced with permission of the copyright owner. Further reproduction prohibited without permission. Gardner and Lambert's lines of conceptualization and hypothesis led many researches to accept their vague distinction between attitude and motivation and their relationship to each other, and their relationship to achievement in second/foreign language. Learning

attitude and motivation share a few similarities, but they are not identical, and attitude is not the source of motivation, as Gardner and Lambert and many researchers have hypothesized in literature. Furthermore, attitudes are not necessarily always a component of motivation, but there are many differences between two. In an attitude a person perceives something and from his perceptions arise feelings which are evaluated either for or against the object or the situation, and that may or may not result in a behavior. The literature on social psychology shows that attitudes may or may not result in behavior, so the relationship between attitude and human behavior is very weak, and even when attitude results in behavior, verbal or non-verbal, this behavior will not be intense or durable.

Attitudes are largely governed by a preference, and they are more related to emotions or feelings for or against something. Attitudes also are learned and they can be changed through learning and conditioning. We cannot predict attitudes from behavior because people may behave contrary to their attitudes when they need something . In Gardner and Lambert and most of the subsequent studies, attitudes are dealt with superficially, and only attitude scale was used. That scale did not distinguish attitudes toward the native speakers of the target language and its culture from attitudes toward learning the language itself. There was an erroneous assumption which is that when students display the same attitudes toward the language itself. However, this may not be true all the time, because students may have one set of attitudes toward the native people of the target language and its culture and a separate set of attitudes toward learning the language itself, and one may contribute to the achievement and the other may not. In the literature, many researches considered attitudes identical with motivation, or an essential component of motivation. However, none of these assumption accounts for the foreign language learning under a high motivation, stemming from a persistent need for the language, but at the same time, under hostile or negative attitudes in the least. This phenomenon is present in many third world countries where many students successfully learn foreign languages such as English or French, through their attitudes toward the English and French people and cultures are negative, or even hostile in most cases because of colonialism. On the governmental as well as on the individual level, these countries teach, and people learn, foreign languages because of the need for these languages, either for the lack of a

national language, such as in India and many African countries, or for the need for English or French as tools to learn modern sciences and technology, but not because of friendly attitudes toward the British or the French people or their cultures. Some of the countries who adopt French or English annually celebrate the departure French and British colonial rule from their lands.

A similar case is the American student's motivations to learn Russian as a foreign language, or a Russian student's motivation to learn English as a foreign language; they are not by any means identical or even close to the attitudes that each group has toward the other. In this case motivation is in contradiction with attitudes. This is not to imply that motivation and attitude are always contradictory, and that they can never be in harmony. On the contrary, in many cases, motivation to learn a second/foreign language and the attitudes toward learning this language and toward its speakers and culture can be in harmony, and this is an ideal situation for learning a language, given that other factors are also favorable. The major point is that motivation is not identical with attitude, and attitudes are not necessarily always a component of motivation. Furthermore, attitudes are not a cause of motivations, and motivations are not a cause of attitudes . But attitudes may become supportive and contributing factors to motivations under some ideal situations where motivations and attitudes go in the same direction.

It is necessary for foreign language teachers to focus their teaching methods not only on the cognitive considerations, but more importantly on fundamental side of human behavior . Among the many variables that influence language learning, attitudes and motivations could be the two most influential factors related to human behavior in language learning. The role of attitudes in language learning is the first facet to be investigated ,

Lambert (1973 : 72) proposed a definition of attitude by saying that " An attitude is an organized and consistent manner of thinking ; feeling , and reacting to people , groups , social issues or , more generally , to any event in the environment . The essential components of attitudes are thoughts and beliefs , feelings and reaction tendencies to react . " Gardner (1980 : 267) also

claims that an attitude is an inference made on the basis of a complex of beliefs about the attitude object . According to those definitions , attitude must to be one of the important factors of language learning to influence on how students learn and what they learn , because language learning could trigger a learner's complex beliefs to the language environment .

Wofford and Willoughby (1968) state that the grades in a course are significantly related to the attitudes towards the course . In language learning , numerous reports have been presented about the relationship between success in language learning and an individual's attitude . Conversely , negative attitudes correlated with the low achievement .

Foreign language educators have recognized and generally accepted that attitude is a major contributor to success in language learning (Strevens , 1977) . Two attitude variables which many researchers have investigated , are attitudes towards learning the second or foreign language , and attitudes towards the second language community . Richard-Amato (1988) in her book says that the language learner's attitudes towards the target language and the target group seem to have a very significant effect on the motivations to learn a new language .

Gardner (1985) has claimed that the attitude towards a second or foreign language is an educationally relevant attitude , while the attitude towards the language speaking community , is a socially relevant attitude . This is true because the educational one revolves around the educational aspects of second language aquisition and the other is focused on the cultural implications . Why are the measures of those two attitudes related to language learning ? Gardner explains the reasons by saying :

It does not seem particularly surprising that a measure of attitudes towards learning French would correlate with many indices of achievement in French . Such a correlation would be expected because , in comparison with those individuals with negative attitudes , those with positive ones would be tentative in the learning situation , would take assessments more seriously , would find it more

rewarding to simply experience the language (1985 : 41). And about attitudes towards the language community , he says : Attitudes towards French Canadians, ethnocentrism, and anomie , for example, gain their significance because they refer to the individual's attitudinal disposition towards social groups , in-group or out-group , which might influence second language acquisition (1985 : 42) . There are merits for spending effort on materials and equipments to the language learning classroom . The basic attitudes of the students are even more important and could not be neglected . The attitudes will not disappear by neglect , as Gunderson and Johnson (1980 : 39) point out : all instruction influences students' attitudes . No matter how a foreign language is taught , students' attitudes about the language are affected . Some students learn to dislike and subsequently avoid foreign language classes ; some students learn to love them . When studying a foreign language, depending positive attitudes may be more important in the long run than the level of proficiency in speaking and reading language .

Thus , we know that the students' attitudes are important in the process of language learning . How they feel and the goals they set for themselves lead them to respond to the language itself and adjust themselves to the target community .

Attitudes towards learning the second or foreign language also have been shown to relate to other factors , such as sex differences ; however , these factors will not be investigated in this project. It is necessary for foreign language teachers to focus their teaching methods not only on the cognitive considerations but more importantly on the fundamental side of human behavior. Among the many variables that influence language learning, attitudes and motivation could two most influential factors related to human behavior in language learning. The role of attitudes in language learning is the first facet to be investigated.

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thought and beliefs, feeling and reaction tendencies to react” Gardner (1980:267) also claims that an attitude is an inference made on the basis of a complex of beliefs about the attitude object. According to those definitions, attitude must be one of the important factors of language learning to influence on how students learn and what they learn because language learning could trigger a learner’s complex beliefs to the language environment.

Wofford and Willoughby (1968) state that the grades in a course are significantly related to the attitudes toward the course. In language learning numerous reports have been presented about the relationship between the successes in language learning and an individual’s attitudes. Conversely, negative attitudes correlated with the low achievement also found in some studies (see the following part of research review).

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2.6 Motivations :

Theoetal.(1984)defined motivation thus; '' Intrinsic motivation is usually defined as motivation which is guided by an interest in the task itself in which one is engaged, whereas extrinsic motivation is said to be guided by external stimuli, such as parental approval, offer of a reward, threat of punishment, a good grade, etc.''⁴⁶ _With regard to definition of motivation, white (1959) understood intrinsic motivation in terms of the individual's need to be competent through effective interaction with his environment. The power of his theory of competence lies in its simplicity, in that it provides a general explanation for the primary source of energy in the individual. Instead of having a list of needs and motives for the wide range of human activity, one need can be used as foundation for

higher-level motivation theory, which explains how the desire for competence is manifested in humans.⁴⁷

Ausubel (1968) identified six desires or needs of human organisms, which underpin the construct of Motivation: the need for exploration, for seeing the other side of the "mountain", for probing the unknown; the need for manipulation, for operating on the environment and causing change; the need to for activity, for movement and exercise, both physical and mental ; the need for stimulation the need to be stimulated by the environment, by other people, or by ideas, touts, and feelings; the need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solution to problems and for self-consistent systems of knowledge; and family, the need for ego enhancement, for the self to be known and to be accepted and approved by others.⁴⁸ Maslow (1970) also assumed a hierarchy of needs, ascending from the basic physical need which are present at birth (air, water ,food) to higher need of security, identity, self-esteem ,achievement ,knowledge and exploration, the fulfillment of which leads to self-actualization.⁴⁹

According to Hilgard (1979), motives, which are based on need for air, water, food, are called biological motives and are largely innate, and motives, which are based on the higher needs, are called psychological motives and are primarily influenced by learning and environmental factors.⁵⁰ Brown (1980) defined motivation as:

“Inner drive, impulse, emotion, or desire that moves to a particular action”⁵¹ Brown (1973) also identified three types of motivations: global motivation, which consists of general orientation to the goal of learning, situational motivation, which varies according to the situation in which learning takes place (classroom, or in a natural environment); and task motivation, which is the motivation for performing particular learning tasks. Hunt (1965) defined intrinsic motivation as:

“Motivation inherent in the organism’s informational interactional with its environment”. Deci (1975) defined intrinsic motivation as an integral part of his general cognitive model of motivations . According to him, motives are defined as a cognitive representation of future states of awareness of potential satisfaction. People engage in intrinsically

motivating activities in order to derive internally rewarding consequences, namely feelings of competence and self-determination. Therefore, the desired objective of the individual's behavior is an affective state. The need for feelings of competence and self-determination leads to two classes intrinsically motivated behaviors: **first** to seek out optimally challenging situations; **Second**, to attempt to conquer these challenges⁷⁶. Atkinson (1964) suggested that people with a high need for achievement tend to prefer tasks with moderate level of risk that is tasks where their probability of succeeding is about fifty percent .

Gardner and Lambert (1972) examined motivation as a factor in a number of different types of external attitudes and defined motivation as a construct made of certain attitudes. They were of the opinion that attitudes' resultant motivation functions are contributing variables of students' learning situations .

Finally in the context of language learning, Gardner (1985) stated that motivation refers to : "The combination of efforts plus desire to achieve the goal of leaning plus favorable attitudes toward learning the language. That is, motivation to learn is seen as referring to the extent to which the individual works or strives to learn, because of the desire to do so and the satisfaction experienced in this activity" . He claimed that effort alone does not signify motivation. The motivated individual expends effort towards the goal, but the individual expending effort is not necessarily motivated. Finally, he reached the conclusion: "When the desire to achieve the goal and favorable attitudes towards the goal are linked with effort or the drive, than we have a motivated organism". Moreover, the roles of attitude and motivation in the learning situation have usually been lumped together into a cluster of relative's factors of success or failure.

Recently, however, the distinctive roles of attitudes and motivation have been redefined. Theo (1984) stated that: "It is now argued that attitudes are directly related to motivation which in turn, is directly related to language". Theo maintained that motivation to learn language is determined not only by attitudes, but also by other "motivation props" such as the desire to please teachers and parents, promise of reward or

experience of success, etc. in addition the relation of attitude to motivation is dependent on the type of motivation. An integrative motivation for example, presupposes a positive attitude of the learner toward the target language and culture, but a learner who is instrumentally motivated does not necessarily have a positive attitude toward the target language.

The word motivation is derived from the Latin word “movere” which means to move. It refers to psychological forces which move people. Bring them into action and keep them going. It is the force that pushes us to do something or to learn a language. The term motivation has a wide sense in learning second language Gardner, (1985:10) argues that: “Motivation in the person context refer to the Combination of efforts plus desire to achieve the goal of learning the language, plus Favorable attitude toward learning language” Not far from Dornyei, (1998:120) argues that: “Motivation in general sense can be defined as the dynamically changing cumulative, arousal in a person that imitates, direct, co-ordinates, amplifies, terminate, and evaluates the cognitive and motor processes whereby initial wishes are selected prioritized operationalized and successfully or unsuccessfully acted out”. Precisely Dornyei in his assumption claims that motivation inside of a person is like a mechanical process harmony starting deep sense with dynamically changing cumulative arousal in a person.

This sense rises up the person’s feeling to achieve his goal ever it can. He speaks about his imbed factor inside his definition desire play a vital role in this behavioral aspect. The highly technique of the engine feeling plus effort equal achievement. Furthermore , Dornyei, (1998:125) states that the concept motivation means:

“The choice of particular action, the persistence with it, and effort expend on it. In other word, “motivation” is responsible for, why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to peruse it”.

The word motivation comes from the Latin from “Motivus” which means a moving cause, and popularly it signifies the causes of human behavior or actions. Although the construct “motivation” has no fixed technical meaning in contemporary psychology, nevertheless, it is offered as a

solution many problems of learning by both educators and psychologists. Despite the different conceptions about motivation by different theorists and psychologists, there is a general agreement that a “motive is an internal factor that arouses, directs and integrates a person’s behavior. It is not observed directly, but inferred from his behavior or simply assumed to exist in order to explain his behavior” (Murry, 1964:7). There is also a general agreement that man is a rational being that has conscious needs and uses his capacities to fulfill his needs. A definition of motivation that incorporates both the two above general agreements among psychologists was offered by Hunter (1967:4). He defines motivation as “a state of need or desire that activates the person to do something that will satisfy his need or desire”. In the realm of second/foreign language learning, motivation has been conceived of in variety of ways. Gardner defines motivation as “the extent to which the individual preservers to learn the foreign language”(1958). Nida (1956), defines motivation as not just the desire to learn, but as the ultimate desire to communicate through the process of sending and receiving information for a particular reason. Nostrand (1974) defines student motivation as a form of ego-involvement, therefore, a highly motivated second language learner will internalize the new language faster in order to enhance the “self”. The conceptualization of motivation in second/foreign language learning as viewed by this researchers is a state of need on the part of the learner himself that produces a strong desire which in turn activates and directs all the student’s capabilities to learn the second/foreign language. It is

hypothesized that the motivation for second/foreign language learning directly stems and develops from the need of the student for the language, and the stronger the motivation will be. It is also hypothesized that the motivation for second/foreign language learning directly stems and develops from the need of the student for the language, and the stronger the need and the awareness of that need on the part of the learner, the stronger the motivation will be. It is also hypothesized that the student’s need for the second/foreign language is changing according to the socio-culture environment of the learner, and the situation he finds himself in at any given time of his life. The motivation to learn a second/foreign language is also affected by the student’s age, his past experience, his linguistic and cultural background, the status and the prestige of the student’s mother tongue, and the status and the prestige of the target

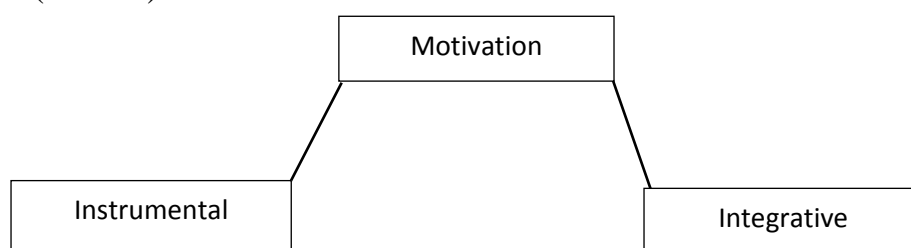
language locally and internationally. The student's motivation also is affected by the student's attitudes toward the native speakers of the target language and his attitudes toward the task of learning the language, which are transmitted by the student's parents and his society. Cognition is the source of motivation and attitude, but unlike attitude, motivation has a very strong relationship with human behavior. Our lives and laws are built around this assumption, so whenever we observe a certain behavior we assume a motive behind it. Since motivation stems from a human need of some kind, the behavior that results is intense, durable, and it lasts until the need is satisfied.

2.6.1 Classification or Types of Motivations :

The idea of classification is important, because it helps the learners to distinguish the different terms. Gardner and Lambert, (1959) paper in applied linguistics argue that: "Here indicated that students who possess an integrated type of motivation tend to be better than students whose motivational is instrumental". According to these views motivation which defines as students' who like to communicate with people of another culture who speak different language, on the other hand instrumental motivation is defined as students' desire who

want to learn a language for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination.

Chart (2 . 7) :



One of the best-known studies of motivation in L2 learning was carried out by Robert Gardner and Wallace Lambert, (1972). Their studies led them to distinguish between two basic kinds of motivation, which they call integrative and instrumental. **Integrative Motivation:** learner with integrative motivation has a genuine interest in the L2 community. He wishes to integrate himself within the culture and become a part of that community. **Instrumental Motivation:** a learner with instrumental

motivation is more interested in how the L2 can be a useful instrument towards furthering other goals such as passing an exam, getting job, or gaining admission to university.

An Unnecessary Superficial Dichotomy In the literature, one finds the reference to two types of motivation in every study; these are “integrative” and “instrumental” types of motivation. Originally, this concept of integrativeness comes from first language acquisition. In first language acquisition, Mowrer explains, the child’s acquisition of his first language is des by the desire to integrate himself with his family and his community. He maintains that this desire is so strong and persistent that the child masters his language and becomes a member of his family and community. In second/foreign language learning, Gardner and Lambert adopted Mower’s scheme in slightly modified form. They assumed that the second/foreign language learner, though he does not have the same basic urge to communicate to satisfy his essential biological needs, as is the case for the first language learner, nevertheless must still be willing to integrate himself with the second/ foreign language community and

culture. They assumed that this motive was similar to a child’s motive for learning his first language, and thus it must be stronger and play an important role in learning the second/ foreign language. Gardner suggests that “integrative” motivation provides students with the necessary motivation to persist in second/ foreign language learning. According to this view, the learner will find learning the target language enjoyable and he will be willing to work hard to master the target language skills that will facilitate his integration into the target language and culture. Furthermore, it is claimed that the presence of the integrative motivation will encourage the learner to interact with the speakers of the second/foreign language out of sheer interest, and he will be more receptive to the language learning. The second type of motivation identified by Gardner and Lambert is instrumental motivations . This type of motivation relates to learning the language for utilitarian purposes. Gardner and Lambert hypothesized that integrative motivation is superior to instrumental motivations , and they considered their researches in Montreal, Canada, as a proof of hypothesis. To say that the second/foreign language learner’s achievement is dependent upon essentially the same type of motivation necessary for the child to learn his

first language is acceptable and basically true. But to say that the source of motivation for the child to learn his first language is acceptable and basically true. But to say that the source of motivations for the child to learn his first language or the second language learner to learn his second language is to integrate himself into the family or the community, is doubtful.

If we go back to Mowrer's theory about the child's acquisition of his first language, and ask why the child wants to integrate himself with his family and linguistic community, the answer will certainly be that the child's integration with his family and community satisfies his immediate physiological, psychological and social needs. So the source of the child's strong and persistent motivation to learn his first language is not the desire for integration, for the sake of the integration, but for the fulfillment and satisfaction of the child's needs. Actually, the strength of the child's motivation to learn his first language stems initially from the child's need for the language to satisfy his basic bio-logical and psychological needs, and not from the need for integration in order to be a valued member of his community because the child acquires his first language before he becomes fully aware of his affiliation to a community. So one can see that the strength of the child's motivation stems from his need to use the language as a means to an end which is the satisfaction of his basic needs, and this type of motivation is a utilitarian one in nature. If there are any integration, it is not an end by itself; rather, it is used for instrumental purposes to satisfy a need on the part of the child. The second or the foreign language learner also learns the second or the foreign language when the learning of this language satisfies his needs. In reality, anyone who wants to integrate into a second or a foreign language community or culture has a utilitarian purposes of some kind for his integration. The learner may utilize his integration to get a citizenship of the target culture, or to get a better job in the target culture community, or to get a better life, or further his education, but ultimately his integrative motivation boils down to a clear utilitarian instrumental purpose of some kind. No learner, child or adult, will take on the arduous task of learning a language, whether first or second, merely in order to integrate himself with family, community, or culture, unless this learning brings about a satisfaction of his needs. This dichotomy of motivation was first brought to the domain of second/foreign language learning by Gardner and

Lambert in their studies in Montreal, Canada. As a matter of fact, even what they termed as “integrative” motivation in the Montreal studies is actually a purely instrumental motivation to learn French by Anglophones living in Montreal. If we go deeper in the context of these studies, we can easily see that learning French by Anglophones in Montreal was both an urgent and necessary need on both the public and governmental level in Montreal, Canada.

It is an urgent need on the part of the Anglophones and their children in Montreal because they were a minority among a French speaking majority. They need French to live and communicate with the French speaking majority. On the governmental level, the Canadian government instituted Canada as a bilingual country in 1969, and both English and French became official languages, especially in French speaking districts, such as Quebec and Montreal. French was needed both for the co-existence between the English and French speaking Canadians and for the national unity of Canada. From such contexts one can see that the integrative motivation in Montreal is actually an urgent, purely instrumental in its final analysis. The results of Gardner and Lambert’s studies show that proficiency in French, especially communicative measures, are related to positive attitudes toward French people and also show a strong parental encouragement to learn French they considered these as evidence for the supremacy of integrative motivation. Given the context of their study, it is natural to find communicative measures to be high among students learning French because English speakers have no immediate use for French except with French speakers, and more importantly, they need French on a daily basis to communicate with French people. Furthermore, it is also natural to find positive attitudes toward French people, simply because English parents encourage their children to learn French and this shows that parents have positive attitudes toward French. All the subjects of Gardner and Lambert’s studies were high school students. At such an age, students are still under the influence of their parents’ attitudes toward many things, including learning a second language. In Canada, it is not a secret that many Canadian parents in general, and parents in Montreal in particular, are trying hard to make Canada a bilingual country. It has also been demonstrated in many studies in Canada itself, that the influence of parents’ attitudes on their children is enormous, especially with respect to

learning a second language (Gardner, 1950 and 1968; Peal and Lambert, 1962; Feenstra, 1967; and Lambert and Kline-berg, 1967). Although Gardner and Lambert considered the results of their Canadian studies as an evidence for the supremacy of integrative motivation; however, given the context of their studies, one can consider their results as evidence for the importance of instrumental motivation. To support this position one can mention Gardner and Lambert's own studies in the United States. In similar contexts where English and French speaking people live together, in both Maine and Louisiana, Gardner and Lambert found that achievement in French related to instrumental motivation. Further research on this aspect does not support the supremacy of integrative motivations .

There is not a single study that supports this hypothesis clearly; rather, most of the studies testify to the importance of instrumental motivation (Anisfield and Lambert, 1961; Pimsleur, Sumland and McIntyre, 1964; Gardner and Lambert, 1972, Maine, Louisiana and the Philippines Studies; Lukmani, 1972; Aguirre-Carrasco, 1973; Lewis, Massad, 1975; Harrison, Prator and Tucker, 1975; Oiler, Hudson and Liu, 1977; Oiler, Baca and Vigil, 1977; Hoadly-Maiment, 1977; Flores, 1978 ; Koosha , 1978; Mulla, 1979; Wong, 1982). Based on this empirical evidence and based on the fact that the integrative/instrumental dichotomy has no basis in learning the first language, and since it has been brought to the domain of second/foreign language learning from the first language learning by Gardner and Lambert then it is safe to say that there is no dichotomy of motivation in learning the second/ foreign language either and that the instrumental motive is the only motive for learning both the first and the second language and this dichotomy is highly superficial and baseless. The integrative/instrumental dichotomy has confused many researchers in the motivational aspect of second/foreign language learning. For example, Lukmani (1972) in India considered the use of English in the travelling as an instrumental motive, while Clare Burstall, in England considered using French in travelling as an integrative motive. Similarly, having English-speaking friends or knowing English literature, which are instrumental reasons, can also be confused and classified as integrative on the assumption that anyone who wants to have friends or know the literature of the target language is interested in becoming a British citizen. This assumption of integration is also confusing, if anyone learns English

as a second language, with which people and cultures of the English speaking nations would he like to integrate himself? Does he want to integrate himself with the British people and culture or the American people and culture, or with Australians, South Africans, or New Zealanders? All these people speak English as a native language. The same applies to French. There is the French of France, Canada, and many African countries. Spanish is also widely used by different people in different countries, in Europe, South America, Latin America, and even in the United States. The number of people and nations speaking English natively and the growth of English as an international language may fool anyone who has the motive to integrate with English speaking people because the speakers of English as a second language are much more numerous than the native speakers of English, unless one wants to integrate with foreigners from everywhere! What seems to be more sensible and useful is the return to the original motivation for learning the first or second language which is instrumental motivation that is based on the human need for the language, whether first or second or foreign.

2.6.2 Research Conducted under Reformists' Motivation Models :

Research supporting the reformists' motivation models requires more in-depth investigation of L2 learning situation/context to explore possible motivational factors. This line of research, therefore, utilizes more longitudinal qualitative methods, in contrast to Gardner's cross-sectional quantitative research method. For example, in her four-year longitudinal study, Oldfather (1995) found that dominance of teacher-centered approaches and fewer opportunities for self-expression were two main influencing factors on student's motivations for literacy learning. Ushioda's introspective approach to exploring students' L2 motivation (1996, 1997), based on qualitative interview data, found that students' motivation had changed over time due to both L2 learning context factors and outside context factors.

Ellis, (1997:3) argues that “whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction, it is **customary** to speak generically of second language acquisition”. There are two different types of **factors**

that matter while L2, external factors may be social environment in which the learning takes place, for example, the opportunities learners may have to hear and speak the specific language they are trying to adopt. Furthermore, internal factors include the attitudes learners develop towards the language they are trying to learn (ibid 4-5).

2.6.3 The Role of Motivations in Second/Foreign Language Learning:

Teachers and educators generally that motivation is an important factor in second/foreign language learning. Many studies have been conducted to determine the factors affecting the second/foreign language and the relative importance of each one. (1961:2) identifies five factors that determine success or failure in learning a foreign language. These factors are: aptitude, intelligence, perseverance, quality of instruction, and the amount of time for learning, Jakobovits and Nelson (1973:63) the most important factors in learning the foreign language and indicate the relative importance of each of these in percentages: aptitude 33%, motivation 33%, intelligence 20%, other 14%. Rubin (1975) reduces good language learning to aptitude, motivation and opportunity to learn. It is believed by Jakobovits, Nelson and others that aptitude and intelligence, which account for 53% of the total picture, are the least subject to change and educators cannot do anything about them. Motivation and other factors such as time allocated for learning, texts, methods and materials, aids, tests, and qualified teachers, which account for 47% of the total picture, are subject to change in order to enhance second/foreign language learning. A common conclusion in many studies conducted in different places was that aptitude and intelligence were independent of motivation and the achievement in a second/foreign language was equally dependent upon both aptitude and intelligence as well as upon motivation (Gardner and Lambert, 1959; Gardner, 1960; Lambert, et al, 1962, et al , 1961 ; Lambert , et al ;Peal and Lambert, 1961 ; Gardner and Lambert ,1972; Aguirre-Carrasco, 1973; Abbashar, 1977; and Mulla, 1979).

2.6.4 Motivations and Orientation in language Learning :

Another important factor to determine successful language learning is the motivation of the learner. Psychologists are not quite sure how to define motivation in the context of successful language learning, but all agree

that it is essential to the learning process (Titone and Sanest, 1985:87). Jakobovits in his article about motivation and language learning gives a general definition to motivation : Broadly considered, motivation is being in a position whereby interest in an activity is aroused, sustained, and regulated. Motivation can be external, that is, environmentally determined or internal, psychologically determined. Motivation toward scholastic achievement refers' . . . the intensity of a student's efforts and desire to achieve a certain level of marks and a general educational objectives' (1970:281).

In Gardner's opinion (1982:144), the motivation is complex on three aspects of language learning effort, which means the motivation intensity, desire, and affect, which means the Lerner's attitude toward learning language. He said that "the effort refers to the drive displayed by the student to learn the language, desire refers to how much the student wants to learn the language, and affect involves the students emotional reactions toward the experience of learning the language." If the desire to achieve the goal and favorable attitudes toward the goal are associated with the effort or drive, then we can say that learner has motivation to learn second or foreign language.

All of three are controlled by the learner's final goal of learning the language and the goal is reflected in the individual's orientation to language study (Gardner, 1985:50-51). Further, Gardner has shown a difference between orientation and motivation. He claims that the integrative orientation only reflects a goal of the learner in which the individual is learning a second language in order to Learn about, interact with, become closer to the target community but not containing any motive power, while the concept of integrative motive includes not simply the goal but also the motivation which contains the desire, motivational intensity and other variables (1985:54-55).

Some students are oriented to gain social recognition, to please their parents, and to achieve extrinsic rewards, like good grades. Students in high school may be oriented to meet minimum achievement requirements to enter a particular university. Gardner and Lambert have proposed a two-part typology of orientation with respect to second language learning: integrative and instrumental. The orientation to learn language

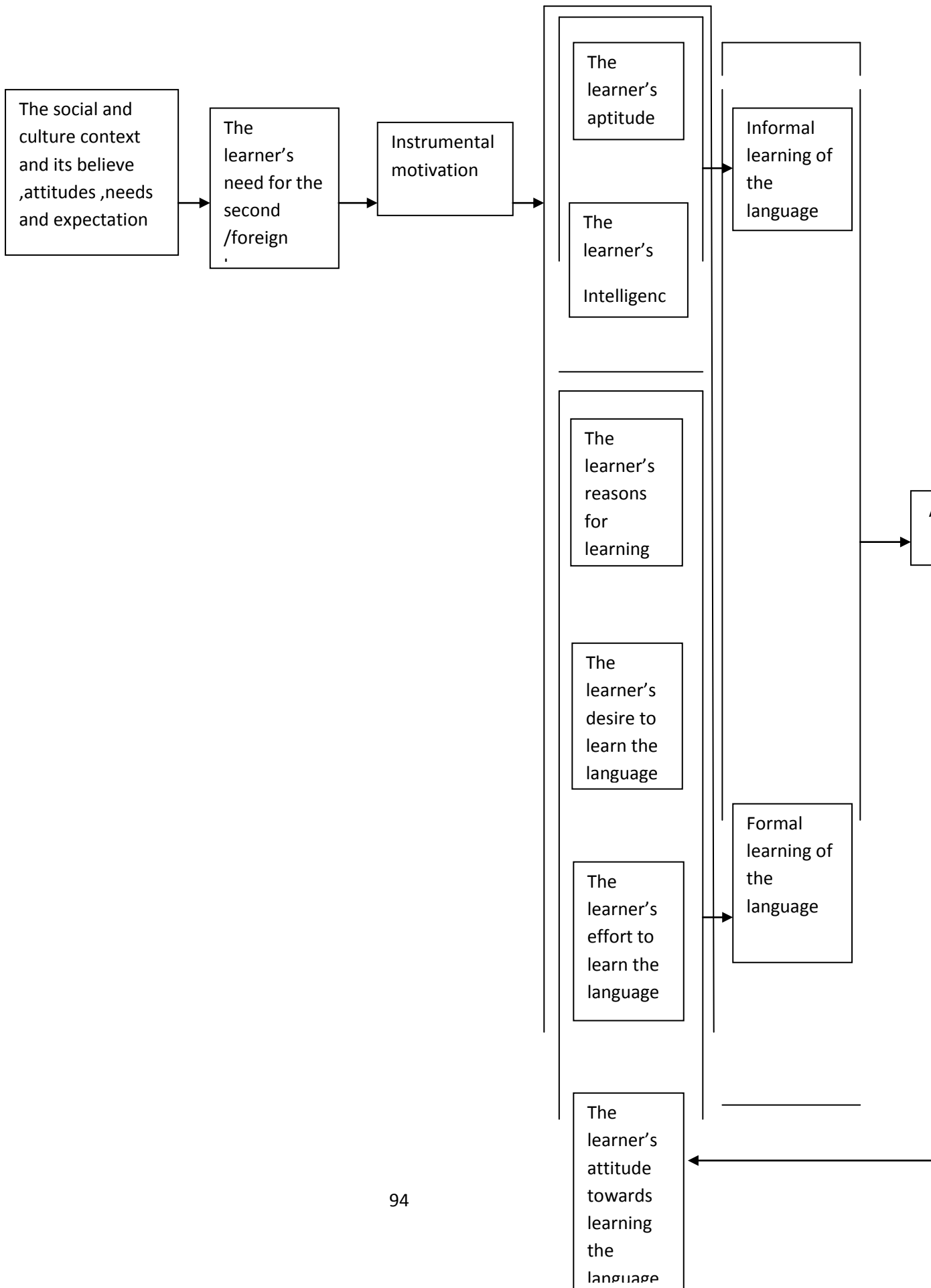
for integrative purpose means the learner's final goal of language learning is to become familiar with at least a part of the target culture. If the learner intends to study a second or foreign language for utilitarian purpose i.e. meeting a graduation requirement, fulfilling an occupational need, etc., then it is defined as an instrumental orientation. Of the two, it is believed that integrative orientation is particularly crucial in promoting language learning Bacon and Finnegan (1990:460) suggest the reason for integrated learners having better achievement: Specifically, one might expect more highly motivated learners and the more integratively oriented learners to welcome the opportunity and challenge of operating on authentic written and oral input to a greater extent than others. Thus, we know that the students' purpose for learning a language may determine what type of motivation or orientation students bring to the learning process. Furthermore, the purpose would intertwine with the effort, desire and affect, the three personal responses on the field of language learning, to decide a Person's final achievement on a specific language, if any one of the constituents is disregarded, there will be a defective learning product .

2.7 The Previous or Early Studies:

The research in the affective aspect of second/foreign language

learning started as early as 1941, when Jordan reported that attitudes towards Graphic Representation to show the Relationship Among the components of the Theoretical Model

Figure (2 . 8) :



Acquisition contexts

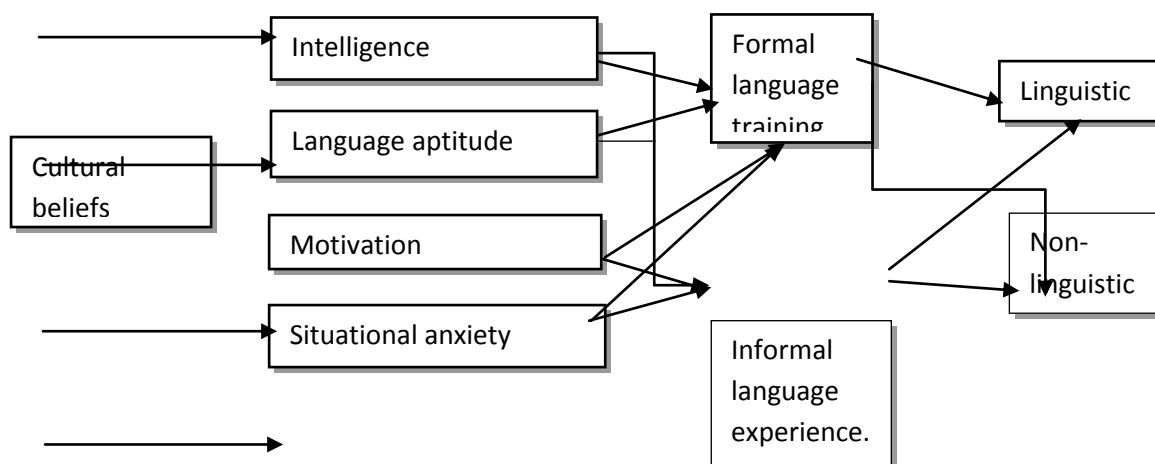


Figure (2 . 9) :

Socio-educational model

Source: Gardner 1985, p.147

This part of the review has provided insights into the language learning process according to different theories and models of language learning . These different theories and models underline the fact that language learning is a complex process involving many factors that could influence the learning of a foreign language. Within the context of the research, while dealing with more quantifiable factors which influence students' performance, it is vital to bear in

mind the more academic elements which impinge on learning and the individual differences which may be displayed by the student population under scrutiny. Learning French in some British schools had a positive relationship to students' achievement. He also noticed that attitudes were more favorable during the first year, and declined afterward. Jones (1949) constructed an attitude scale for estimating the attitude of children

learning Welsh as a second language in some British schools. The results of Jones' study were consistent with those of Jordan. He found significant positive relationships between attitude toward Welsh as a second language and final achievement in Welsh, and that attitude was most favorable during the first year and declined afterward. The study showed the students coming from Welsh-speaking backgrounds revealed more favorable attitudes toward Welsh than those from non-Welsh speaking homes. The research in this aspect of second language learning stopped for a few years and picked up again in the late 1950s when Gardner and Lambert extended and modified the preliminary work started by Jordan, Jones and others, and conducted several studies in Canada, the United States and other places. The theory behind Gardner and Lambert's studies simply states that a person's motivation to learn second/foreign language is determined by his attitudes toward that language and the people who speak it. This theory is based on Mowrer's theory which suggested that first language acquisition is motivated by a desire to be like valued members of the family, and later, of the whole linguistic community. The contentions of Gardner and Lambert in Canada; Spolsky and Oiler in the United States, as well as many other researches, is that achievement in a second/foreign language is dependent upon essentially the same type of motivation necessary for the child to learn his first language, which is to integrate himself with his family and his community. In this theory, a second language learner has to have an integrative motivation to be successful in his learning, like the child who successfully learns his first language.

2.7.1 Canadian Studies :

To test the aforementioned theory, Gardner and Lambert initiated their studies in Montreal, Canada. They conducted their first study using Anglophones studying French (1959). The results of this study showed that achievement in French was dependent upon aptitude, intelligence and a positive attitude toward French-Canadian people. Furthermore, they found that integrative motivation, as they measured it, was a stronger predictor of French achievement. Gardner and Lambert concluded that students with positive attitudes toward the second language and the second language community are more motivated to acquire the language than those with negative attitudes. They attributed this strong motivation to

learn French to the strong desire on the part of the Anglo-phones to be accepted as members of the new linguistic group .

(The French). Gardner (1960) expanded the study; this one was conducted in Montreal with high school Anglophone students learning French as a second language. The results of this study reinforced the findings of the 1959 study. It showed that language aptitude and integrative motivation are two relatively independent factors contributing to successful learning of French. However, unlike the previous study, in which positive attitudes was relatively integrative motivation, this study showed that integrative motivation is independent of favorable attitudes towards French Canadians. This showed that the desire for integration did not necessitate a favorable attitude toward the second language community as was assumed by Gardner Lambert. Furthermore, this demonstrated that attitudes and motivation are two distinct constructs that may function independently from each other. Schumann (1975) reached the same conclusion concerning the independence of attitudes and motivations. In another study, Anis field and Lambert, (1961) administered achievement, general intelligence, language aptitude and attitude measures to Jewish 8th and 9th graders learning Hebrew in Montreal, Canada. The results of this study showed that integrative motivation did not correlate with achievement. Instead, it showed that instrumental motivation related to achievement in Hebrew as

a second language. Gardner , et al (1976) , confirmed the importance of integrative motivations in grades 7-11 in French classes in Montreal. It was found that measures of integrative motivations tend to correlate more with students' abilities to communicate than with their grades. So there are some doubts about the importance of integrative motivations which Gardner and his associates considered important in Learning French in the Montreal area, as compared to learning a second or a foreign language in general.

There are also strong indications that the context of Gardner's studies in Montreal affected their results. Montreal is a bilingual, bicultural area where French and English Canadians live together, and by necessity of that situation, any English speaker who wants to be successful in learning French has to have a favorable attitude toward French speakers because

each group needs the other on a motivation will prevail and correlate with communicative measures because English speakers have no immediate use for French except to communicate with French speakers. Age is another factor which affected the results of these studies. The subjects were all high school students, and at such an age students are still under the influence of their parents' attitudes many things, including learning a second language. It is not a secrets that many Canadian parents in Montreal in parents in general, and parents in Montreal in particular, are trying hard to make Canada itself that the influence of parents' attitudes on their children is enormous, especially respect to learning a second language (Gardner, 1960 and 1968 Peal and Lambert, 1962; Feenstra; 1967; and Lambert and Klinebrerg, 1967).

2.7.2 Studies in the United States :

The theory that social factors play an important role in motivating children to learn a second language was tested with American Indian children learning English as a second language in the United Sates. With 300 educators as a source of data, it was found that motivation to learn English as a second language is highest in grades one and two, and there is a continuous decrease in motivation from grades three to seven, where it reaches its lowest point. It then increases again during grades eight to twelve (Gardner, 1968). Earlier studies done on learning Welsh and French in England (Jordan, 1941, and Jones 1949) also reported a similar decline suggests that these fluctuations in different grades in the American Indian case might coincide with the curiosity of young children, the apathy of older children and the awakening of maturity in much older students.

Spolsky (1969) conducted a study on the motivational/ attitudinal aspects of second language learning using foreign students in the United States subjects. When Spolsky used direct questionnaire, such as those used by Gardner, to measure integrative motivation, he did not find a significant relationship between integrative motivation and Proficiency in English. He found only 20% of his sample identified with the American way of living, and this was considered by Spolsky used an indirect identity scale to measure integrative motivation in his study, but also did not find a significant relationship between proficiency and integrative motivation as

measured by the indirect scale. Spolsky blamed that on the students' unwillingness to motives which suggested that they wished to leave their own countries permanently. In another carried out in the United States using foreign students as subjects, Oiler, Hudson and Liu (1977) conducted their study using Chinese students as subjects. Using the same indirect scale used by Spolsky, these researchers found that those students were instrumentally motivated and not interactively motivated to learn English. In another study in the United States, Oiler, Baca and Vigil (1977) surveyed 60 Mexican-American females in New Mexico and found that the subjects who were proficient in English indicated that they were not integrative motivated, rather they indicated that they learned English for instrumental reasons. Oiler, et al, blamed these results on political ill feelings of Mexicans towards Americans. All three of the above mentioned studies (Spolsky, 1969; Oiler, et al, 1977; Oiler et al, 1977) used indirect identity scales to measure integrative motivation. There are many who believe that this measure is invalid because it is very confusing to subjects. The measure is basically a student is required to rate the target language (Americans). The assumption is that if the student rates the native speakers of the target language more positively than his native people this will be an indication of the student's dissatisfaction with his own native people and an indication of the student's desire to integrate himself in the target language culture. Those who criticized this assumption said: that students' admiration of some good characteristics of the target language people and high ratings of them do not necessitate a desire for these characteristics for themselves and their native people.

Gardner and Lambert (1972) replicated their Canadian studies in two bicultural settings in the states of Maine and Louisiana and one monoculture setting in the state of Connecticut. The subjects were high school Anglophone students learning French as a second language. In all three studies the researchers found that students with a strong motivation and desire to learn French obtained good grades in French. However, the findings of Gardner and his associates with respect to the importance of integrative motivations for learning a second language do not hold true even in similar bicultural settings in the main and Louisianan communities where integrative motivation is expected to prevail among students. The results showed that instrumental motivation related to

French proficiency instead of integrative motivation. A weak relationship was found between integrative motivations. And French proficiency in Connecticut, which is not a bicultural community and integrative motivations, was not expected even if it was weak. The researchers concluded their replications in the United States by stating each community has its own network of social influences on the motivation of the second language learner. Beckman (1976) conducted a study in which he elicited the attitudes and motivation of Venezuelan students learning English at Boston University. The results of this study did not indicate any statistically significant correlation between positive attitude or strong integrative orientation and progress in second language learning over a three or six month period. Abbashar (1977) conducted an attitudinal/motivational study using Arab graduate and undergraduate students learning English at Indiana University as subjects and TOEFL and attitudinal scales which were adopted from Gardner and Lambert as data collecting instruments. Results revealed that 1) attitudinal scales failed to have a significant explanatory value in achievement in English as a second language; 2) that neither in there integrative nor instrumental orientation contributed significantly to achievement in English as a second language; and 3) high aptitude was significantly related to achievement. Hansen (1981) conducted an Attitudinal/motivational study using 93 international students learning English in three different English programs in New Jersey at the university level .

The results of this study showed that both students' attitudes toward their own culture as well as their attitudes toward the second language community related to achievement. The study also showed that neither "type" of motivation, integrative or instrumental, related to achievement in English. Wong (1982) conducted a study on the role of attitude and motivation in second language acquisition using native-born and foreign-born Chinese Americans who learned English as a second language at the high school level in San Francisco. The result of this study indicated that there was no significant difference between the instrumentally motivated and the interactively motivated students. The descriptive ate, however, showed that the majority of the students were instrumentally motivated, and that the native-born students were more often instrumentally motivated than the foreign-born Chinese.

2.7.3 Asian Studies :

In 1972 Lukmani conducted a motivational study in Bombay, India. The subjects were 60 Marathi-speaking girls learning English in high school. In this study Lukmani presents more conclusive evidence concerning the importance of instrumental motivations in learning a foreign language. The results of this study showed that Marathi students learned English because of a strong motivation to improve their opportunities in life and not because of an overriding affiliation with the native speakers of English. Furthermore, the results showed that proficiency in English correlated significantly with instrumental orientation and not with integrative orientation. Gardner and Lambert (1972) tested their hypothesis about the importance of integrative motivations in learning a second language in the Philippines where English is taught as a foreign language. English in that country has a special status because it has been the language of instruction since 1900, and it is the language of economic life. The subjects were 103 high school students from Manila. The results of the study showed that students were instrumentally motivated to learn English and not integratively motivated the researchers concluded by stating that when there is vital need to master a second language, the instrumental motivation is very effective.

2.7.4 Sudanese Studies :

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

2.7.4.1 Attitudes and Motivation of University Students towards English Language Learning M.A (2006) by Rehab Abdesalm :

Rehab conducted a case study of some universities one of her aims was to investigate attitudes and motivation of university students towards English learning. The finding indicated that university students have negative students towards English language learning. The findings indicated that university students have negative attitudes and unmotivated towards English language learning post-Arabicization .

2.7.4.2 The Role of attitudes towards the Learning Situation on motivation to Learn EFL.M.A. (2008) by Azim Mirghani : Azim carried out a case study of some Sudanese pupil' motivation to learn EFL. His aim was to investigate the role of their attitudes towards learning situation on their motivation. The result of the study indicated that the third year students of secondary school possessed an average level of motivation to learn EFL.

2.7.4.3 Achievement Motivation among Students in Eastern Sudan M.A (2009) by Salwa Abdalla : Salwa conducted case study of some students in Eastern Sudan. Her aim was to explore the level of achievement of motivation among level of achievement of motivation among Eastern Sudanese students was relatively high.

2.7.4.4 Al-Busairi (2009) : conducted a study identifying motivation factors. He seemed to blame researchers for their concentration on external factors while neglecting the internal ones. He concluded that both students and teachers are motivated

2.7.4.5 Comments on the 4 above Sudanese Previous Studies :

The findings of previous studies which are mentioned above show that students have negative attitudes toward English language learning. It is also found that Sudanese students at secondary schools, their motivations are generally higher whereas university students have low motivations towards English language learning. So this study aims to investigate secondary school students' motivations and attitudes to find out the attitudes and motivations of those students towards learning English language as a foreign language.

2.7.5 As early as 1964, Pimasleur, Sunland and McIntyre : found that what distinguished underachievers from the average achievers was the perception of relevance of the foreign language to the need of the student personally (1964:43-44). They reported that the student's perception of relevance of the foreign language enhanced his achievement in learning the language.2 .12 . 6 In a study of college students learning English in Spain, Aguirre-Corrasco (1973) : found the student scored high on both instrumental and integrative motivation in relation to achievement. He attributed the differences in his results from those of Gardner and

Lambert to the differences of the study setting.2.12 .7 . In an extensive study involving 10 countries in Europe, Asia and South America, Lewis and Massad(1975:297): attempted to find factors with influenced teaching and learning English as a foreign language. It was found that time, classroom practice and student attitude and aspiration where the most positive predictors of success in the learning of English. Subject in general stressed the instrumental use of English, but older students (pre-university students) emphasized the utilitarian value of English more than younger students (who were in the 14-year-old range).Researchers suggested that younger students had no experienced any real need for study of English, while older students were either expecting to use English when they entered college, or, expecting to leave school shortly, would possibly use English in their jobs.

2.7.6 Comments on the following Previous Studies in some Countries :

The next part of this chapter will allow us to examine studies conducted in different parts of the world regarding the second/foreign language learners' attitudes and motivations and then relate this to the context of teaching of EFL in Sudan secondary education. Although these studies have used different methods, instruments, samples, methods of analysis and were conducted in different settings, they do however , share some common concepts within the proposed study. These studies are divided into the following two domains: second language and foreign language .

Second language

2.7.6.1 Canada :

Hamadan, Geneses and Tucker's (1977) study of students learning French as a second language, found that the students who insisted on using English to communicate outside the classroom, were much

less successful than those who made an effort to use the language in every situation and were willing to integrate in this way.The finding of the study by Guildsman, Gardner and scythe (1982) from grade 9, 10 and 11 students enrolled in French at a secondary school in South-Western Ontario in Canada demonstrated that motivated students are more active

and willing to participate in their classroom in contrast to those who are not integratively motivated. Cleghorne and Genesee (1984), conducted a study in Montreal where students were in a predominately Anglophone community. These students expressed an instrumental motivation towards learning French, but with a considerable hostile attitude towards the Francophone community. As the Anglophone parents wanted their children to continue the economic dominance of the community, it was necessary to master French fluently. The outcomes of this study demonstrate that manipulative orientation may also contribute to successful second language learning.

Massy (1986) tried to examine the variation in attitude and motivation among 196 (96 male and 73 female) adolescent learners of French as a second language. The researcher used Gardner's attitudes and motivation test battery to measure the above. The researcher found that, the principal factor for differences between rural and suburban schools was the students' attitude towards what happened day by day in class. In the urban school, the main factor affecting in overall reduction in positive attitudes and motivation was a slight drop in the students' interest in learning French.

2.7.6.2 India :

Lukmani (1972) studied 60 girls from a graduating high school class where Marathi's was medium instruction. In this study, the researcher used a questionnaire which consisted of four parts: 1) the Marthi-speaking society: 2) the English society: 3) self-concept: and 4) ideal self-concept. She found that instrumental motivation was often more effective, than integrative motivation in the study of non-westernized female learners of English as a second language in Bombay (India). The subjects who were instrumentally motivated, archived high scores in a cloze test of comprehension . Every similar to that in the Philippines described by Gardner and Lambert (1972).It has been pointed out, however, that the two types of motivations are not always mutually exclusive. Another argument stresses that second language acquisition, in a country where the language is spoken as second language, rarely involves just an integrative or just an instrumental motivation.

2.7.6.3 United States of American :

Spolsky's (1969) study of 79 foreign students who came to the United States to attend American universities demonstrates that attitude is one of the important factors that contribute to learners' achievement in learning a language. He also suggests that the learner's attitudes towards the speakers of the language has an effect on how well he/she learns.

Oller and Huson (1977) tried to investigate the relationship between attained proficiency in ESL and measuring of attitude towards self, L1 group, target language group, and reasons for learning ESL, reasons for coming to the US. 44 Chinese-speaking graduate foreign students were involved in this study. The researchers used Spolsky's identity scale, an indirect measure, and direct scales used by Gardner and Lambert as tools for their study. They found that learners who were more integratively motivated had a higher scores than those who were less integratively motivated.

McGroarty (1989) conducted a study in attempt to describe the strategies and the attitudes of adult learners of English as a second language at the University of Los Angeles. In the study 177 intermediate and advanced students were selected from a large school. The researcher used questionnaires (Learning Strategies Questionnaire, opinion questionnaires and achievement examinations. She found that positive attitudes towards the experience in the English classroom, were significantly related to achievement. She also found that the attitudinal factors associated with achievement were represented by instrumental motivation for the study of English for occupational or professional purpose. Second language learning is not applicable in Oman and integrative orientation is less important than instrumental orientation. Foreign language .

2.7.6.4 Britain :

Burstell (1970) carried out a study of approximately 4,300 secondary pupils selected from three types of school (secondary modern schools, grammar schools; and comprehensive schools). In this study the researcher attempted to investigate secondary pupils' attitude towards learning French to see if there was any relationship between students' achievement in French, and their attitude towards the learning of French as a foreign language. Burstall found that in the secondary modern school

pupils : Do not like to learn French. However, unfavorable attitude towards learning French was found as a characteristic more for boys than girls; The higher the parental occupation on the socio-economic scale the higher the pupils' attitudes. Pupils complained about the lack of exposure to French or lack of practice. Pupils noted that their teaching materials were not suitable for them, and there should be a change in the materials.

Burstell found that the pupils' achievement in the NFER primary French project was closely associated with both types of motivation. The pupils' program was influenced by both a desire to do well in French as school subject, and by an interest in French people and their culture. Also that being successful bred more success.

Powell and Batters (1985) conducted a study of 953 pupils (459 boys, 494 girls) an average age of 12 years nine months selected from six different schools. The researchers in the study, attempted to investigate pupils' attitude and interest in foreign language learning whilst taking into Consideration, the pupils class, age and subject

preference, for the purpose of their research, the researchers used an attitude questionnaire. Part of their results showed that: -girls are more likely to favor foreign language learning than boys. Boys rated learning a foreign language as not important in contrast to girls. Batters (1996), conducted a study of 900 pupils and 36 foreign language staff selected from six different schools in the south- west of England. The researcher in this study, attempted to investigate the perception of foreign language learning and teaching within the comprehensive school in the two years prior to option choice. For the purpose of her study, the researcher used questionnaires to measure the attitudes of the students and the staff. She also conducted interviews and classroom observations to gain a picture of the pupils' activities in the language classroom.

The following are some of the findings of this study:

The teachers felt that pupils regarded the foreign language as a difficult subject and this led to pupils dropping foreign language. Also pupils felt that learning a foreign language was not important, and this was influenced by the parents since pupils thought that their parents often encouraged them to learn a foreign language.

Neither boys nor girls appeared to enjoy foreign language any less or more than each other. The staff felt that girls were more careful with written work, but that boys in general did not lack the application necessary for the language learning. She also found that activities pursued in the foreign language classroom were more attractive to girls more than boys. Lee's (1986) study of pupils aged 13+ and their attitudes towards learning French in England found that pupils had a positive perception of learning French as a foreign language.

The pupils felt that learning French was useful, enjoyable and easy. Most pupils wanted contact with the French speaking community.

2.7.6.5 United State of America:

In the studies of Louisiana, Main and Connecticut, Gardner and Lambert (1972), found that, it became evident that students with a strong motivation and desire to learn French obtained good grades in French at school. Yet, in each context there was a distinctive attitudinal basis for this motivation. That is, in Louisiana, parental support and encouragement seemed to underlie motivation. In Maine, the student identification with his French teacher and his sensitivity to other people's feeling seemed to underlie the motivation. Finally in Connecticut an integrative orientation and realization of the usefulness of knowing the language, was the underlying motivating factor.

Munchnick and Wolfe (1982) tried to study the attitudes and motivation of 337 (157 males and 180 females) American students of Spanish selected from twenty-one classes in two high schools and one middle school located in predominantly white suburbs near Philadelphia. The two classes at middle school were heterogeneous in term of race, and the educational background of the parents, and generally considered to be from a middle- class socio-economic background. Students from one of the high schools NO.2 were from a lower middle-class socio-economic community, in terms of the education and the economic situation of the parents. Students in school No.3 were considered to be upper middle class, white, and with no Hispanic-Americans. 88 Students involved in this study were given an adapted form of the Attitudes Measure Test Battery. The following are some of the researcher's findings: -female subjects reported positive attitudes towards learning Spanish and

interacting with Spanish speakers, yet reported negative attitudes towards their specific Spanish classroom teacher and the course. -males, however, while reporting less positive attitudes and motivation for Spanish study, reported a significantly higher perception of the Spanish teacher and the course. -among American students of Spanish involved in this study, both integrative and instrumental orientation are combined into one composite factor which related to positive attitudes towards learning Spanish.

2.7.6.6 Philippine :

In the Philippine study, Gardner and Lambert (1972) conducted a study on two differing attitudinal groups. The results showed that a learner may become bilingual without losing his/her identity, if appropriate attitudinal orientation and motivation are possessed. One Philippino group was more interested in American culture and accepted learning English language with a positive attitude (integrative), while similarly another group who had decided to learn the language because it was necessary to get ahead in school and business was very successful (instrumental). Gardner and Lambert (1972) state that, both groups became comfortably bilingual without losing their own identity.

2.7.6.7 Thailand:

Smith (1977) carried out a study of 471 college students at the University of Cheing-mai (Thailand), in an attempt to examine their opinions concerning the teaching of English as a foreign language in Thailand. A questionnaire consisting of five sections (demographic information government policy concerning the teaching of English at Cheng-mai university students' motivation and objectives in studying English and students' appraisal of their own language skills) was administered to the selected sample. The researcher found that students felt English was important for their study at University.

Boykin and Trungmphai (1982) conducted a study to examine English proficiency of Thai university students studying English as a foreign language in relation to : (1) the attitudinal scores on social , economical level , or prestige scales , (2) the students' attitudes towards their native group , towards the target group and their motives for learning English . The results indicated that :

101 .There was a relationship between attitudes proficiency in English . High rating of one's own people on selected attributes scales correlated negatively with foreign language proficiency . Significant difference between male and female students with regard to the type of motivations .

2.7.6.8 Mexico :

Slaughter (1988) conducted a study of 120 citizens enrolled at Guadalajara cultural institution in Mexico . The researcher in this study , attempted to study the attitudes of the Mexican students towards the learning of English . The researcher used interviews as means of collecting the data . The following are some of the results: (1) the learners had favorable attitudes towards the learning of English as a foreign language , because they said it would help them in getting job , (2) parents encouraged their children to learn English , but they did not help them in their learning of English , and (3) learners complained about the lack of practice .

2.7.6.9 Argentina :

Stein (1991) tried to investigate the motivations for studying the English language of adult Argentinean students of English as a foreign language , and their attitudes towards the people in their own culture as opposed to speakers of English who live in English-speaking countries . The researcher administered a questionnaire containing the above aspects to 114 adult students attending EFL classes at beginning , intermediate , and advanced levels the cultural institution . Argentino North Americano (ICANA) in Buenos Aries. Through this study the researcher found that: A large number of students showed a motivational orientation for studying English which was both instrumental and integrative. However, adult EFL learners in Buenos Aries Argentina seemed to be more instrumentally motivated. Instrumental purpose received higher rating. Male respondent showed that they were interested in learning English for instrumental purposes, whereas female should that they were interest learning English for social purposes. There was a significant relationship between gender and instrumental- integrative motivations .

2.7.6.10 United Arab Emirates :

The Ministry of Education at the United Arab Emirates (UAE) conducted a study (1992) “The evaluation of the need for the English language in UAE society. The study attempted to investigate secondary pupils’, teachers’, inspectors’, parents’, businessmen’s and the UAE University staff’s perception of the place of English language in the UAE and way to improve it. The sample represented 350 teachers and inspectors, 1233 secondary students, 245 parents, 234 business men, and 30 staff from the UAE University. For the purpose of this study, the researcher used questionnaires distributed to the above sample. The following are some of the results:

-the UAE pupils had a positive perception of the English language due to its international and local status.

-the teaching of EFL in UAE did not meet current needs of the language learners.

-the UAE pupils face difficulties in the learning of EFL in the areas of grammar, pronunciation, writing, reading comprehension, and vocabulary.

The reasons for these difficulties are: lack of exposure to the language and poor foundation at primary level.

2.7.6.11 Oman :

Although the role of attitudes and motivations has been a major field of study in Canada and different parts of the world, it receives little attention in Oman and in neighboring countries. Curriculum designers such as Razik 1988 study to evaluate the preparatory curriculum in Oman focus on pupils’ opinion of the content of different subjects and neglect pupils’ opinions on learning the different areas of the curriculum and especially the learning of English as a foreign language (EFL) within schools. Teachers, inspectors, and experts claim, that although 3rd secondary spend 850 hours spread over nine years learning EFL, their level of attainment does not meet the requirement of higher education the world of commerce and industry. Thus, their argue is caused by the pupils’

lack of interest in EFL (pupils are not aware of the importance of English in their life) and the link between home and school .

Fahmy and Bilton (1989), conducted a study of 376 first year university students enrolling at the Sultan Qaboos University (SQU, Oman). The sample was composed of 131 female and 245 male first-year science students. Approximately indicated 848 that they spoke Arabic at home, while the rest spoke either Jabli, Swahili, Lawati or Balushi,

alone with or in combination with Arabic. This study attempted to investigate if the students were integratively or instrumentally motivated to learn English as foreign language and also to see if there was a relationship between the students' attitudes and their language proficiency.

For the purpose of their study the researcher used the following: comprehensive English language test (CELT), an intermediate-level test developed by Harris and Palmer (1986) to measure the students' proficiency, the listening section to measure their ability to comprehend short statement, questions, and dialogue as spoken by native-speakers of English. The structure section measured their ability to use grammatical forms and measures of achievements at SQU consisted of mid-semester English and science examination results. They also used a modified version of the attitude questionnaire used by Oller and his associates (1977). The questionnaire was translated into Arabic.

All of the direct questions required a response on a five-point scale rating the importance of reasons for learning English. Reasons could be roughly divided into instrumental or integrative motives. The researchers also used indirect questions. These questions were in the form of four identity scales adapted from Spolsky (1969).

Through this study, the researchers found the following:

All of the students included in this study were not integratively oriented towards the target language group. Students were instrumentally motivated. There was a weak correlation between attained EFL proficiency and both direct and indirect attitude measures. Students with high proficiency were not more integratively oriented toward English

people. These studies indicate that attitudes and motivation are very important factors in learning a second or foreign language. They demonstrate that there is a relationship between students' attitudes toward the foreign language, foreign language teacher, foreign language people and the students' achievement in the foreign language. Instrumental motivation seems to be an important factor in learning a foreign language. In Oman instrumental motivation could be the key reason for learning English as foreign language. Moreover, the parental attitudes towards the language and the language target group influence their children's attitudes to the foreign language. One of the difficulties the foreign language learners face is the lack of the exposure to the language (this is more the case perhaps in Oman than elsewhere). Some of the studies showed that there is a relationship between the students' gender and socio-economic status and their attitudes towards the learning of foreign language. In general, language learning is a complex field of study and could be influenced by many factors depending on the language learning setting. With regarding to the factors that could influence 3rd secondary Omani students' perception of learning English as a foreign language. The selection (as a focus for interview schedules and questionnaires) of key variables such as students' gender, head of household's occupation, learners' parents' perception of the foreign language, parents' knowledge of the foreign language, students' perception of the foreign language as a subject, learners' perception of Their EFL teacher, the time provided for the foreign language teaching, the nature of the foreign materials, and the methods employed has been strongly influenced by the studies reviewed here. Other factors such as the differences between L1 and L2 , learners' age, cognitive style , aptitude, intelligence, foreign language learning anxiety , and personality were able to be incorporated within the scope of the present study .

A number of studies conducted of students' attitudes and perceptions in different countries have been reviewed . So their findings helped determine what can be applied in the Omani context . The Burstall study (1974) although conducted in Britain to examine secondary students' perception of learning French as a foreign language , included a variety of interesting factors that could be taken further to Oman . In particular , the socio-economic

dimensions of her work , gender and students' favourite and least favourite subjects were deemed relevant to this research .

2.8 Summary of the chapter:

Firstly, this chapter presents some definitions of foreign language learning and second language acquisition as well difference between them . Secondly , this chapter presents a literature review on some social factors that affect the second / foreign language learning such as age, gender, social class , etc and cognitive factors such as intelligence, aptitude etc also that affecting the process of learning English as a second / foreign language. Thirdly, the chapter presents a wide review of motivations and attitudes besides their classification as well as the important role they play on the process of learning English as a second / foreign language. Finally, the chapter presents some previous studies conducted in Sudan and other countries which investigate motivations and attitudes towards learning English as a second / foreign language. Also , there were two researchers changed their earlier hypothesis about the superiority of integrative motivations (1972:141) . Mullah (1979) found that instrumental motivations related to learning English as a foreign language . Among 80 Saudi Arabian high school students. It has also been found that integrative/instrumental differentiation did not hold in the context of Saudi Arabia. In a language policy study, Harrison, Prator and Tucker (1975) estimated the attitudes of 5,000 Jordanians

towards the English language. The subjects represented five levels of public and private sector employees. Results of this study stressed the instrumental value of the English in the subjects' careers .

CHAPTER THREE

Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter focuses on the methodology of the study to achieve objectives , the sample of the study is described and explained , the required information , validity of the study tool was shown by distributing 214 copies of the questionnaire to some of the secondary school students, third year , both males and females in Khartoum state , Bahry locality to check its reliability .

3.1 Methodology of the Study:

The study adopted a descriptive analytical method as stated by Herbert and Shohamy“ descriptive research involves a collection of techniques used to specify , delineate or describe naturally occurring phenomena without experimental manipulation (Herbert and Shohamy,2001,p.142)

3.2 Population of the Study :

The population of the study covers some of the secondary school students, both males and females, third year in Khartoum state, Bahry locality in academic year 2018-2019.

3.3 Sample of the Study :

The sample of this study selected randomly of 214 students , males and females from some secondary schools in Bahry locality to respond the questionnaire in Khartoum state , Bahry locality in the academic year 2018-2019 in secondary school third year .

3.4 Instrument of Data Collection :

The data of the study was obtained by using a questionnaire for secondary school students(males and females), third year in the academic year 2018-2019 in Khartoum state , Bahry locality . So the questionnaire obtained 46 questions about investigating the secondary school students motivations and attitudes towards learning English language.

3.5 Assessment of Questionnaire:

The researcher has distributed the questionnaire to a number of education experts for assessment .Therefore, their valuable suggestions and recommendations were considered.

3.6 Reliability and Validity of the Questionnaire :

After the step of checking questionnaire reliability and validity the researcher distributed the questionnaire on determined study sample (214), and constructed the require tables for collected data. This step consists transformation of the qualitative(Nominal) Variables(Strongly disagree, Disagree, Neutral , Agree ,and strongly agree) to quantitative variables(1,2,3,4,5) respectively . Also the graphical representations were used for this purpose.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of everyone were counted ; then the same test applied another time on the same group and the same marks were obtained ; then we can describe this test as reliable .in addition ,reliability id defined as the degree of the accuracy of the data the test measures .Here are some of the most used methods for calculating the reliability.

3.6.1 Alpha- Cronbach Coefficient :

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

In this study ,validity calculated by using the following equation

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

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

For calculating the validity and the reliability of the questionnaire from above equation , the researcher distributed (20) questionnaire to respondents to calculate the reliability coefficient using the alpha-Cronbach coefficient ; the result have been showed in following table

Table (3.6.1)

Scale	Reliability	Validity
Cronbach-Alpha	0.76	0.83

It is noticed from the results of the above table No(3.6.1) that all reliability and validity coefficients for pre-test sample individuals about each questionnaires theme, for overall questionnaire , are greater than (50%) , some of them are nearest to one. This indicates to the high validity and reliability of the answers , so , the study questionnaire is valid and reliable , and that will give correct and acceptable statically analysis.

3.7 Statistical instruments :

In order to satisfy the study objectives and to test its hypotheses , the following statistical instruments were used:

1. Graphical figures
2. Frequency distribution
3. Non-parametric chi-square test .

In order to obtain accurate results , statistical package for social sciences (SPSS) was used . In addition , to design the graphical figures which are needed for the study , the computer program (Excel) was also used .

3.8 Personal information :

Table (3.6.2) : the frequency and percentage distribution according to the sex

Sex	Frequency	Percentage
Male	107	50%
Female	107	50%
Total	214	

From the above table it's clear that the number of male pupils was (107) with percentage 50% .And the number of female pupils was (107) with percentage 50%

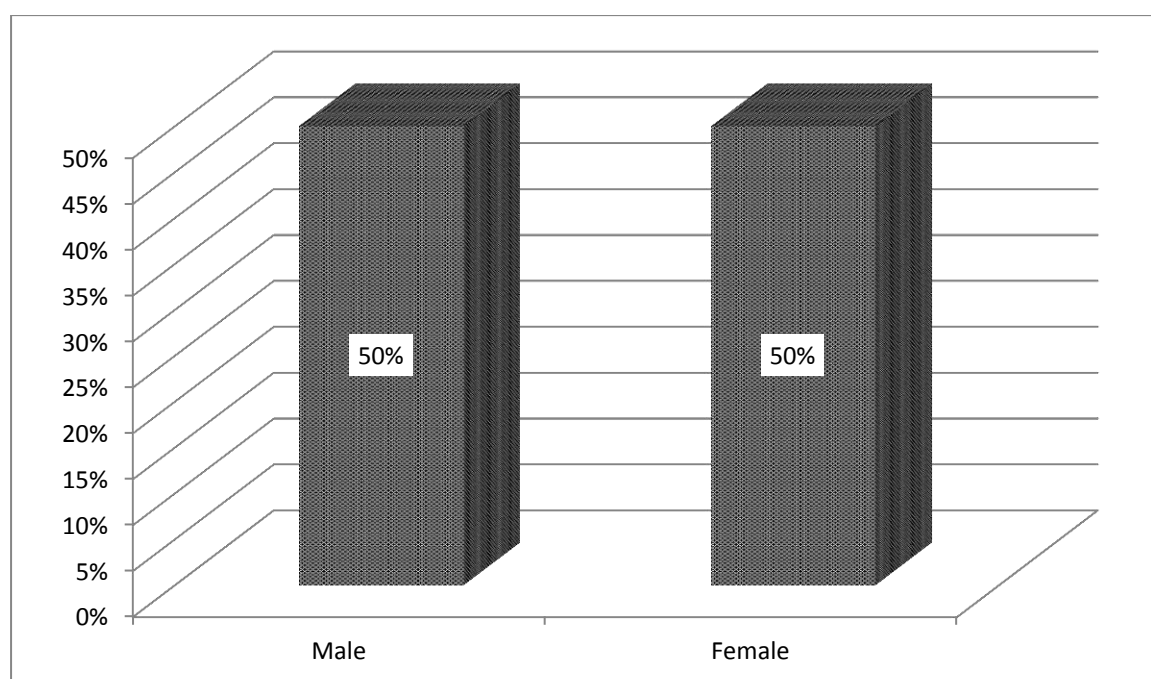


Figure (3.6.1) The frequency and percentage distribution according to the sex

3.9 Summary of the Chapter:

This chapter has discussed the methodology of the study and the questionnaire as a tool of data collection

CHAPTER FOUR

**Data Analysis, Results and
Discussion**

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction :

this chapter will provide a data analysis for the study and test of its hypotheses. The four hypotheses will be discussed in isolation. All statements are analyzed referring to the hypotheses they represent . So it will include the analysis of the tool (questionnaire) , statistical reliability , statistical instruments and the summary of the chapter .

4.1 Analysis of the Tool :Questionnaire :

After the step of checking questionnaire reliability and validity, the researcher distributed the questionnaire on determined study sample (214), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose .

4.2 Statistical Reliability :

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

4.2.1 Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on

certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

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

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

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

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Scale	Reliability	Validity
Cronbach-alpha	0.76	0.83

Table (4.1)Alpha- Cronbach coefficient

It is noticed from the results of the above table No.(4.1) that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and

reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

4.3 Statistical Instruments :

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

4.4 Personal information

Table (4.2) : the frequency and percentage distribution according to the sex .

sex	Frequency	Percentage %
Male	107	50%
Female	107	50%
Total	214	100%

From the above table its clear that the number of male pupils was (107) with percentage 50% . and the number of female pupils was (107) with percentage 50%

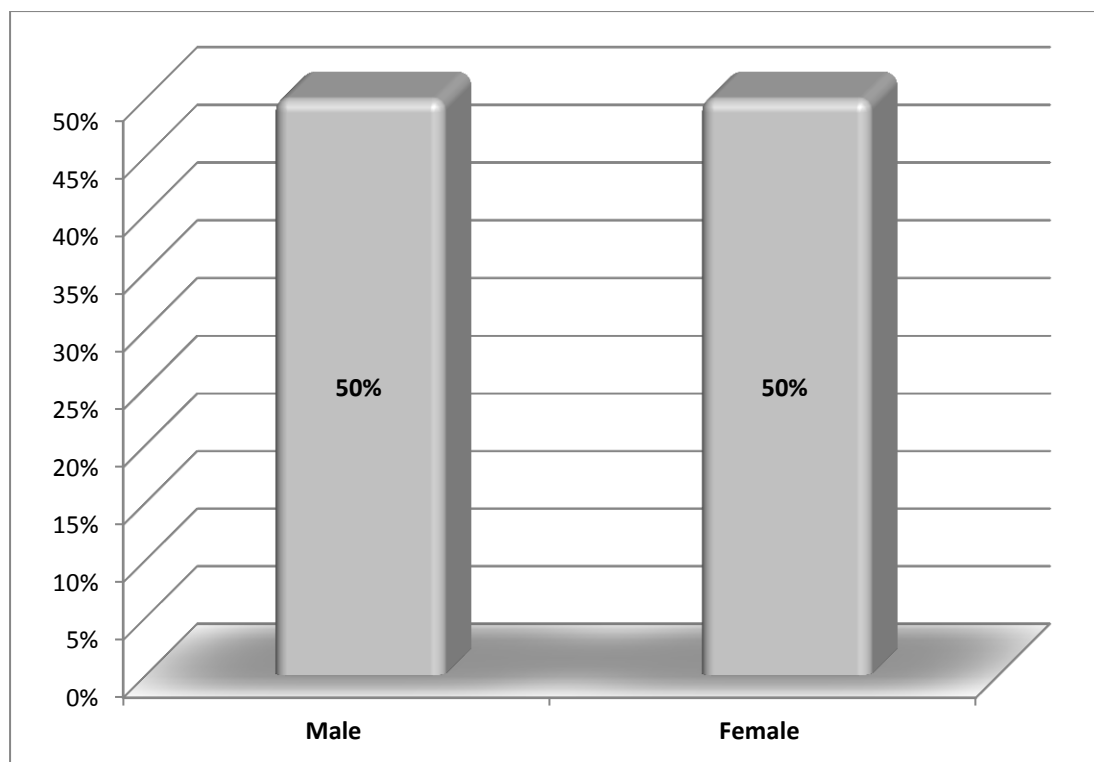


Figure (4.1) The frequency and percentage of distribution according to the sex .

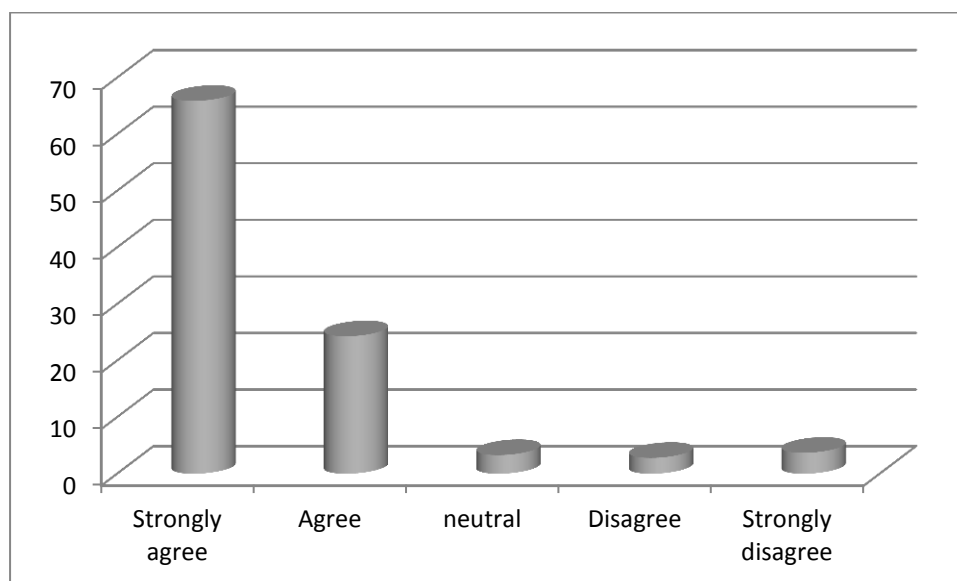
Part 1: the secondary school students are motivated to learn English language

Statement (1): I always find myself enjoying and focusing with English lessons more than other subjects.

Table (4.3): the frequency and percentage distribution for the respondent's answers according to the statement (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	141	65.9	65.9	65.9
Agree	52	24.3	24.3	90.2

Neutral	7	3.3	3.3	93.5
Disagree	6	2.8	2.8	96.3
Strongly disagree	8	3.7	3.7	100.0
Total	214	100.0	100.0	



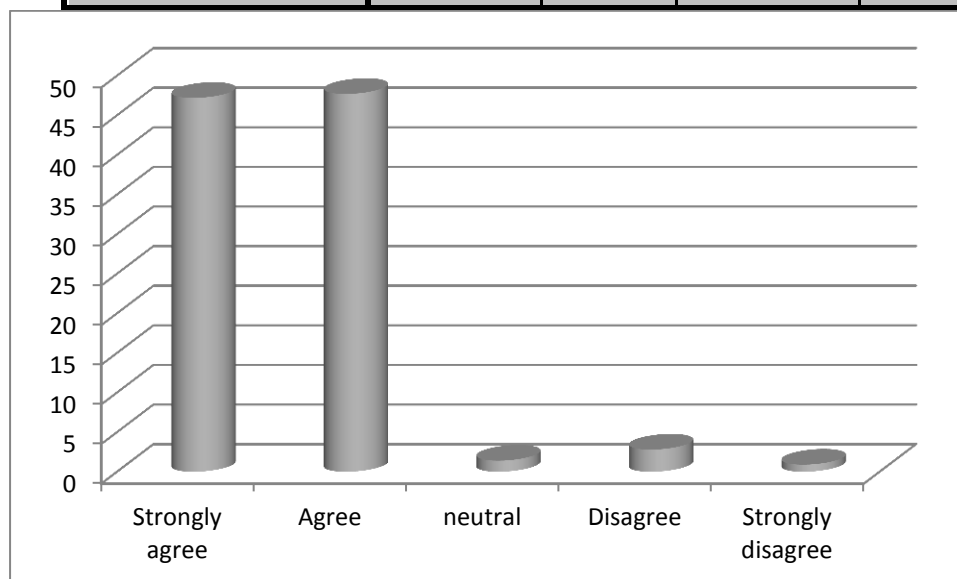
It is clear from the above table No. (4.3) and figure No (4.2) that there are (141) pupils in the study's sample with percentage (65.9%) strongly agreed with **statement (1)**. There are (52) pupils with percentage (24.3%) agreed with that, and (7) pupils with percentage (3.3%) are not sure that, and (6) pupils with percentage (2.8%) disagreed, and (8) pupils with (3.7%) is strongly disagreed.

Statement (2): I do not feel bored during English lessons..

Table (4.4) : the frequency and percentage distribution for the respondent's answers according to the statement (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	101	47.2	47.2	47.2

Agree	102	47.7	47.7	94.9
neutral	3	1.4	1.4	96.3
Disagree	6	2.8	2.8	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



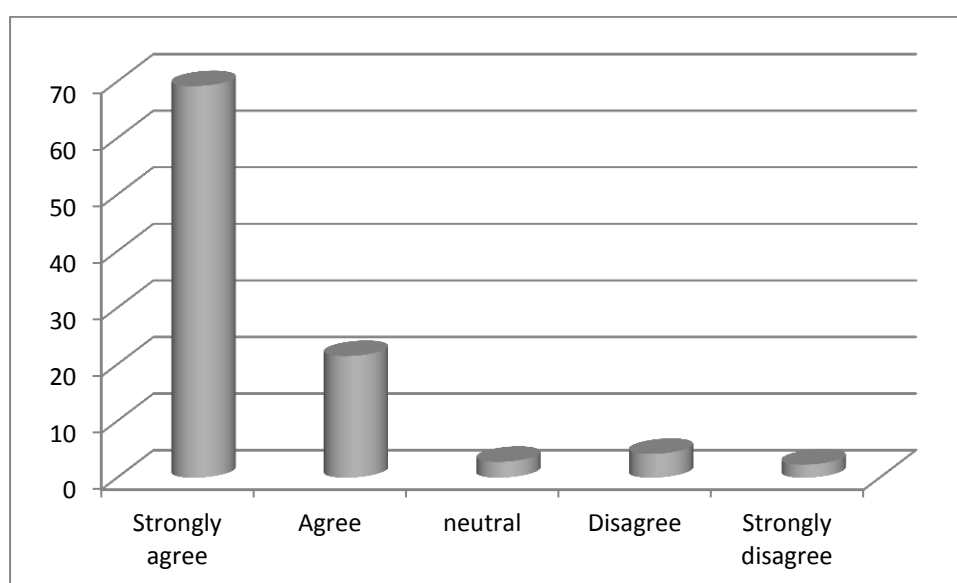
It is clear from the above table No. (4.4) and figure No (4.3) that there are (101) pupils in the study's sample with percentage (47.2%) strongly agreed with **statement (2)**. There are (102) pupils with percentage (47.7%) agreed with that, and (3) pupils with percentage (1.4%) are not sure that, and (6) pupils with percentage (2.8%) disagreed, and (2) pupils with (9%) is strongly disagreed.

Statement (3): I Always try to learn new words in English.

Table (4.5) : the frequency and percentage distribution for the respondent's answers according to the statement (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
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Strongly agree	148	69.2	69.2	69.2
Agree	46	21.5	21.5	90.7
neutral	6	2.8	2.8	93.5
Disagree	9	4.2	4.2	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	

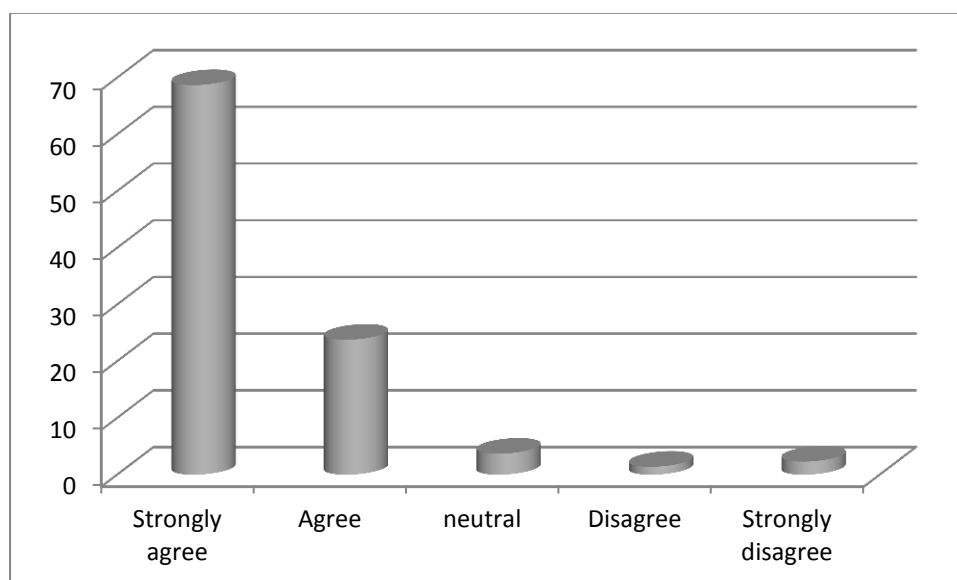


It explain from the above table No. (4.5) and figure No (4.4) that there are (148) pupils in the study's sample with percentage (69.2%) strongly agreed with **statement (3)**. There are (46) pupils with percentage (21.5%) agreed with that, and (6) pupils with percentage (2.8%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (4): The weakness of my skills in some parts of English does not make me bored.

Table (4.6) : the frequency and percentage distribution for the respondent's answers according to the statement (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	147	68.7	68.7	68.7
Agree	51	23.8	23.8	92.5
neutral	8	3.7	3.7	96.3
Disagree	3	1.4	1.4	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	

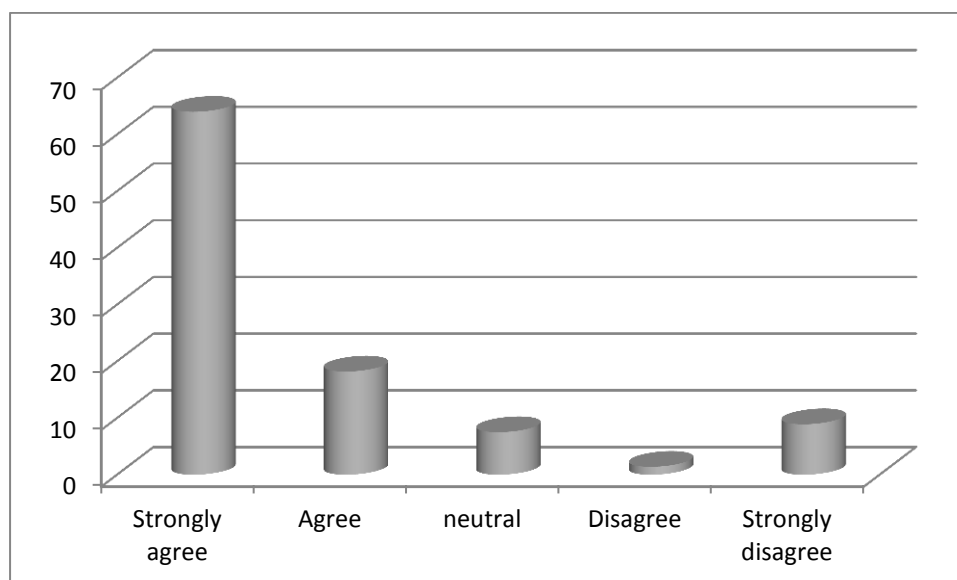


It explains from the above table No. (4.6) and figure No (4.5) that there are (147) pupils in the study's sample with percentage (68.7%) strongly agreed with **statement (4)**. There are (51) pupils with percentage (23.8%) agreed with that, and (8) pupils with percentage (3.7%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (5): The praise which I always find from my English teacher increases my level of motivation.

Table (4.7) : the frequency and percentage distribution for the respondent's answers according to the statement (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	137	64.0	64.0	64.0
Agree	39	18.2	18.2	82.2
neutral	16	7.5	7.5	89.7
Disagree	3	1.4	1.4	91.1
Strongly disagree	19	8.9	8.9	100.0
Total	214	100.0	100.0	

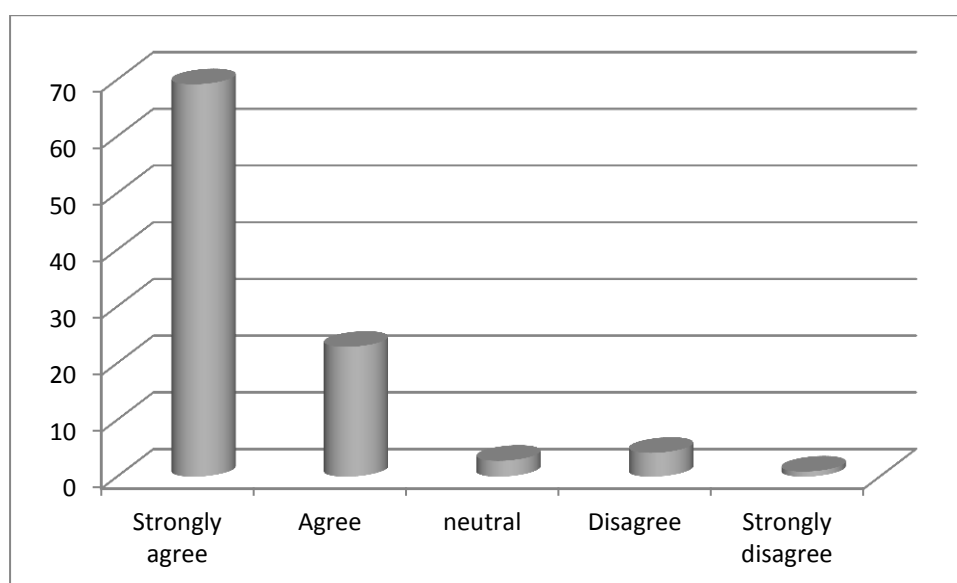


It is noticed from the above table No. (4.7) and figure No (4.6) that there are (137) pupils in the study's sample with percentage (68.7%) strongly agreed with **statement (5)**. There are (39) pupils with percentage (23.8%) agreed with that, and (16) pupils with percentage (3.7%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (19) pupils with (2.3%) is strongly disagreed.

Statement (6): I am thrilled to add new words from English to my language vocabulary.

Table (4.8) : the frequency and percentage distribution for the respondent's answers according to the statement (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	148	69.2	69.2	69.2
Agree	49	22.9	22.9	92.1
neutral	6	2.8	2.8	94.9
Disagree	9	4.2	4.2	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



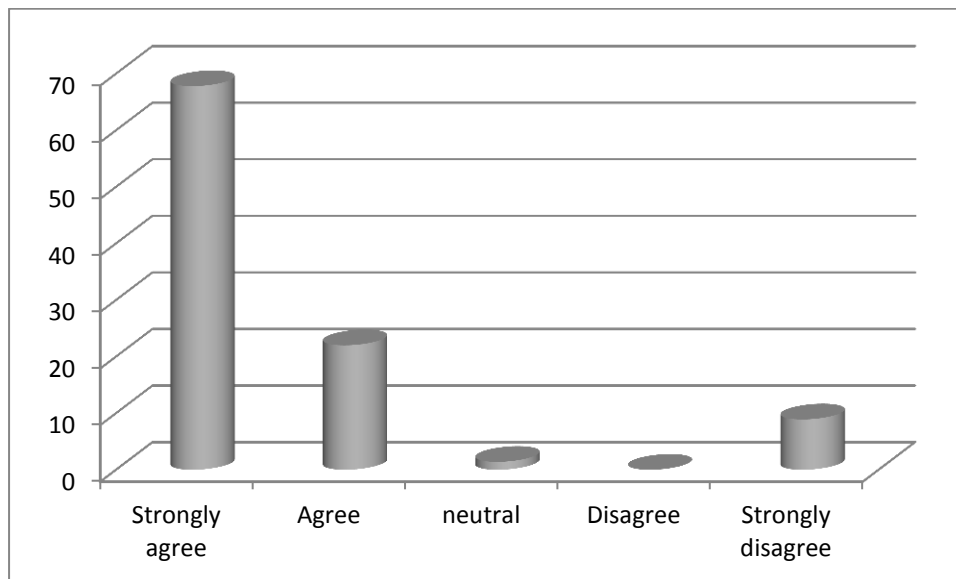
It explain from the above table No. (4.8) and figure No (4.7) that there are (148) pupils in the study's sample with percentage (69.2%) strongly agreed with **statement (6)**. There are (49) pupils with percentage (22.9%) agreed with that, and (6) pupils with percentage (2.8%) are not sure that, and (9)

pupils with percentage (4.2%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (7): I always try to take advantage of my mistakes first-hand..

Table (4.9) : the frequency and percentage distribution for the respondent's answers according to the statement (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	145	67.8	67.8	67.8
Agree	47	22.0	22.0	89.7
neutral	3	1.4	1.4	91.1
Strongly disagree	19	8.9	8.9	100.0
Total	214	100.0	100.0	

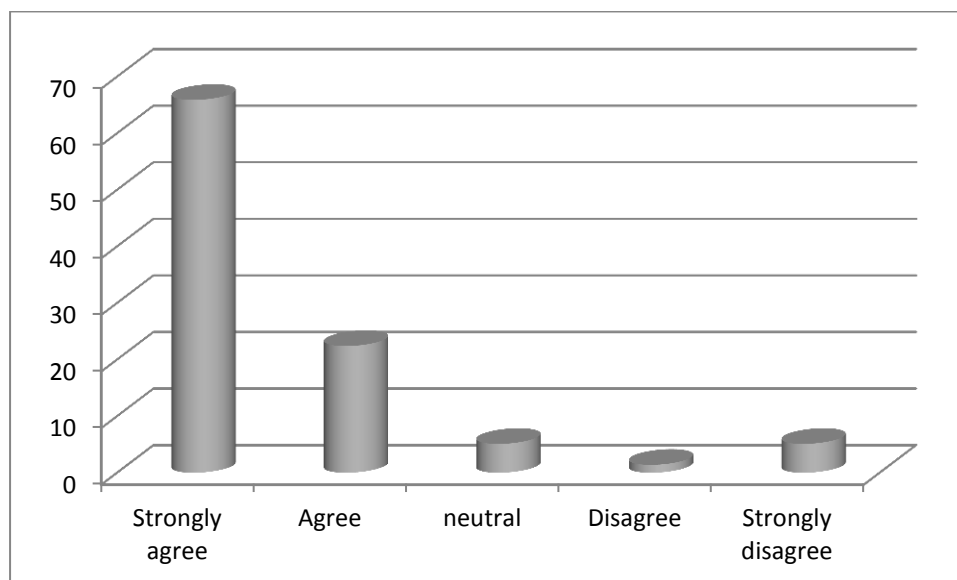


It is clear from the above table No. (4.9) and figure No (4.8) that there are (145) pupils in the study's sample with percentage (67.8%) strongly agreed with **statement (7)**. There are (47) pupils with percentage (22.0%) agreed with that, and (3) pupils with percentage (1.4%) are not sure that, and (0) pupils with percentage (0%) disagreed, and (19) pupils with (8.9%) is strongly disagreed.

Statement (8): I always try to get high grades in the English language.

Table (4.10) : the frequency and percentage distribution for the respondent's answers according to the statement (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	141	65.9	65.9	65.9
Agree	48	22.4	22.4	88.3
neutral	11	5.1	5.1	93.5
Disagree	3	1.4	1.4	94.9
Strongly disagree	11	5.1	5.1	100.0
Total	214	100.0	100.0	



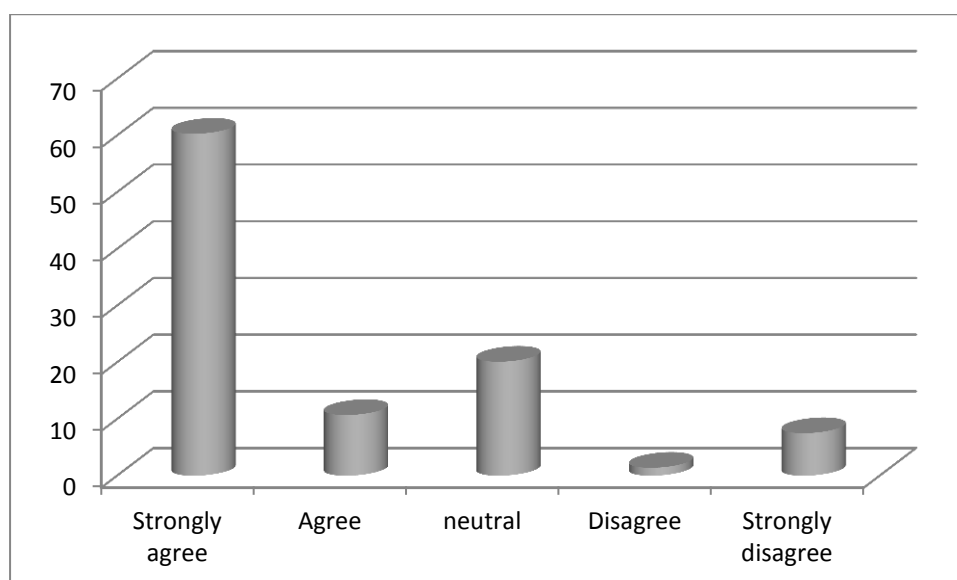
It is clear from the above table No. (4.10) and figure No (4.9) that there are (141) pupils in the study's sample with percentage (65.9%) strongly agreed with **statement (8)**. There are (48) pupils with percentage (22.4%) agreed with that, and (11) pupils with percentage (5.1%) are not sure

that, and (3) pupils with percentage (1.4%) disagreed, and (11) pupils with (5.1%) is strongly disagreed.

Statement (9): I know that proficiency in English requires more diligence than other subjects .

Table (4.11) : the frequency and percentage distribution for the respondent's answers according to the statement (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	129	60.3	60.3	60.3
Agree	23	10.7	10.7	71.0
neutral	43	20.1	20.1	91.1
Disagree	3	1.4	1.4	92.5
Strongly disagree	16	7.5	7.5	100.0
Total	214	100.0	100.0	



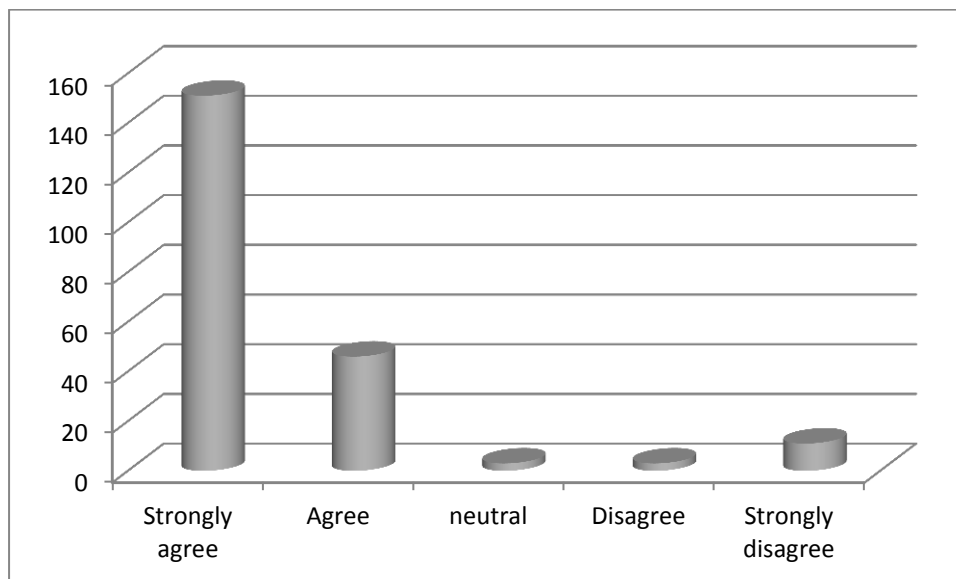
It is clear from the above table No. (4.11) and figure No (4.10) that there are (129) pupils in the study's sample with percentage (60.3%) strongly agreed with **statement (9)**. There are (23) pupils with

percentage (22.4%) agreed with that, and (43) pupils with percentage (20.1%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (16) pupils with (7.5%) is strongly disagreed.

Statement (10): I am always looking for the competition with my colleagues in the English language.

Table (4.12) : the frequency and percentage distribution for the respondent's answers according to the statement (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	151	70.6	70.6	70.6
Agree	46	21.5	21.5	92.1
neutral	3	1.4	1.4	93.5
Disagree	3	1.4	1.4	94.9
Strongly disagree	11	5.1	5.1	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.12) and figure No (4.11) that there are (151) pupils in the study's sample with percentage (70.6%) strongly

agreed with **statement (10)** . There are (46) pupils with percentage (21.5%) agreed with that, and (3) pupils with percentage (20.1%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (11) pupils with (5.1%) is strongly disagreed.

Table No.(4.13) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: the secondary school students are motivated to learn English languages

Nom	Statement	mean	SD	Chi square	p-value
1	I always find myself enjoying and focusing with English lessons more than other subjects.	2.5	0.6	28	0.007
2	I do not feel bored during English lessons.	3.6	0.8	27.7	0.007
3	I Always try to learn new words in English.	2.4	0.9	25.7	0.001
4	The weakness of my skills in some parts of English does not make me bored.	2.4	0.5	35	0.008
5	The praise which I always find from my English teacher increases my level of motivation.	3.5	0.8	33	0.006
6	I am thrilled to add new words from English to my language vocabulary.	3.7	0.4	25.6	0.002
7	I always try to take advantage	4.0	0.7	27.5	0.001

	of my mistakes first-hand.				
8	I always try to get high grades in the English language.	3.7	0.6	24	0.002
9	I know that proficiency in English requires more diligence than other subjects .	3.5	0.4	22	0.004
10	I am always looking for the competition with my colleagues in the English language.	3.0	0.7	23	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question “ **I always find myself enjoying and focusing with English lessons more than other subjects.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **I do not feel bored during English lessons.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who

answered positively with the question **“I Always try to learn new words in English.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent answered positively with the question **“ The weakness of my skills in some parts of English does not make me bored.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **“The praise which I always find from my English teacher increases my level of motivation.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **I am thrilled to add new words from English to my language vocabulary..**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **“I always try to take advantage of my mistakes first-hand. .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **“I always try to get high grades in the English language.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **“I know that proficiency in English requires more diligence than other subjects .**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who answered positively with the question **“I am always looking for the competition with my colleagues in the English language..**

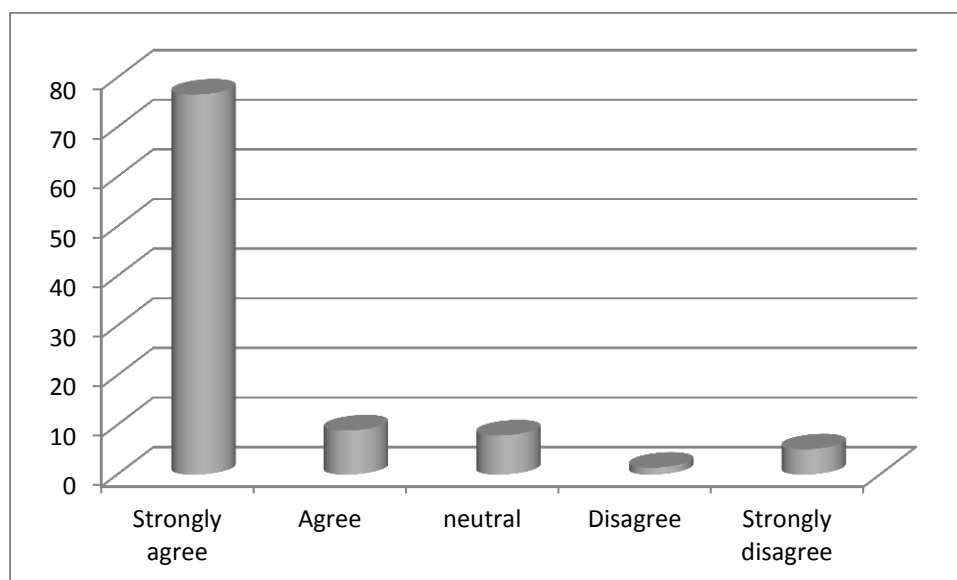
According to the previous results its clear that the first hypothesis is accepted .

Part 2 : the secondary school student have some different types of motivations and attitudes towards learning English language .

Statement (1): My performance in English is not good yet I have a great desire for development

Table (4.14) : the frequency and percentage distribution for the respondent's answers according to the statement (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	164	76.6	76.6	76.6
Agree	19	8.9	8.9	85.5
Neutral	17	7.9	7.9	93.5
Disagree	3	1.4	1.4	94.9
Strongly disagree	11	5.1	5.1	100.0
Total	214	100.0	100.0	

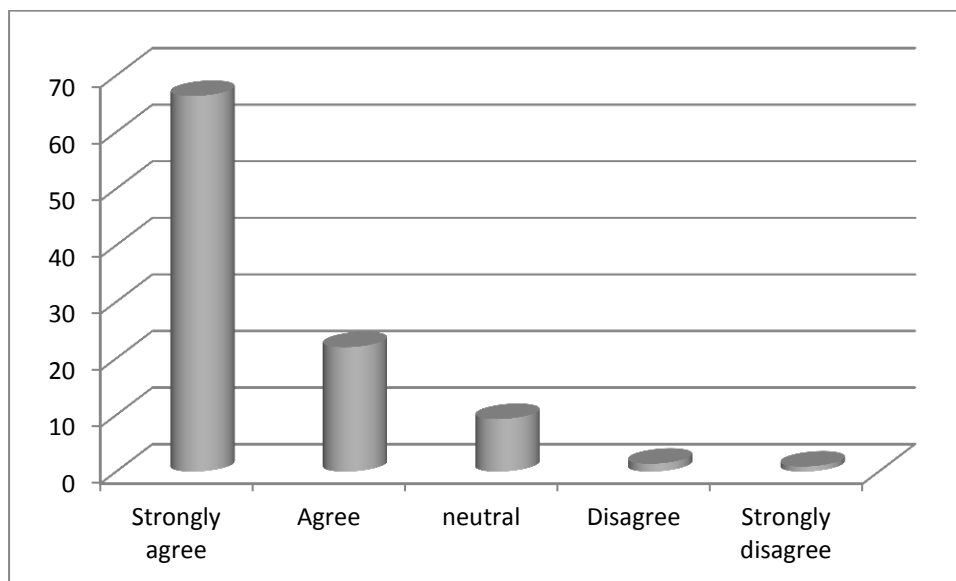


It is clear from the above table No. (4.14) and figure No (4.12) that there are (164) pupils in the study's sample with percentage (76.6%) strongly agreed with **statement (1)**. There are (19) pupils with percentage (8.9%) agreed with that, and (17) pupils with percentage (7.9%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (11) pupils with (5.1%) is strongly disagreed.

Statement (2): I feel that I learn quickly whenever I have a major focus with an English teacher . **Table (4.15) : the frequency and percentage**

distribution for the respondent's answers according to the statement (2)

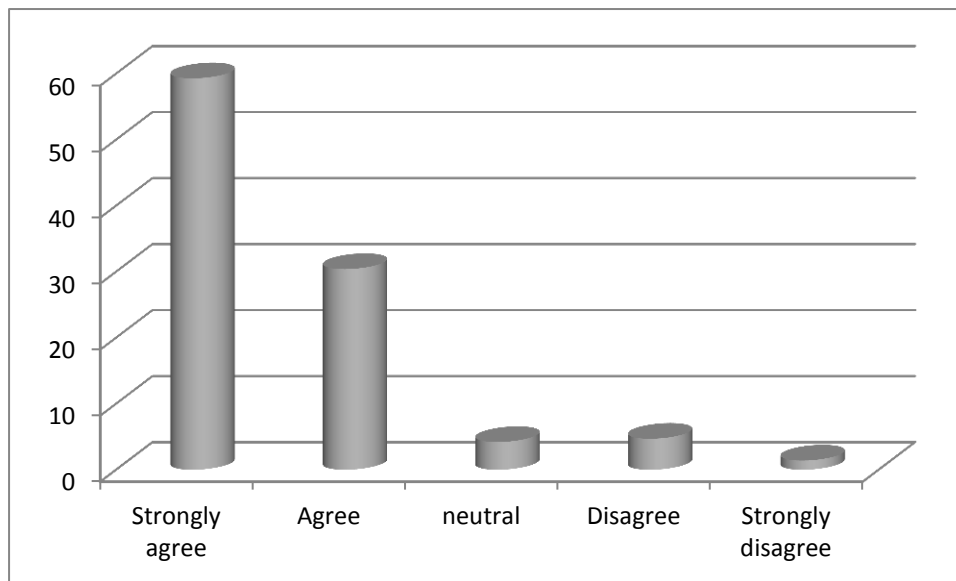
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	142	66.4	66.4	66.4
Agree	47	22.0	22.0	88.3
neutral	20	9.3	9.3	97.7
Disagree	3	1.4	1.4	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.15) and figure No (4.13) that there are (142) pupils in the study's sample with percentage (66.4%) strongly agreed with **statement (2)**. There are (47) pupils with percentage (22.0%) agreed with that, and (20) pupils with percentage (9.3%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (3): I feel very happy when I speak English with my fellow students. **Table (4.16) : the frequency and percentage distribution for the respondent's answers according to the statement (3)**

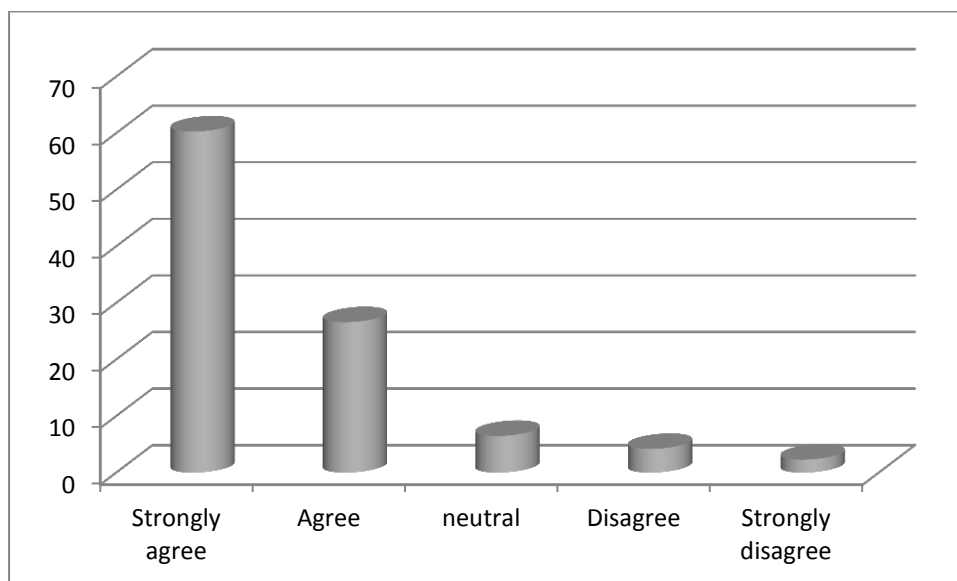
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	127	59.3	59.3	59.3
Agree	65	30.4	30.4	89.7
neutral	9	4.2	4.2	93.9
Disagree	10	4.7	4.7	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.16) and figure No (4.14) that there are (127) pupils in the study's sample with percentage (59.3%) strongly agreed with **statement (3)**. There are (65) pupils with percentage (30.4%) agreed with that, and (9) pupils with percentage (4.2%) are not sure that, and (10) pupils with percentage (4.7%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (4): When I do not understand some words I do not hesitate to ask my English teacher **Table (4.17) : the frequency and percentage distribution for the respondent's answers according to the statement (4)**

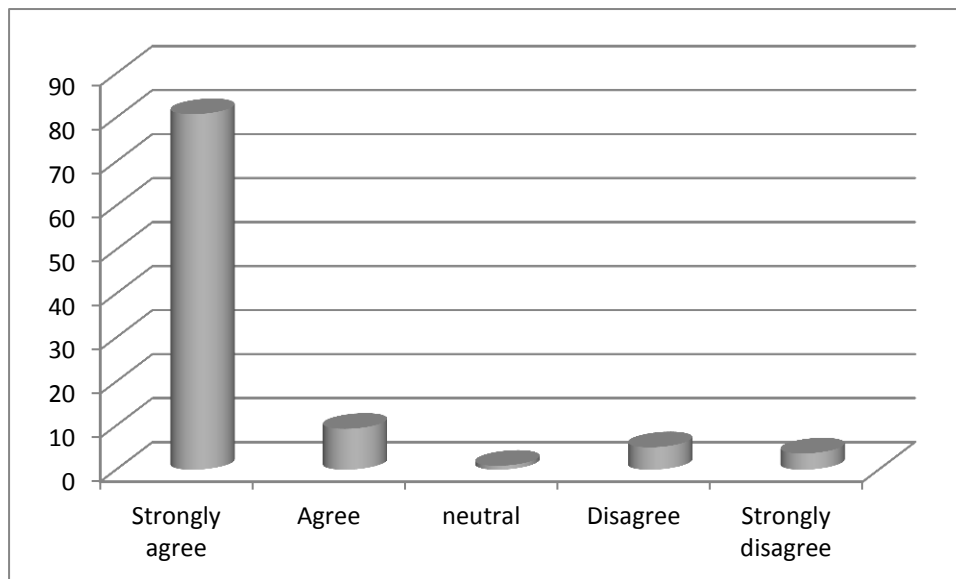
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	129	60.3	60.3	60.3
Agree	57	26.6	26.6	86.9
neutral	14	6.5	6.5	93.5
Disagree	9	4.2	4.2	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.17) and figure No (4.15) that there are (129) pupils in the study's sample with percentage (60.3%) strongly agreed with **statement (4)**. There are (57) pupils with percentage (26.6%) agreed with that, and (14) pupils with percentage (6.5%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (5): I would like to study English in a specialized way in the future. **Table (4.18) :** the frequency and percentage distribution for the respondent's answers according to the statement (5)

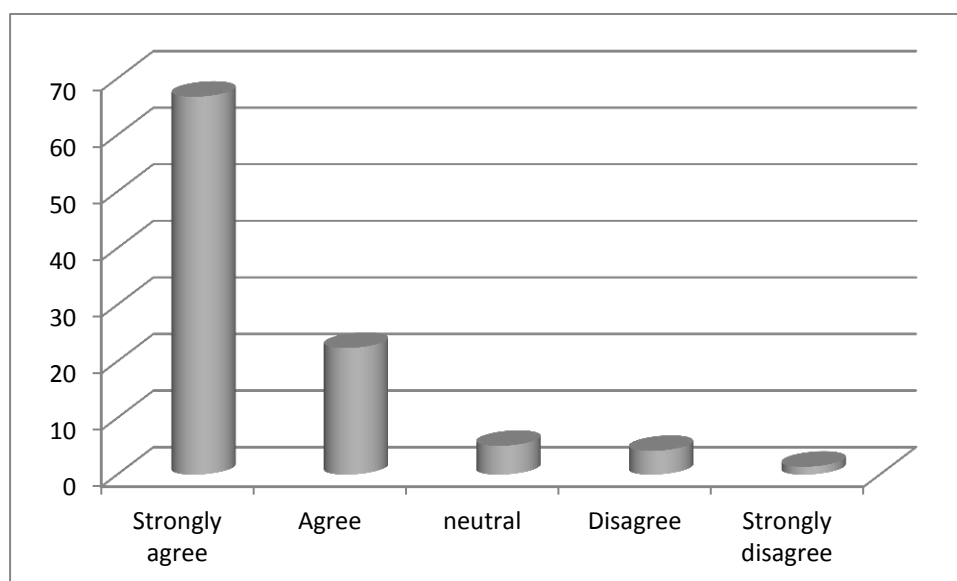
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	173	80.8	80.8	80.8
Agree	20	9.3	9.3	90.2
neutral	2	.9	.9	91.1
Disagree	11	5.1	5.1	96.3
Strongly disagree	8	3.7	3.7	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.18) and figure No (4.16) that there are (173) pupils in the study's sample with percentage (80.8%) strongly agreed with **statement (5)** . There are (20) pupils with percentage (9.3%) agreed with that, and (2) pupils with percentage (.9%) are not sure that, and (11) pupils with percentage (5.1%) disagreed, and (8) pupils with (3.7%) is strongly disagreed . **Statement (6):** I find encouragement and assistance from my family in the English language tests .

Table (4.19) : the frequency and percentage distribution for the respondent's answers according to the statement (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	143	66.8	66.8	66.8
Agree	48	22.4	22.4	89.3
neutral	11	5.1	5.1	94.4
Disagree	9	4.2	4.2	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	

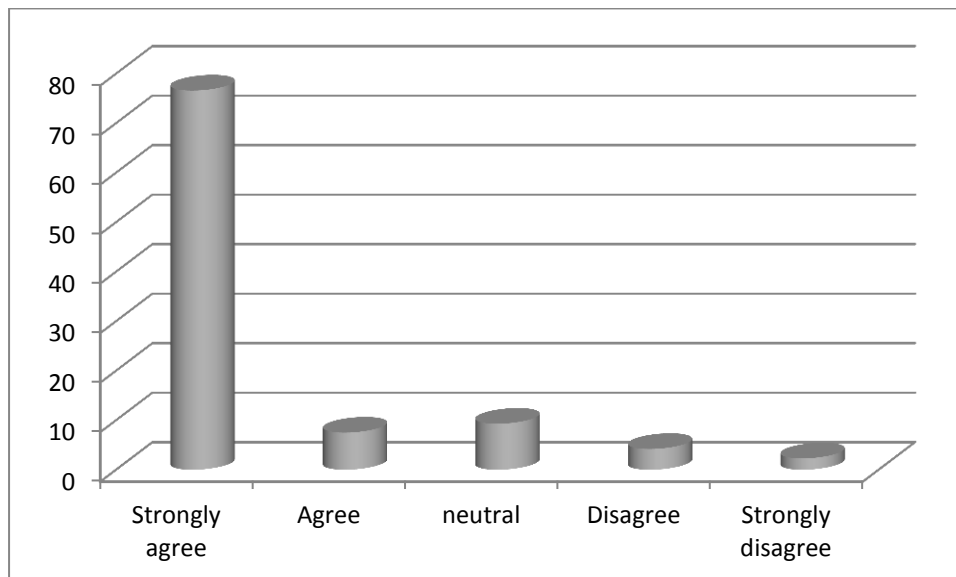


It is clear from the above table No. (4.19) and figure No (4.17) that there are (143) pupils in the study's sample with percentage (66.8%) strongly agreed with **statement (6)**. There are (48) pupils with percentage (22.4%) agreed with that, and (11) pupils with percentage (5.1%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (7): My colleagues and my family help me solve English language exercises..

Table (4.20):the frequency and percentage distribution for the respondent's answers according to the statement (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	164	76.6	76.6	76.6
Agree	16	7.5	7.5	84.1
Neutral	20	9.3	9.3	93.5
Disagree	9	4.2	4.2	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	

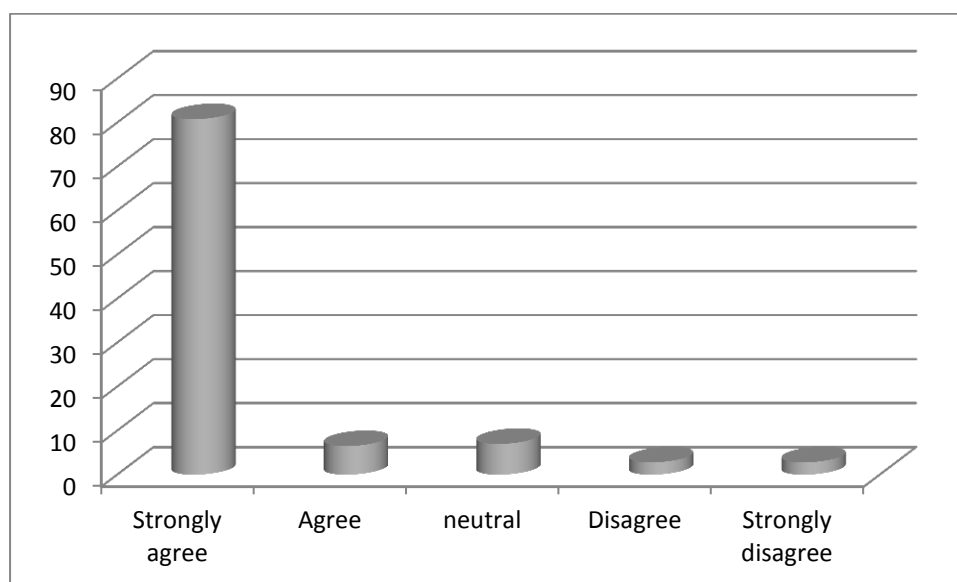


It is clear from the above table No. (4.20) and figure No (4.18) that there are (164) pupils in the study's sample with percentage (76.6%) strongly agreed with **statement (7)** . There are (16) pupils with percentage (7.5%) agreed with that, and (20) pupils with percentage (9.3%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (8): I Always be diligent in English language lessons

Table (4.21) : the frequency and percentage distribution for the respondent's answers according to the statement (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	173	80.8	80.8	80.8
Agree	14	6.5	6.5	87.4
neutral	15	7.0	7.0	94.4
Disagree	6	2.8	2.8	97.2
Strongly disagree	6	2.8	2.8	100.0
Total	214	100.0	100.0	



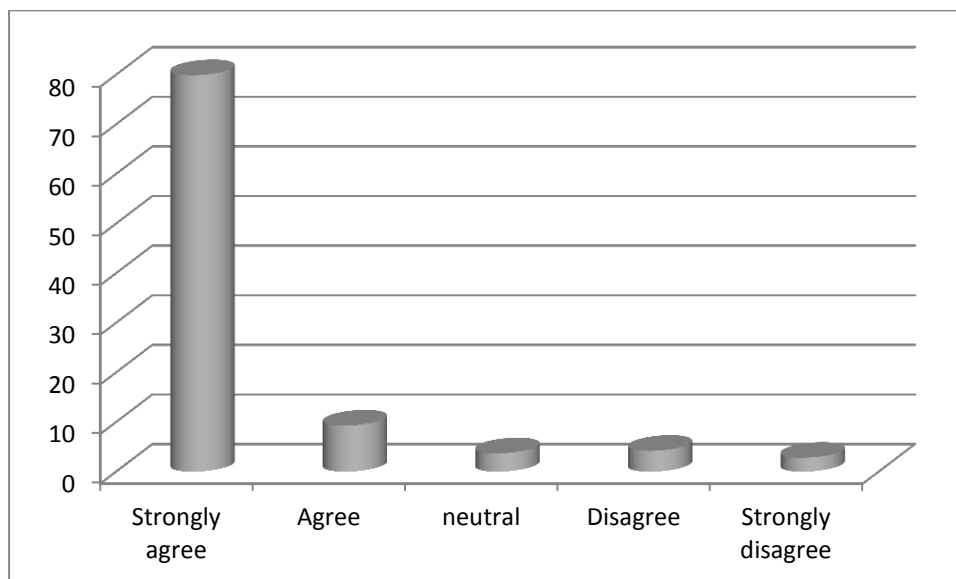
It is clear from the above table No. (4.21) and figure No (4.19) that there are (173) pupils in the study's sample with percentage (80.8%)

strongly agreed with **statement (8)** . There are (14) pupils with percentage (6.5%) agreed with that, and (15) pupils with percentage (7.0%) are not sure that, and (6) pupils with percentage (2.8%) disagreed, and (6) pupils with (2.8%) is strongly disagreed.

Statement (9): Studying English is important because it will make me more educated

Table (4.22) : the frequency and percentage distribution for the respondent's answers according to the statement (9)

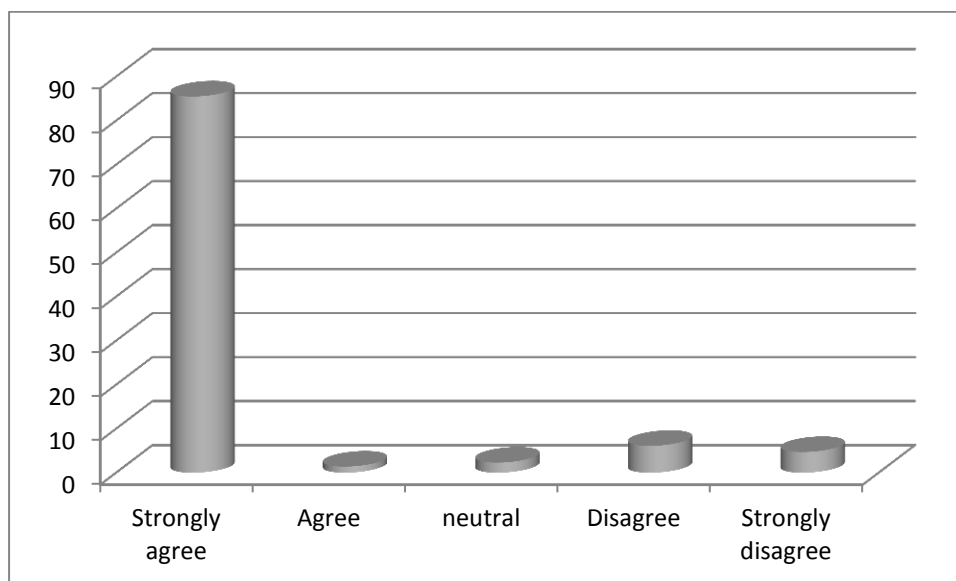
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	171	79.9	79.9	79.9
Agree	20	9.3	9.3	89.3
neutral	8	3.7	3.7	93.0
Disagree	9	4.2	4.2	97.2
Strongly disagree	6	2.8	2.8	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.22) and figure No (4.20) that there are (171) pupils in the study's sample with percentage (79.9%) strongly agreed with **statement (9)**. There are (14) pupils with percentage (6.5%) agreed with that, and (8) pupils with percentage (3.7%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (6) pupils with (2.8%) is strongly disagreed.

Statement (10): Being good at English will help me study other subjects well . **Table (4.23) :** the frequency and percentage distribution for the respondent's answers according to the statement (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	183	85.5	85.5	85.5
Agree	3	1.4	1.4	86.9
neutral	5	2.3	2.3	89.3
Disagree	13	6.1	6.1	95.3
Strongly disagree	10	4.7	4.7	100.0
Total	214	100.0	100.0	



It is clear from the above table No. (4.23) and figure No (21) that there are (183) pupils in the study's sample with percentage (85.5%) strongly agreed with **statement (10)**. There are (3) pupils with percentage (1.4%) agreed with that, and (5) pupils with percentage (2.3%) are not sure that, and (13) pupils with percentage (6.1%) disagreed, and (10) pupils with (4.7%) is strongly disagreed.

Table No.(4.24) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis (2): the secondary school student have some different types of motivations and attitudes towards learning English language

Nom	Statement	mean	SD	Chi square	p-value
1	My performance in English is not good yet I have a great desire for development	2.7	4.1	22	0.000
2	I feel that I learn quickly whenever I have a major focus with an English teacher.	3.6	0.5	19	0.000
3	I feel very happy when I speak English with my fellow students.	2.5	0.9	31	0.000
4	When I do not understand some words I do not hesitate to ask my English. teacher	2.9	1.6	22	0.000
5	I would like to study English in a specialized way in the future.	3.6	0.7	36	0.000
6	I find encouragement and assistance from my family in the English language tests	3.7	1.5	23	0.000
7	My colleagues and my family help me solve English language	2.8	0.6	22	0.000

	exercises.				
8	I Always be diligent in English language lessons	3.1	3.5	38	0.001
9	Studying English is important because it will make me more educated	2.8	2.1	27	0.000
10	Being good at English will help me study other subjects well	3.7	1.5	29	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with (My performance in English is not good yet I have a great desire for development)

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I feel that I learn quickly whenever I have a major focus with an English teacher.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which

is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I feel very happy when I speak English with my fellow students.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “When I do not understand some words I do not hesitate to ask my English teacher .

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “I would like to study English in a specialized way in the future.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement (I find encouragement and assistance from my family in the English language tests .

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (7) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “My colleagues and my family help me solve English language exercises.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (8) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “ I Always be diligent in English language lessons

. The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (9) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Studying English is important because it will make me more educated

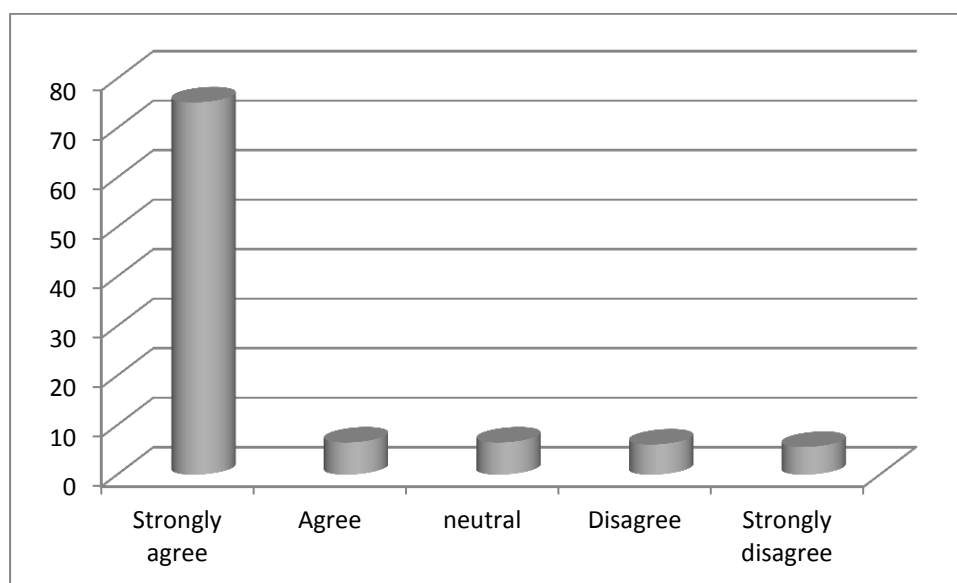
The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (10) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Being good at English will help me study other subjects well.

According to the previous results its clear that the second hypothesis is accepted

Part 3: secondary school students have some different attitudes towards learning English Language .

Statement (1): I feel excited when I communicate in English with others . **Table (25) :** the frequency and percentage distribution for the respondent's answers according to the statement (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	161	75.2	75.2	75.2
Agree	14	6.5	6.5	81.8
neutral	14	6.5	6.5	88.3
Disagree	13	6.1	6.1	94.4
Strongly disagree	12	5.6	5.6	100.0
Total	214	100.0	100.0	

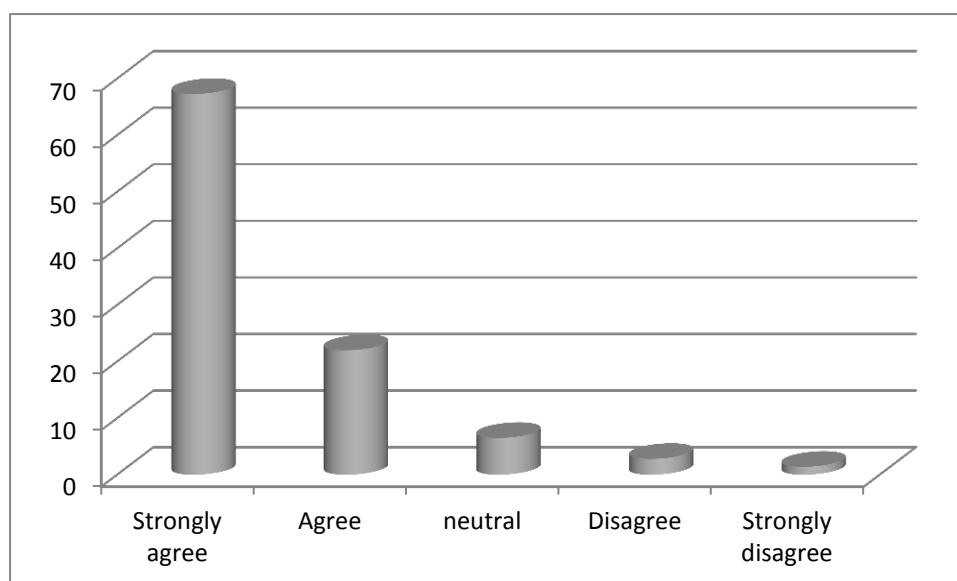


It is clear from the above table No. (4 .25) and figure No (4.22) that there are (161) pupils in the study's sample with percentage (75.2%) strongly agreed with **statement (1)** . There are (14) pupils with percentage (6.5%) agreed with that, and (14) pupils with percentage (6.5%) are not sure that, and (13) pupils with percentage (6.1%) disagreed, and (v) pupils with (5.6%) is strongly disagreed.

Statement (2): Speaking English anywhere makes me feel worried.

Table (4.26) : the frequency and percentage distribution for the respondent's answers according to the statement (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	144	67.3	67.3	67.3
Agree	47	22.0	22.0	89.3
neutral	14	6.5	6.5	95.8
Disagree	6	2.8	2.8	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	

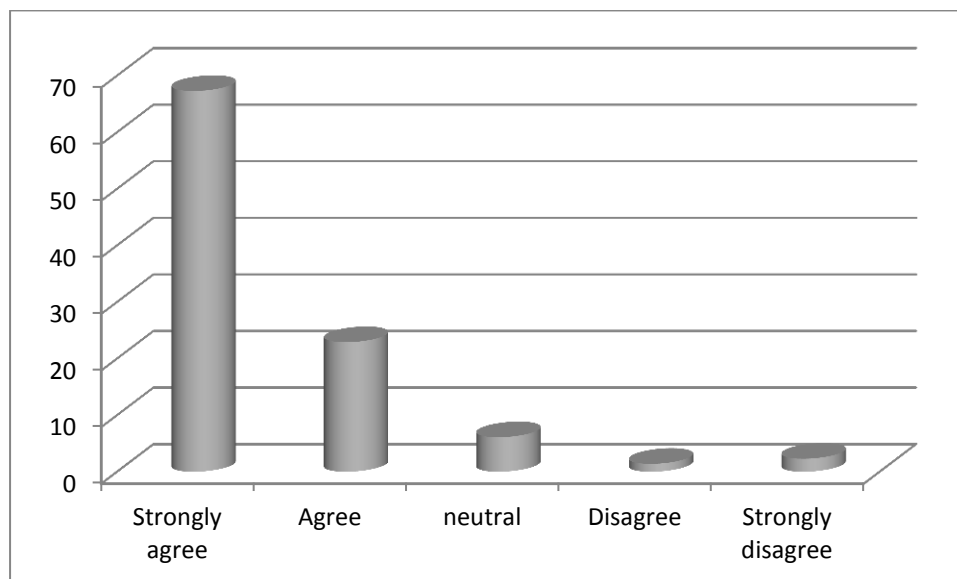


It is clear from the above table No. (4.26) and figure No (4.23) that there are (144) pupils in the study's sample with percentage (67.3%) strongly agreed with **statement (2)**. There are (47) pupils with percentage (22.0%) agreed with that, and (14) pupils with percentage (6.5%) are not sure that, and (6) pupils with percentage (2.8%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (3): Studying English helps me to have good relationships with friends

Table (4.27) : the frequency and percentage distribution for the respondent's answers according to the statement (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	144	67.3	67.3	67.3
Agree	49	22.9	22.9	90.2
neutral	13	6.1	6.1	96.3
Disagree	3	1.4	1.4	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	

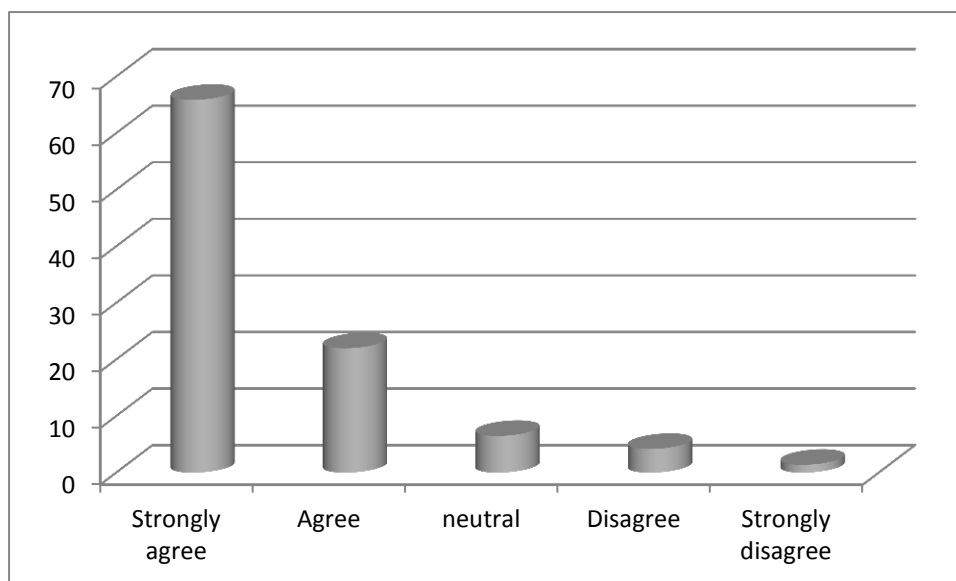


It is clear from the above table No. (4 .27) and figure No (4.24) that there are (144) pupils in the study's sample with percentage (67.3%) strongly agreed with **statement (3)** . There are (49) pupils with percentage (22.9%) agreed with that, and (13) pupils with percentage (6.1%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (4) : I like to give opinions during English lessons.

Table (4.28) : the frequency and percentage distribution for the respondent's answers according to the statement (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	141	65.9	65.9	65.9
Agree	47	22.0	22.0	87.9
Neutral	14	6.5	6.5	94.4
Disagree	9	4.2	4.2	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	

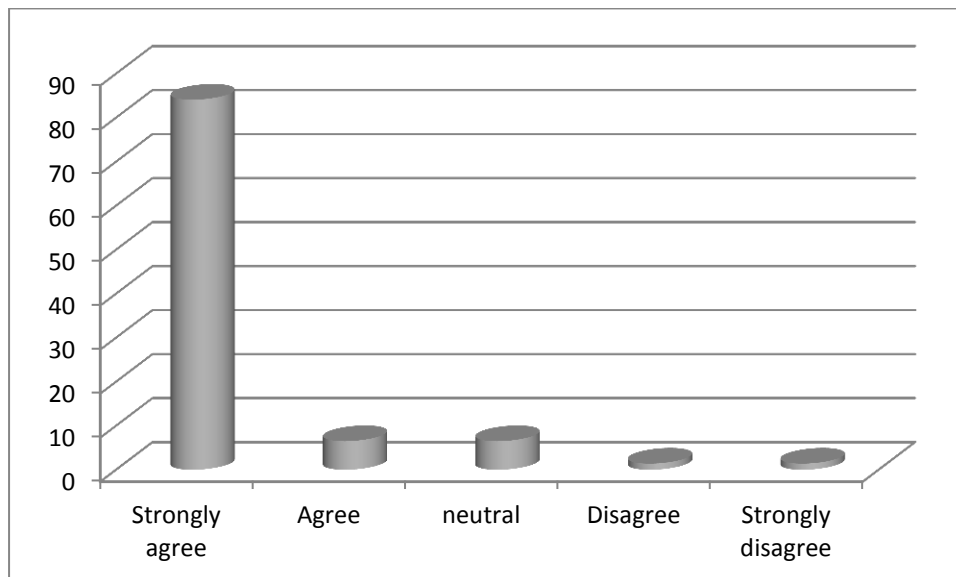


It is clear from the above table No. (4.28) and figure No (4.25) that there are (141) pupils in the study's sample with percentage (65.9%) strongly agreed with **statement (4)** . There are (47) pupils with percentage (22.0%) agreed with that, and (14) pupils with percentage (6.5%) are not sure that ,and (9) pupils with percentage (4.2%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (5): I have more knowledge and more understanding when studying English .

Table (4.29) : the frequency and percentage distribution for the respondent's answers according to the statement (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	180	84.1	84.1	84.1
Agree	14	6.5	6.5	90.7
neutral	14	6.5	6.5	97.2
Disagree	3	1.4	1.4	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	

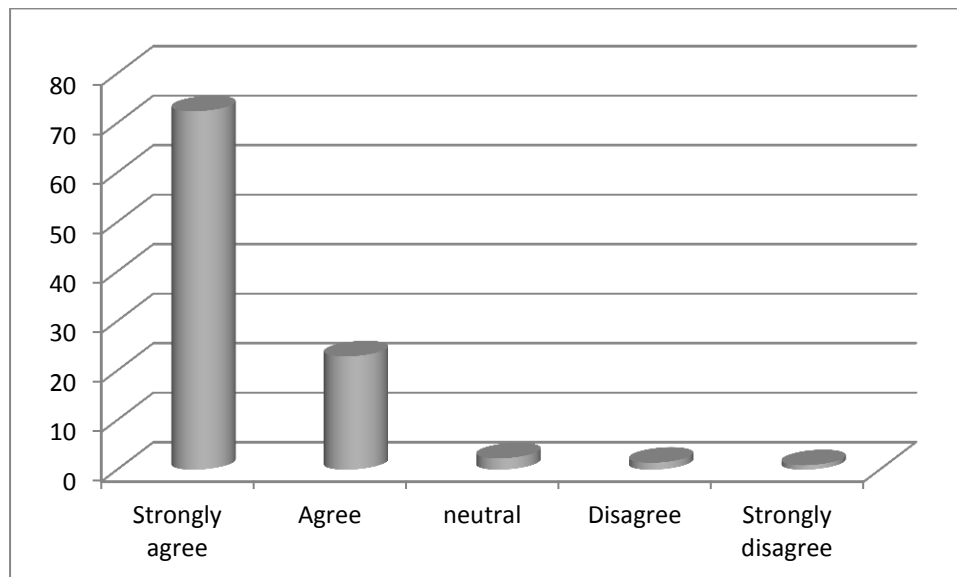


It is clear from the above table No. (4 .29) and figure No (4.26) that there are (180) pupils in the study's sample with percentage (84.1%) strongly agreed with **statement (5)** . There are (14) pupils with percentage (6.5%) agreed with that, and (14) pupils with percentage (6.5%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (6): I don't get anxious when I have to answer a question in my English class .

Table (4.30) : the frequency and percentage distribution for the respondent's answers according to the statement (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	155	72.4	72.4	72.4
Agree	49	22.9	22.9	95.3
neutral	5	2.3	2.3	97.7
Disagree	3	1.4	1.4	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	

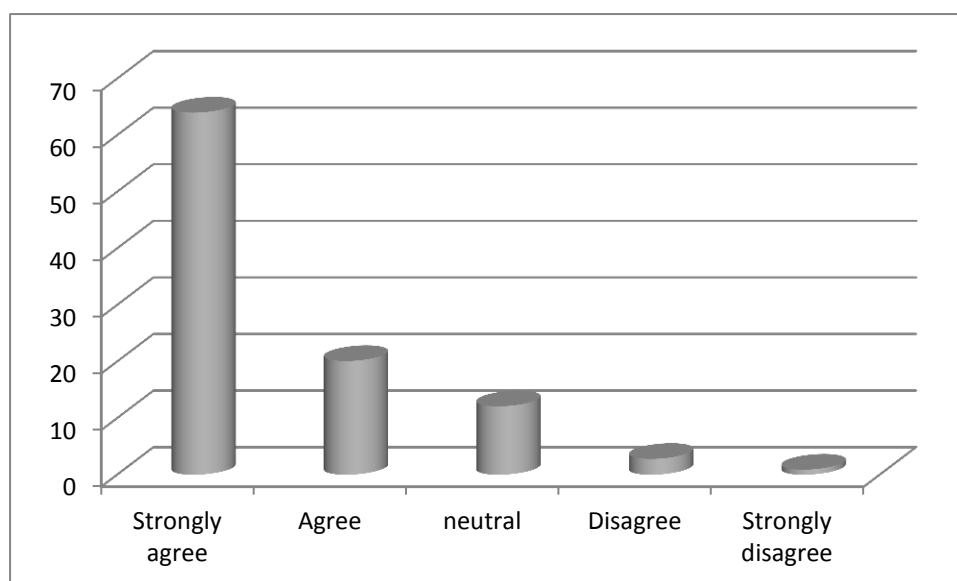


It is clear from the above table No. (4.30) and figure No (4.27) that there are (155) pupils in the study's sample with percentage (72.%) strongly agreed with **statement (6)** . There are (49) pupils with percentage (22.9%) agreed with that, and (5) pupils with percentage (2.3%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (7): Studying foreign languages like English is enjoyable .

Table (4.31) : the frequency and percentage distribution for the respondent's answers according to the statement (7)

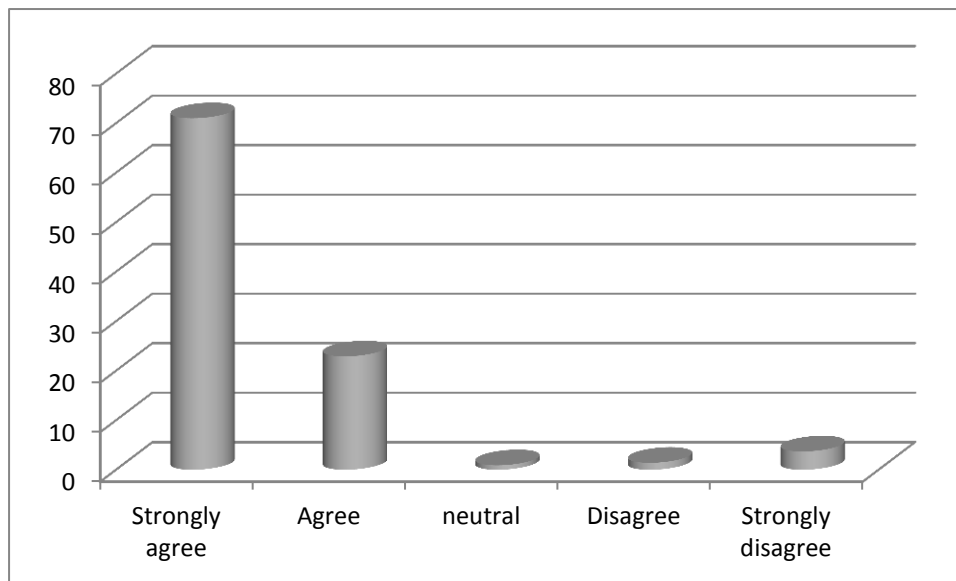
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	137	64.0	64.0	64.0
Agree	43	20.1	20.1	84.1
Neutral	26	12.1	12.1	96.3
Disagree	6	2.8	2.8	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



from the above table No. (4.31) and figure No (4.28) it's clear that that there are (137) pupils in the study's sample with percentage (64.0%) strongly agreed with **statement (7)** . There are (43) pupils with percentage (20.1%) agreed with that, and (26) pupils with percentage (12.1%) are not sure that, and (6) pupils with percentage (2.8%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (8): I am able to make myself pay attention during studying English . **Table (32) :** the frequency and percentage distribution for the respondent's answers according to the statement (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	152	71.0	71.0	71.0
Agree	49	22.9	22.9	93.9
neutral	2	.9	.9	94.9
Disagree	3	1.4	1.4	96.3
Strongly disagree	8	3.7	3.7	100.0
Total	214	100.0	100.0	



from the above table No . (4.32) and figure No (4.29) it's clear that that there are (152) pupils in the study's sample with percentage (71.0%) strongly agreed with **statement (8)** . There are (49) pupils with percentage (22.9%) agreed with that, and (2) pupils with percentage (.9%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (8) pupils with (3.7%) is strongly disagreed.

Table No.(4.33) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis (3): secondary school students have some different attitudes towards learning English Language .

Nom .	Statement	mean	SD	Chi square	p-value
1	I feel excited when I communicate in English with others	2.4	1.9	12	0.00
2	Speaking English anywhere makes me feel worried	2.0	2.6	17	0.00
3	Studying English helps me to have good relationships with friends	1.9	2.4	13	0.001
4	I like to give opinions during English lessons.	3	0.8	25	0.03
5	I have more knowledge and more understanding when studying English .	2.9	1.6	20	0.00
6	I don't get anxious when I have to answer a question in my English class	2.5	1.4	17	0.00
7	Studying foreign languages like English is enjoyable	2.7	2.6	15	0.00
8	I am able to make myself pay attention during studying English	2.8	0.8	20	0.001
9	Studying foreign languages like English is treasure .	2.5	0.7	21	0.008
10	Studying English makes me able to	3.5	2.7	21	0.001

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I feel excited when I communicate in English with others

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Speaking English anywhere makes me feel worried.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (3) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Studying English helps me to have good relationships with friends

.The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I like to give opinions during English lessons..

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I have more knowledge and more understanding when studying English .

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (6) was (5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I don't get anxious when I have to answer a question in my English class

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (7) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Studying foreign languages like English is enjoyable

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (8) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I am able to make myself pay attention during studying English

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (9) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (I look forward to the time I spend in English class.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (10) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “ Studying English makes me able to create new thoughts..

According to the previous results its clear that the third hypothesis is accepted .

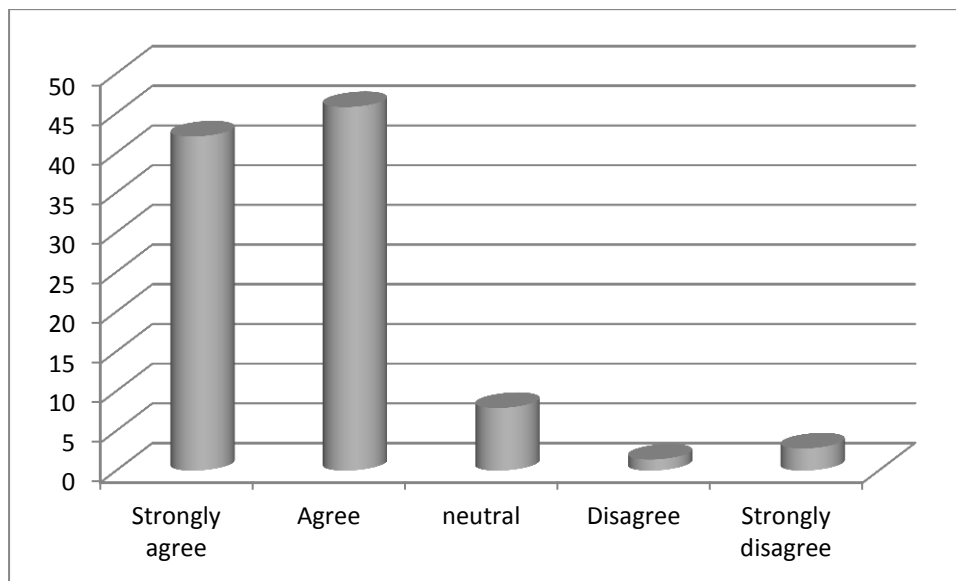
Part 4: English language curriculum teaching materials motivate secondary school students to learn English Language .

Statement (1): When I listen to English audio recordings in class I feel a great desire to talk like them.

Table (4.34) : the frequency and percentage distribution for the respondent's answers according to the statement (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	90	42.1	42.1	42.1

Agree	98	45.8	45.8	87.9
neutral	17	7.9	7.9	95.8
Disagree	3	1.4	1.4	97.2
Strongly disagree	6	2.8	2.8	100.0
Total	214	100.0	100.0	



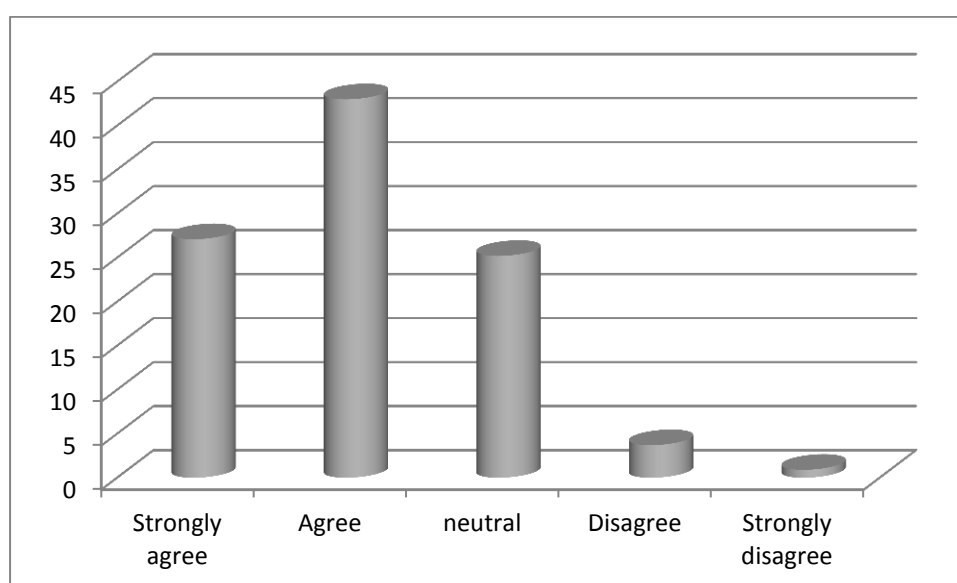
from the above table No. (4.34) and figure No (4. 30) it's clear that that there are (90) pupils in the study's sample with percentage (42.1%) strongly agreed with **statement (1)**. There are (98) pupils with percentage (45.8%) agreed with that, and (17) pupils with percentage (7.9%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (6) pupils with (2.8%) is strongly disagreed.

Statement (2): I always find information that helps me understand English language lessons on the internet.

Table (4.35) : the frequency and percentage distribution for the respondent's answers according to the statement (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
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Strongly agree	58	27.1	27.1	27.1
Agree	92	43.0	43.0	70.1
neutral	54	25.2	25.2	95.3
Disagree	8	3.7	3.7	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



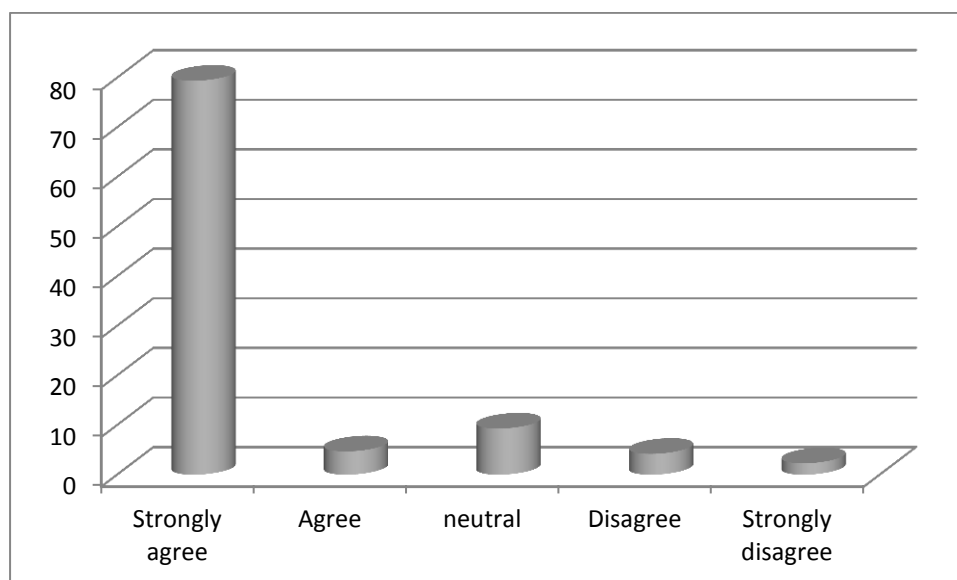
from the above table No. (4.35) and figure No (4.31) it's clear that that there are (58) pupils in the study's sample with percentage (27.1%) strongly agreed with **statement (2)** . There are (92) pupils with percentage (43.0%) agreed with that, and (54) pupils with percentage (25.2%) are not sure that, and (8) pupils with percentage (3.7%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (3): Watch educational videos have a significant impact on my level of my understanding English language lessons

Table (36) : the frequency and percentage distribution for the respondent's answers according to the statement (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	170	79.4	79.4	79.4
Agree	10	4.7	4.7	84.1
neutral	20	9.3	9.3	93.5
Disagree	9	4.2	4.2	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	214	100.0	100.0	

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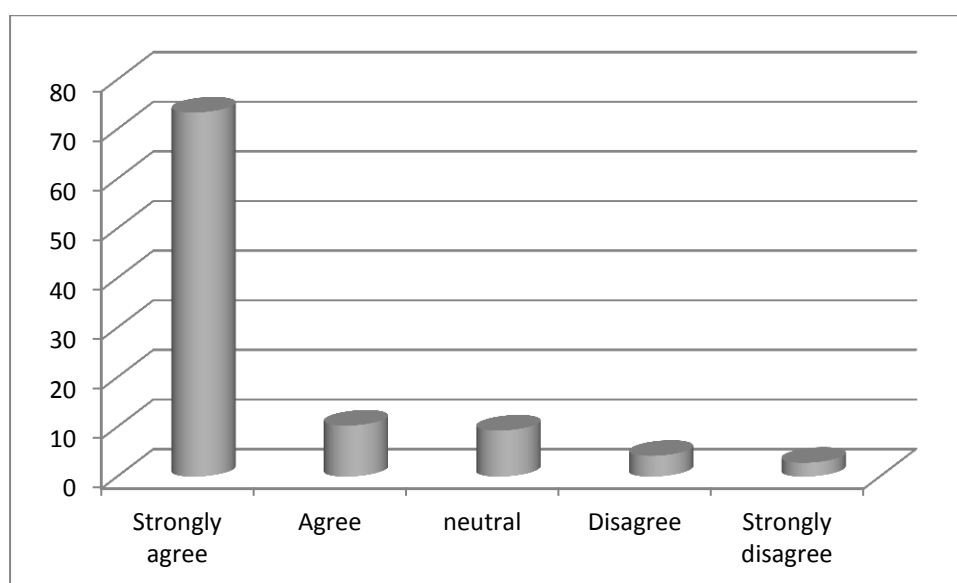


from the above table No. (4.36) and figure No (32) it's clear that that there are (170) pupils in the study's sample with percentage (79.4%) strongly agreed with **statement (3)** . There are (10) pupils with percentage (4.7%) agreed with that, and (20) pupils with percentage (9.3%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (5) pupils with (2.3%) is strongly disagreed.

Statement (4): I prefer studying in my mother tongue rather than any other simulations.

Table (4.37) : the frequency and percentage distribution for the respondent's answers according to the statement (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	157	73.4	73.4	73.4
Agree	22	10.3	10.3	83.6
neutral	20	9.3	9.3	93.0
Disagree	9	4.2	4.2	97.2
Strongly disagree	6	2.8	2.8	100.0
Total	214	100.0	100.0	

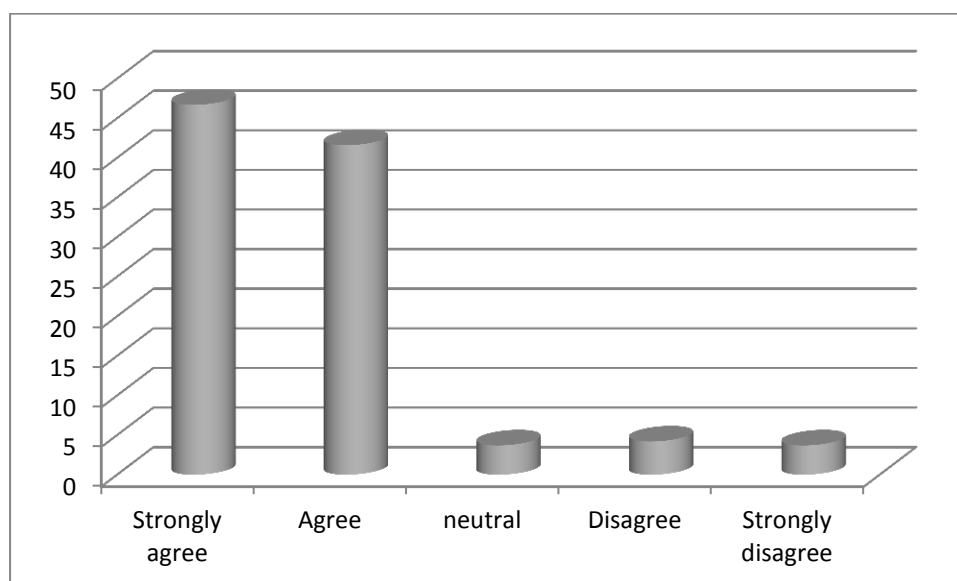


from the above table No. (4.37) and figure No (4.33) it's clear that that there are (157) pupils in the study's sample with percentage (73.4%) strongly agreed with **statement (4)**. There are (22) pupils with percentage (10.3%) agreed with that, and (20) pupils with percentage (9.3%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (6) pupils with (2.8%) is strongly disagreed.

Statement (5): The images and illustrations on the English book help me understand the subject better.

Table (38) : the frequency and percentage distribution for the respondent's answers according to the statement (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	100	46.7	46.7	46.7
Agree	89	41.6	41.6	88.3
neutral	8	3.7	3.7	92.1
Disagree	9	4.2	4.2	96.3
Strongly disagree	8	3.7	3.7	100.0
Total	214	100.0	100.0	

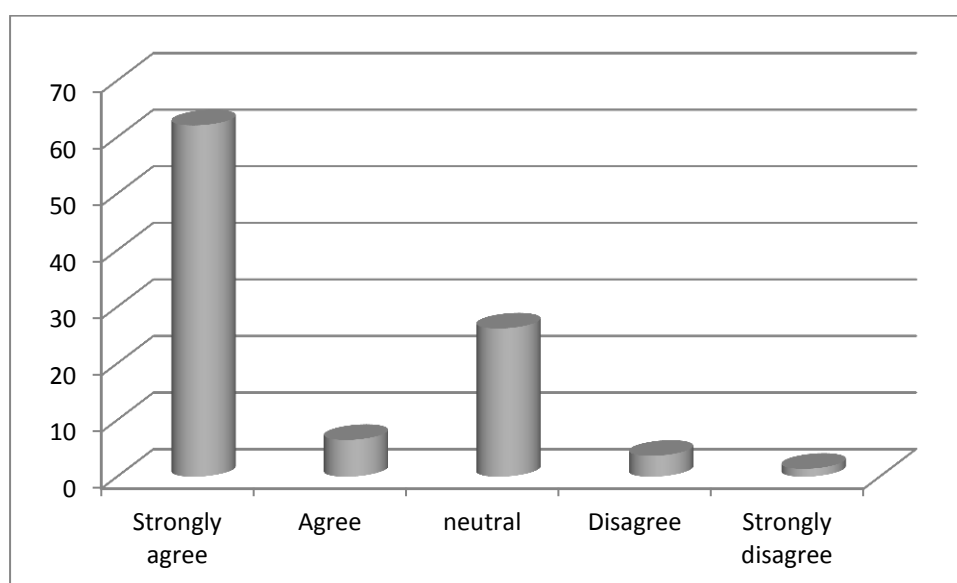


from the above table No. (4.38) and figure No (4.34) it's clear that that there are (100) pupils in the study's sample with percentage (46.7%) strongly agreed with **statement (5)** . There are (89) pupils with percentage (41.6%) agreed with that, and (8) pupils with percentage (3.7%) are not sure that, and (9) pupils with percentage (4.2%) disagreed, and (8) pupils with (3.7%) is strongly disagreed.

Statement (6): Studying English in groups helps me communicate in English effectively **Table (4.39) : the frequency and percentage**

distribution for the respondent's answers according to the statement (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	133	62.1	62.1	62.1
Agree	14	6.5	6.5	68.7
neutral	56	26.2	26.2	94.9
Disagree	8	3.7	3.7	98.6
Strongly disagree	3	1.4	1.4	100.0
Total	214	100.0	100.0	

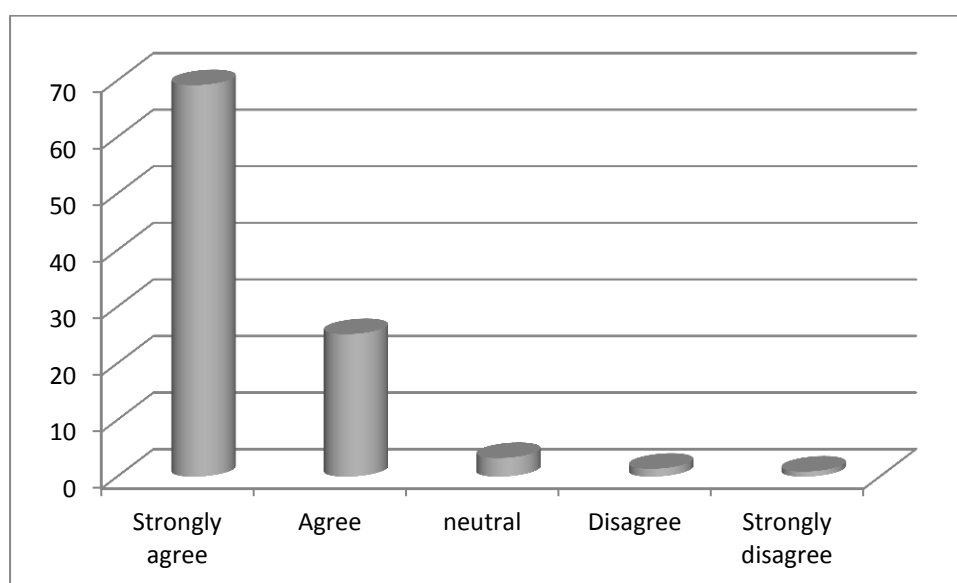


from the above table No. (4.39) and figure No (4.35) it's clear that that there are (133) pupils in the study's sample with percentage (62.1%) strongly agreed with **statement (6)** . There are (56) pupils with percentage (26.2%) agreed with that, and (8) pupils with percentage (3.7%) are not sure that, and (8) pupils with percentage (3.7%) disagreed, and (3) pupils with (1.4%) is strongly disagreed.

Statement (7): I can apply the knowledge from English subject in my real life

Table (4.40) : the frequency and percentage distribution for the respondent's answers according to the statement (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	148	69.2	69.2	69.2
Agree	54	25.2	25.2	94.4
neutral	7	3.3	3.3	97.7
Disagree	3	1.4	1.4	99.1
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	

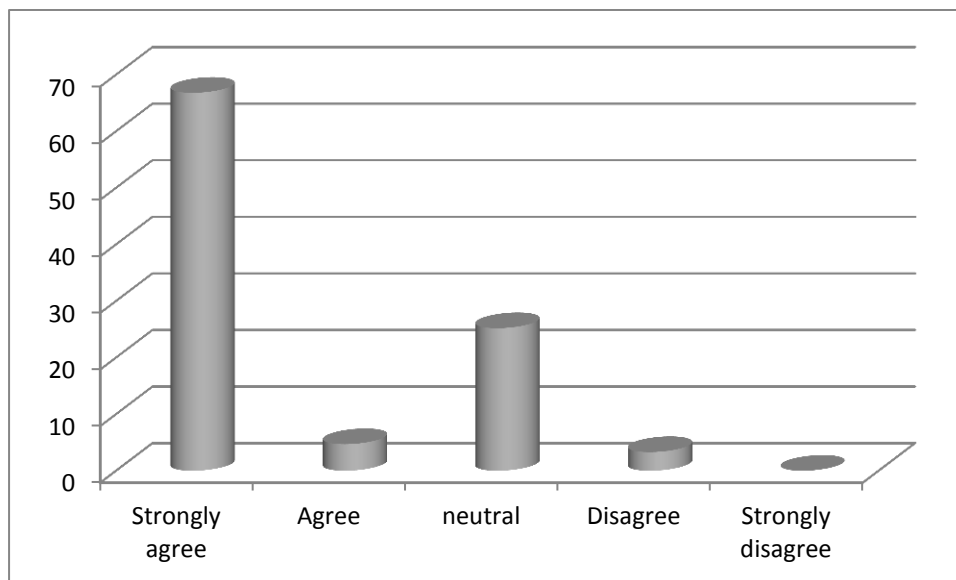


from the above table No. (4.40) and figure No (4.36) it's clear that that there are (148) pupils in the study's sample with percentage (69.2%) strongly agreed with **statement (7)**. There are (54) pupils with percentage (25.2%) agreed with that, and (7) pupils with percentage (3.3%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (2) pupils with (.9%) is strongly disagreed.

Statement (8): Studying English subject makes me feel more confident

Table (4.41) : the frequency and percentage distribution for the respondent's answers according to the statement (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	143	66.8	66.8	66.8
Agree	10	4.7	4.7	71.5
neutral	54	25.2	25.2	96.7
Disagree	7	3.3	3.3	100.0
Total	214	100.0	100.0	

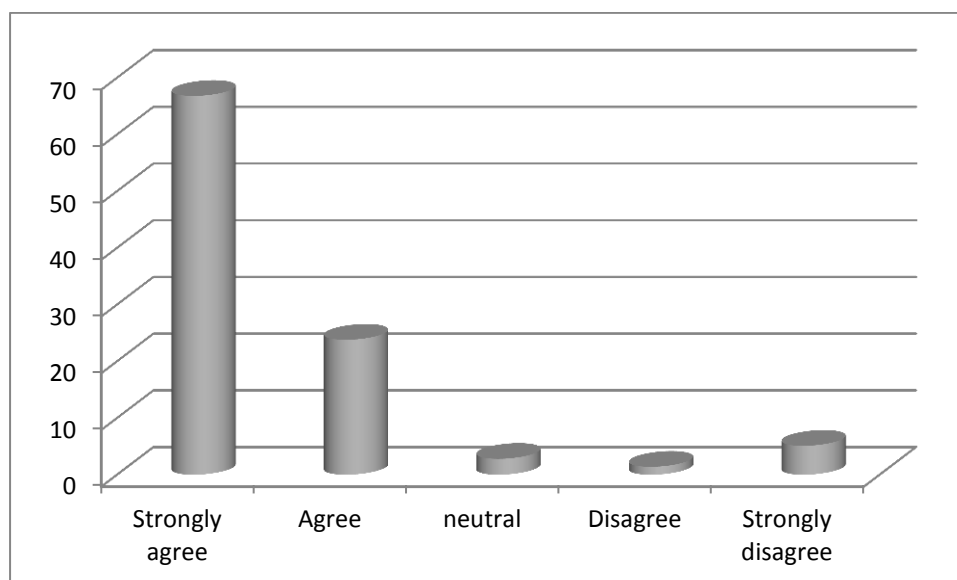


from the above table No. (4.41) and figure No (4.37) it's clear that that there are (143) pupils in the study's sample with percentage (66.8%) strongly agreed with **statement (8)** . There are (10) pupils with percentage (4.7%) agreed with that, and (54) pupils with percentage (25.2%) are not sure that, and (7) pupils with percentage (3.3%) disagreed, and (0) pupils with (0%) is strongly disagreed.

Statement (9): Studying English makes me able to create new thoughts.

Table (4.42) : the frequency and percentage distribution for the respondent's answers according to the statement (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	143	66.8	66.8	66.8
Agree	51	23.8	23.8	90.7
neutral	6	2.8	2.8	93.5
Disagree	3	1.4	1.4	94.9
Strongly disagree	11	5.1	5.1	100.0
Total	214	100.0	100.0	

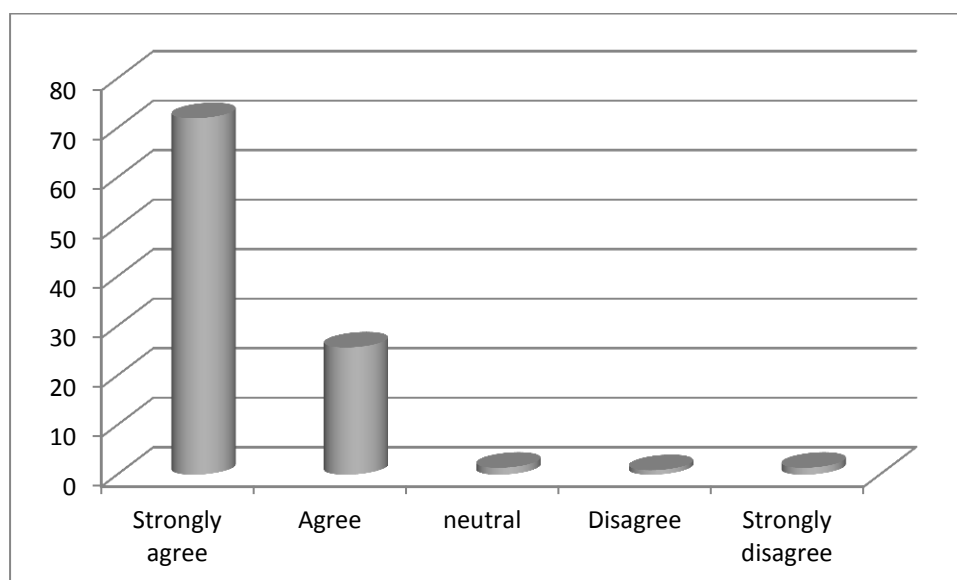


from the above table No. (4.42) and figure No (4.38) it's clear that that there are (143) pupils in the study's sample with percentage (66.8%) strongly agreed with **statement (9)** . There are (51) pupils with percentage (23.8%) agreed with that, and (6) pupils with percentage (2.8%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (11) pupils with (5.1%) is strongly disagreed.

Statement (10): I am able to think and analyze the content in English language

Table (4.43) : the frequency and percentage distribution for the respondent's answers according to the statement (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	154	72.0	72.0	72.0
agree	55	25.7	25.7	97.7
neutral	3	1.4	1.4	99.1
Disagree	2	.9	.9	100.0
Strongly disagree	2	.9	.9	100.0
Total	214	100.0	100.0	



from the above table No. (4.43) and figure No (4.39) it's clear that that there are (154) pupils in the study's sample with percentage (72.0%) strongly agreed with **statement (10)**. There are (55) pupils with percentage (25.7%) agreed with that, and (6) pupils with percentage (2.8%) are not sure that, and (3) pupils with percentage (1.4%) disagreed, and (2) pupils with (.9%) is strongly disagreed

Table No.(4.44) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis (4) : English language curriculum teaching materials motivate secondary school students to learn English Language .

Nom	Statement	mean	SD	Chi square	p-value
1	When I listen to English audio recordings in class I feel a great desire to talk like them.	2.9	3.5	24	0.00
2	I always find information that helps me understand English language lessons on the internet.	2.5	2.7	33	0.00
3	Watch educational videos have a significant impact on my level of my understanding English language lessons	2.03	4.6	41	0.00
4	I prefer studying in my mother tongue rather than any other simulations	2.8	1.4	22	0.00
5	The images and illustrations on the English book help me understand the subject better	2.2	2.4	21	0.00
6	Studying English in groups helps me communicate in English effectively	2.7	4.1	22	0.000
7	I can apply the knowledge from English subject in my real life	2.6	0.5	19	0.000
8	Studying English subject makes me feel more confident	2.5	0.9	31	0.000
9	Studying English makes me able to create new thoughts	2.9	1.6	22	0.000
10	I am able to think and analyze the content in English language	2.6	0.7	36	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "When I listen to English audio recordings in class I feel a great desire to talk like them.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (I always find information that helps me understand English language lessons on the internet.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement (Watch educational videos have a significant impact on my level of my understanding English language lessons

..The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I prefer studying in my mother tongue rather than any other simulations

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The images and illustrations on the English book help me understand the subject better.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Studying English in groups helps me communicate in English effectively

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "I can apply the knowledge from English subject in my real life

".The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (8) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Studying English subject makes me feel more confident" .

The calculated value of chi-square for the significance of t

he differences for the respondent's answers in the statement No (9) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Studying English makes me able to create new thoughts.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (10) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " I am able to think and analyze the content in English language

According to the previous results its clear that the fourth hypothesis is accepted.

4 . 5 The summary of the chapter :

This chapter has analyzed and discussed the tool , questionnaire of the study . Also , it has analyzed all the statements referring to the hypotheses that they present .

Chapter five

**Summary, findings,
recommendations and suggestions
for future studies**

Chapter five

Summary, findings, recommendations and suggestions for future studies

5.0 Introduction

This study aims at investigating the Sudanese secondary school students motivations and attitudes in learning English language (case study : Khartoum state ,Bahry locality), secondary school students(males and females, third year , the academic year 2018-2019). So , the researcher has attempted to explore these motivation and attitudes in learning English this work consist of five chapters. The analysis of the data collection of this study is focused on the answers of the students in the questionnaire .Therefore, the results in chapter four which describe the student's answers to the questionnaire.

5.1 Summary of the research:

The study attempted to investigate very crucial aspect of motivations and attitudes in learning English language . Hence, the researcher tackled this topic applying the descriptive and analytical method(questionnaire). To investigate the problem of the study , the researcher raised some important questions . So these questions are as follows:

1. To what extent are Sudanese secondary school students motivated to learn English language?
2. What are the types of learning motivations and attitudes do the secondary school students have towards learning English language ?
3. To what extent do secondary school students have some different attitudes towards learning English language?
4. To what extent do the English language curriculum teaching materials motivate students to learn English language?

Based on these above significant four questions , the important five hypotheses are put.

The hypotheses are as follows:

1. The Sudanese secondary school students are motivated to learn English language .
2. The secondary school students have some different types of motivations and attitudes towards learning English language.
3. The secondary school students have some different attitudes towards learning English language.
4. The English language curriculum teaching materials motivate students to learn English language.

To test these hypotheses , the researcher conducts a questionnaire for the students as a result, the analysis revealed the motivations, and attitudes that secondary school students have towards learning English language.

5.2 Findings

Based on the analysis , results and discussions on chapter four , the study reveals the following findings:

1. The results of the study showed that Sudanese secondary school students are motivated to learn English language because a lot of them have instrumental motivations to learn English language such as to get a job, to deal with computer , to get high marks in exam and tests,.....etc.
2. The secondary school students , males and females have instrumental and integrative types of learning motivations and attitudes towards learning English language , instrumental motivations for instance to interact with their English teacher and classmates , during English classes , they feel relaxed when they do their homework ,...etc, integrative motivations such as to learn English language so as to know the culture of non-Arabic speakers or the native speakers. In addition , they have positive attitudes to learn English language because the majority of them enjoy English classes, they love fluent English language teachers....etc.
3. Male and female secondary school student have the same motivations and attitudes towards learning English language .
4. The English language teaching materials motivate students to learn English language at secondary school because lots of them feel relax when they do their homework using the spine book 6 or their blackboard or whiteboard .

5.3 Recommendations :

Based on the findings of the study , the researcher recommends the following recommendations:

1. The secondary school students need more both instrumental and integrative motivations.
2. English language teachers should encourage their students to love the English language by appreciating them inside and outside the class.
3. Parents must motivate their boys and girls to learn English language giving them prizes and presents when they do best at their tests or exams or even they do their homework.
4. The students are advised to use different strategies for learning English language .
5. The English syllabus should be designed according to the desirable specializations .
6. Students have to be provided by positive attitudes to love learning the English language.
7. The English language curriculum must include some motivated and attractive topics that make students love learning English language .
8. Students in secondary school need sufficient practice about using English language.
9. Students should be encouraged to travel abroad practicing the English language.
10. The English teachers have to help their students get rid of their negative attitudes towards learning English language.
11. Parents should make the suitable environment which help their boys and girls do revise their English homework.

5.4 Suggestions for future students :

1. Teaching and learning strategies should be made for learning English language.
2. Lots of motivations are needed for motivating students to learn English language.

3. Future researches are also needed to measure secondary school students' motivations and attitudes towards English language learning .
4. English language curriculum must be designed motivating students to learn English language.
5. English language experts are needed to make appropriate strategies that help students like learning English language.
6. English language teachers' trainers are needed to train their teachers who make their students practise and love learning English language.

5.5 The Summary of the Chapter :

This chapter could be defined as the summary of the study . So it includes the summary of the research , findings ,recommendations and suggestions for further studies .

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Appendices

The Committee of the Questionnaire

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2. Dr. Farhad Tayeb Ipour
3. Dr. Holly Ibrahim
4. Dr. Abd elrahman Mohammed
5. Dr. Hassan Osman
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