

Dedication

To my parents,

To my little sister and my brothers,

To my friends

Acknowledgements

First of all, I'm indebted to Dr. Abdalla Yassin Abdalla, my supervisor for the expert advice and guidance he has given me, all through the progress of the study.

I would like also to extend my thanks to my colleagues at College of Languages, SUST. for their valuable advice and assistance.

Abstract

This study is an investigation into motivation and attitudes of university students towards learning English language as a university requirement. It aims at measuring and identifying students' motivation and attitudes towards learning English language as a university requirement.

The study firstly hypothesizes that, most first-year Business Studies students are not sufficiently motivated towards learning English language. Secondly, most first-year Business Studies students have negative attitudes towards learning English as a university requirement. Finally, most first-year Business Studies students have negative attitudes towards native speakers and their lifestyle.

To examine the hypotheses, the researcher used a questionnaire for students taking English language as a university requirement. The sample of the study was 100 students from College of Business Studies, Sudan University of Science and Technology.

The numerical data obtained from the subjects were processed and analyzed via statistical software called (SPSS) and the results were critically described and discussed.

The findings of the study confirm that most first-year Business Studies students have negative attitudes towards native speakers and their culture. They also confirm that most first-year Business Studies students are not satisfied with English language as a university required course.

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

Abstract

(Arabic Version)

مستخلص الدراسة

تناولت الدراسة دوافع و اتجاهات طلاب الجامعة تجاه تعلم اللغة الانجليزية كمطلوب جامعة و هدفت الي قياس دافعية الطلاب و التعرف علي اتجاهاتهم تجاه تعلم اللغة الانجليزية كمطلوب جامعة

احتوت الدراسة علي ثلاث فرضيات: الفرضية الاولى تقول ان معظم طلاب السنة الاولى بكلية الدراسات التجارية لديهم دوافع ضعيفة تجاه تعلم اللغة الانجليزية بصفة عامة. و تقول الفرضية الثانية ان معظمهم لهم اتجاهات و امواف سلبية تجاه تعلم اللغة الانجليزية كمطلوب جامعة اما الفرضية الثالثة فتقول ان معظم الطلاب لديهم مواقف و اتجاهات سلبية تجاه متحدثي اللغة الانجليزية كلغة ام و ثقافتهم

للتحقق من هذه الفرضيات استخدم الباحث استبانة للطلاب الذين يدرسون اللغة الانجليزية كمطلوب جامعة. شملت عينة الدراسة مائة طالبا من طلاب السنة الاولى بكلية الدراسات التجارية. تم تحليل البيانات الرقمية احصائيا و نوقشت النتائج.

اكدت الدراسة ان معظم الطلاب لهم اتجاهات سلبية تجاه كورس اللغة الانجليزية كمطلوب جامعة. كذلك اكدت الدراسة ان معظم الطلاب لهم اتجاهات سلبية تجاه متحدثي اللغة الانجليزية كلغة ام و ثقافتهم

من ناحية اخري رفضت نتائج الدراسة احدى فرضيات الدراسة حيث اشارت الى ان الطلاب لديهم دافعية وظيفية عالية لتعلم اللغة الانجليزية و هو ما يتعارض مع الفرضية الاولى التي تتعلق باتجاهاتهم نحو تعلم اللغة الانجليزية بصفة عامة

List of Contents		
	Subjects	Page Number
	Dedication	i.
	Acknowledgment	ii.
	Abstract	iii.
	Abstract (Arabic Version)	iv.
	Table of Contents	v.
Chapter One: Introduction		
1.1	Background of the study	1
1.2	Statement of the Problem	5
1.3	The study Questions	6
1.4	The Study Hypotheses	6
1.5	Objectives of the Study	6
1.6	Significance of the Study	7
1.7	Limits of the Study	7
1.8	Research Methodology	7
Chapter Two: Literature Review		
2.0	Introduction	8
2.1	Background: English in Sudan	8
2.2	Conceptual Framework:	11
2.2.1	Social factors that may affect FL learning	11
2.2.1.1	Age	11
2.2.1.2	Gender	11
2.2.1.3	Social Class	12
2.2.2	Cognitive factors that may affect FL learning	13
2.2.2.1	Aptitude	13
2.2.2.2	Personality	15
2.2.2.3	Intelligence	17

2.2.2.4	Motivation	18
2.2.2.5	Attitudes	23
2.3	Previous Studies	25
2.4	Summary of the chapter	26
Chapter Three: Research Methodology		
3.0	Introduction	27
3.1	The Subjects	27
3.2	Data collecting tool	28
3.3	Procedure	29
3.3.1	Validity and Reliability	29
3.4	Summary of the Chapter	30
Chapter Four: Data analysis, Results and Discussion		
4.1	Students' Questionnaire	31
4.2	Verification of the Hypotheses	50
4.3	Summary of the Chapter	52
Chapter Five: Summary, Conclusions, Recommendations and Suggestions for Further Studies		
5.1	Summary and Conclusions	54
5.2	Recommendations	56
5.3	Suggestions for Further Studies	56
	References	58
	Appendixes	61

Chapter one

Introduction

1.1. Background of the Study:

There is no doubt that motivation and attitude are important factors which affect the process of learning a foreign language.

EFL learners with positive attitudes towards the language are generally expected to be more proficient than those with negative attitudes towards it. Moreover, EFL learners having high motivation are supposed to perform better than those with low motivation towards learning it.

However, there is no agreement on an exact definition of motivation in spite of the essential role it plays in learning a foreign language.

“The importance of motivation in human activity has been recognized in the field of social psychology and education for decades (Zahran 1990)”. As far second/foreign language learning is concerned motivation is thought to be at least as important as language aptitude in predicting second language achievement. According to Dejnaka and Kapel (1991, p.61) *“motivation is a psychological concept in human behavior that describes a predisposition towards a particular behavior to satisfy a specific need”*. While Gardner (2006, p.242) states that *“motivation is very complex phenomenon with many facets, hence it is not possible to give a simple definition”*. This is because the idea of motivation has been viewed differently by different schools of thought. For example, from the

behavioristic perspective, motivation is “*quite simply the anticipation of reward* (Brown, 2000, p.160). whereas the cognitive school views the term motivation as being more related to the learner’s decision as Keller(1983, p.389), quoted by Brown (ibid, p.160), , the “ the choices people make as to what experiences or goals they will approach or avoid, and the degree of efforts they exert in that respect”. However, in the constructivists’ definition of motivation, they put further focus on social contexts as well as the individual’s decision (ibid).despite the differences in all definitions of motivation given by the three schools of thought the concept of “need” is emphasized.

The oxford dictionary of English considers motivation as “*a reason for acting or behaving in particular way with interest or enthusiasm*” (Oxford Dictionary of English, 2004), while online Business Dictionary explains motivation specifically and practically as:

“an *internal or external factor that stimulates desire and energy in people to be continually interested in and committed to a job , role, or subject, and to exert persistent effort to attain a goal*”.

Likewise, Richard Clement whose definition is thought to be clearer and briefer refers to the term motivation as “*the driving force by which humans achieve their goals*”. In line with Dornyei and Otto (1998,p.56), Harmer(2007,p.98) defined motivation as:

“the dynamically changing cumulative arousal or internal drive in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes where by initial wishes and desires are selected, prioritized, operationalized, and successfully or unsuccessfully acted out”.

Gardner (1985) whose definition thought to be not very different but more general and convincing, he stated that motivation is:

“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 the activity “.

It is noteworthy that Gardner’s motivation model focused on the constructs of orientations and language attitudes: ‘[A learner’s] motivation to acquire the [target] language is considered to be determined by both his [or her] attitudes toward the other group and by his [or her] orientation toward learning a second language’ (Lambert et al., 1963: 358, italics added). Gardner regards attitudes as an element or a component of motivation in language learning. According to him motivation refers to the combination of efforts including the desire to achieve the goal of learning the language plus favorable attitudes towards learning it.

According to Likert (1985, p.9), cited in Gardner (1980, p.267), defines the term attitudes as “*an inference which is made on the basis of a complex of beliefs about the attitude object* “.However, Azjan explains the term attitudes very clearly; he considers it as “*a disposition to respond favorably or unfavorably to an object, person, institution, or event*”.

Gardner (1980, p.267) elaborates on Likert’s definition by defining attitude as:

“The sum total of man’s instinction and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specified topic”.

Baker (1992, p.10) whose definition is general but not of great difference with Gardner and Likert, he defines attitudes as “*a hypothetical construct used to explain the direction and persistence of human behavior*”.

Expressions of positive or negative or feelings toward a language may reflect impressions of linguistics difficulty or simplicity, ease or difficulty of learning degree of importance, elegance, social status, etc.

Attitudes towards a language may also show what people feel about the speakers of that language.

So, it is worth saying that attitudes are crucial in language growth or decay, restoration or destruction. Attitudes are internal states that influence what learners likely to do. The internal state of positive/ negative or favorable reactions towards an object. Some researchers (e.g. Stern, 1983, p.376) distinguish three types of attitudes in second language learning situation:

- A. Attitudes towards community and people who speak the L2 (specific attitudes).
- B. Attitudes towards learning the language concerned
- C. Attitudes towards language and language learning in general.

However, Wenden (1991) proposed a broader definition of the concept “attitudes”. He states that the term attitudes includes three components namely, cognitive, affective, and behavioral. A cognitive component is made up of beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, ‘likes’ or ‘dislikes’, ‘with’ or ‘against’. Finally, the behavioral component refers to one’s consisting actions or behavioral intentions towards the object.

Despite the slight differences on researchers’ definitions, they fully agree on considering motivation and attitudes as a key component for language achievement.

It is worth mentioning that English language is taught in most Sudanese universities as a foreign language although. Sudanese university students are offered English courses either as a specialization or as a university requirement.

Business studies students at SUST, where the researcher intends to carry out his research, students at SUST are given only three courses of general English as a university requirement.

“In most colleges of Sudan University of Science and Technology, students do not think that the courses they take will improve their language”.) (Eltayeb.M: 2012).

Researchers, teachers and learners agree that a high motivation and positive attitudes towards a second language and its community (De Bot, Lowie, and Verspoor, 2005, p.72) boost second language learning”. In other words, all who are concerned, agree that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain goal. As such, attitudes may play a very vital role in language learning as they would appear to influence students’ success or failure in their learning.

So, it seems that one of the key factors behind the current deterioration in English is students’ low motivation and negative attitudes towards learning English language.

1.2. Objectives of the study:

This study aims at:

1. Measuring first-year students', (College of Business Studies, SUST) motivation towards learning English as a university requirement.
2. Identifying first-year students', (College of Business Studies, SUST) attitudes towards learning English language as a university requirement.

1.3. The significance of the study:

The importance of this study stems from the importance of motivation and attitudes in the area of language learning. The research is thought to be beneficial for both students and teachers on account it deals with an area of educational psychology.

1.4. Statement of the Problem:

This study will investigate the university students' motivation and attitudes towards learning English language as a university requirement with special reference to First year students, College of Business Studies (SUST).

It has been observed that first-year Business Studies students of (SUST) are not satisfied with their knowledge of the language and the courses offered to them as a university requirement, although they may be aware of English language importance in their future career. It also seems that they are not motivated enough towards learning English language as a university requirement. It is also thought that students may have negative attitudes towards learning English as required courses.

1.5. The study questions:

The study will specifically address the following questions:

1. To what extent are First-year Business Studies students at SUST instrumentally or integratively motivated towards learning English language?

2. What are the attitudes of First-year Business Studies students at SUST towards learning English language as a university requirement?
3. What are the attitudes of First-year Business Studies students at SUST towards English speaking people?

1.6. The study hypotheses:

1. Most first-year Business studies students at SUST are not sufficiently motivated to learn English language.
2. Most First-year Business Studies students at SUST have negative attitudes towards learning English as a university requirement.
3. Most First-year Business Studies students at SUST have negative attitudes towards English speaking people.

1.7. Research methodology:

The method adopted to accomplish the objectives of this study is both descriptive and analytical. The researcher will collect the data which will be analyzed and discussed.

The subjects of the study will include students from College of Business Studies, (SUST). In collecting data, the researcher will design a questionnaire in order to be distributed to students.

1.8. Limits of the study:

This study will focus on first-year students, College of Business studies, Sudan University of Science and Technology (SUST). This university represents the old universities in Sudan. It is also located in the capital of Sudan, Khartoum. It is a national and technological university. The population of this study is first-year students of College of Business studies, who take general English courses as a university requirement.

1.9. Definition of terms:

Motivation:

"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 the activity" . Gardner (1985).

Attitudes:

"technically 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 term for the whole body of one's opinion, belief, sentiment predisposition". encyclopedia Britannica (2; 662)

Chapter Two

Literature Review

2.0. Introduction:

This chapter provides a literature review on some social and cognitive factors affecting the process of English language learning including a wide review of motivation and attitudes as well as their classifications. The chapter also includes a review of the status of English language in Sudan and some previous studies.

2.1. Background: English language in Sudan:

Any language in a given country throughout the world is strongly affected by the language policy adopted by decision makers of that country. The political and economic situations of the country affect certain decisions determining the language to be taught and the methods of teaching them.(El-tayeb,M 2011).

Corder(1973:139)claims that

"in language teaching operation once the political and economic decision have been made- those concerned with whether to teach languages, which language to teach and to whom to teach them-there remain two questions; what to teach and how to teach it".

El-tayeb (2011) explains clearly that the academic status of English in Sudan has been encountered by many changes caused by different policies adoptedH by different governments as a result of the political changes that the country has experienced since the colonial era.

Abu-Anga (2009:1-3) provides historical background of English in Sudan focusing on colonial policy of teaching English to Sudanese learners which achieved its goal in producing graduates with high English proficiency. He continues to bring some light on Sudanese educational needs according to the colonial policy and the two goals of teaching English at that time. The needs were:

1. Offering education to the masses to understand the components of the machinery of the government.
2. Making the artisan class.

3. Preparing a small native administration class who can be appointed in minor posts.

After Sudan gained its independence in 1956, English remained medium of instruction at secondary schools and universities. Tigani(1966:8) argues that

"as soon as independence was achieved , it became evident that the independent would retain English as a subject to be taught in schools. We went even so far allowing it to continue the a language of official correspondence and as a medium of instruction in secondary and post-secondary stages".

In 1969, English lost its role as a medium of instruction in secondary schools which regarded as an important change concerning the status of English in Sudan. In that year Arabic replaced English in a process usually called arabicization of secondary schools.

El-tayeb (2011) explains that

"since students used to experience a difficulty if transferring from medium that may be considered a mother tongue for most of them to English which could be seen as a foreign medium of instruction at the tertiary level till 1990".

In 1990, a great change took place in the status of English language in Sudan. English is no longer used as a medium of instruction at tertiary level. It was regarded only as a subject taught in schools and universities. Yassin (1999:38) provides a broader view concerning the status of English as a foreign at tertiary level after 1999, he claims that

"the change from English medium to Arabic-medium at tertiary education seems to have settled the ambiguous status of English in the Sudan. The role of English now is that of a foreign language 'EFL' and it should be treated within this context and not as it used to be before 1990 when it was the role of second language".

It is claimed that, these policies resulted gradually in the decrease of students' motivation towards English language and diverted it towards Arabic instead.

In a word the status of English in Sudan has witnessed three changes. Before 1969 when English was the means of instruction in both pre-tertiary and tertiary levels. Then after 1969 when Arabic replaced English as a means of instruction pre-tertiary level. Then 1990 up to now, English is no longer a medium of instruction in both Sudanese pre-tertiary or tertiary institutions and most Sudanese students are no longer motivated towards English language learning.

2.2. Conceptual Framework:

2.2.1. Social factors that may affect foreign language learning:

2.2.1.1: Age:

Throughout experiences and observations of many linguists, it is noticed that the process of language learning is much easier at the earlier stages of age and it gradually becomes difficult with the increase of age.

As Ellis (1994) argues that most people and most linguists/experts believe that children are more successful FL learners.

Wilkins (1972:p.186) argues through the example of immigrants saying that,

“children of immigrants who are exposed to a new language they speak it fluently and accurately when they came into contact with children of the target language group, while their parents find it to extent difficult learn the same level of proficiency as children”.

However, Saville-troike (2006:82) convincingly argues that younger and older learners have different advantages for example children are not analytical, while older learners have the ability to be analytical. He claims that older learners normally have bigger analytic ability, since they are able to understand the grammatical rules better than children.

2.2.1.2: Gender:

Teachers and researchers always tend to make distinctions between male and female in the process if foreign language learning. According to Ellis (1994)

“Women nearly always outstrip males in the standardness of their speech and use of prestige forms, and yet they tend to be in the forefront of linguistic change”.

Ellis (1994) additionally explains the reason that women use more prestige forms than men do could be because women are more open to different forms and likely to use them in their speech. While, men are less recipients to different forms.

Eisentein (1982) adds that a possible explanation for the superiority of females is that they have more positive attitudes to learning a foreign language than males. Moreover, Gardner and Lambert also admit the role of motivation and attitudes on gender differences; they reported that female learners of FL French in Canada were more motivated than male learners and also had more positive attitudes towards speakers of the target language.

However, other studies generate different view concluding that there is no difference between the two genders.

Furthermore, Ludwig (1983), reported that male learners are instrumentally motivated. Gass and Varonis (1986), also concluded that men use the opportunities to interact to produce more output, whereas women use it to obtain more input.

2.2.1.3: Social class:

Ellis (1994:204-206) claims that social classes are usually based on the level of education, income and occupation. It has been shown that there are interesting connections between social class and FL achievement. Students from middle-class homes regularly outperform those from lower- and working-class homes. Ellis (1994:204-206) argues that FL 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.

2.2.2. Cognitive factors that may affect foreign language learning:

2.2.2.1: Aptitude:

Many researchers consider language aptitude as a special ability for learning a foreign language. According to Skehan (1989) “*Language aptitude is held to involve a number of distinct abilities including auditory ability, linguistic ability, and memory ability*”(cited in Ellis (2006).

In other words language aptitude is viewed as a composite of general and specific abilities.

In an article reviewing aptitude research, Carroll (1981), specifically identified a number of key elements of language aptitude. Firstly, aptitude is separate from achievement. Carroll argued that there is no relationship between measures of aptitude and measures of proficiency at the beginning of the program, but there is a relationship at the end of the program. Second, aptitude must be shown to be separate from motivation. Carroll supported this arguing that Gardner and Lambert has viewed aptitude and motivation as separate factors. Third, aptitude must be seen as a stable factor, or even innate. To support this claim, Carroll referred to studies which show that learners’ aptitude is difficult to change through training.

Finally, Carroll argued that aptitude should be considered distinct from general intelligence. He referred again to research by Lambert and Gardner which has viewed that aptitude and intelligence measures are not related.

The two main instruments used to measure aptitude were developed in 1950s and 1960s. The Modern Language Aptitude Test (MLAT), (Carroll and Sapon, 1959), developed it as a means of screening or testing candidates for foreign language instruction at the foreign language institute in United States. The Pimsleur Language Aptitude Battery (PLAB) (Pimsleur, 1966) was developed as an alternative to the (MLAT). It measures a very similar range of abilities to MLAT.

The components of both tests are shown in the table below

The modern language Aptitude Test (MLAT)	The Pimsleur Language Aptitude Battery (PLAB)
1. Number learning (after auditory practice in hearing some numbers in a new language, learners are asked to translate 15 numbers into English).	1. Grade point average
2. phonetic script (learners hear set of nonsense words and must choose from four printed alternatives.	2. Interest in foreign language learning
3. spelling clues (learners read a phonetically spelled word and choose the word nearest in meaning from five choices.	3. Vocabulary (learners' knowledge of the meaning of 24 difficult adjectives is tested in a multiple choice format
4. Words in sentences(learners read a sentence part of which underlined and then select from five underlinings the functionally equivalent part in another sentence)	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
5. Paired associates (learners are	5. Sound discrimination (learners are

given four minutes to memorize 24 Kurdish/English pairs and then select the English equivalent from five choices for each Kurdish word)	taught three similar sounding words in a foreign language and then indicate which of these three words they hear in 30 oral sentences)
	6. Sound symbol association (learners hear two or three-syllable nonsense word and choose which word it is from four printed alternatives)

Table 1. Summary of the components of the MLAT and PLAB

2.2.2.2: Personality:

Personality can be defined “as those characteristics of a person that account for consistent patterns of feeling, thinking, and behaving”. (Pervin and John, 2001:4, cited in Dornyei, 2005). Dulay, Burt and Karshen (1982:94) consider personality as “An aggregate of characteristics of a particular individual” (cited in Elsanousi, 2006, p.18).

According to many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning. In support to this point of view, Nunan (1999), argues that

“Personality can affect the way in which people prefer to learn the languages. Extroverts are willing to take risks and may benefit more from their involvement in communication, while introverts may be more comfortable with form-focused activities that ensure accuracy before they communicate.

Ellis (2008) claims that extroversion and introversion represent a continuum (i.e. individuals can be more or less extroverted).

Eysenck and Chan (1992) explain in more details that

“Extroverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement”.

According to Ellis (2008), there are two major hypotheses regarding the relationship between extroversion/introversion and foreign language learning. The first, which has been widely researched, is that extroverted learners will do better in acquiring basic interpersonal communication skills (BICS). The rationale for this hypothesis is that sociability will result in more opportunities to practice, more input and more success in communicating in the foreign language. The second hypothesis is that introverted learners will do better at developing cognitive academic language ability (CALP). The rationale for this hypothesis rises from studies which show that introverted learners typically enjoy more academic success, perhaps because they spend more time reading and writing.

2.2.2.3: Intelligence:

Intelligence is defined clearly by (Dornyei, 2005:43) as “*the general set of cognitive abilities involved in performing a wide range of learning tasks. It constitutes a general sort of aptitude that is not limited to a specific performance area but is transferable to many sorts of performance*”. (Cited in Ellis, 2006:649). In other words intelligence, working memory, personality and language aptitude are closely linked to each other. As (Ellis, 2006) explains

“ *they all refer to cognitive capacities and the difference between their conceptualization lies largely in how broad and how language-specific the terms are*”.

In psychology, the individual differences investigated focused on intelligence. The first intelligence test was produced by Binet with purpose of identifying students who would go through difficulty in handling regular instructions. However studies that have investigated the relationship between general intelligence and language learning are considered very few. (Ellis, 2006).

Genesee (1972) found that intelligence was strongly linked to the improvement of academic FL French language skills (reading, grammar and vocabulary), but was largely unrelated to the ratings of oral productive ability.

Ellis (2006) claims that many studies tend to view intelligence as a general ability including the capacity to engage in analytical thinking.

Sternberg (2002) clearly distinguishes three types of intelligence:

- a) Analytic intelligence (i.e. the ability to analyze, compare and evaluate).
- b) Creative intelligence (i.e. the ability to produce novel solutions to problems).
- c) Practical intelligence (i.e. the capacity to adapt, to shape and to select environments suited to one's abilities).

Sternberg further explains that different types of intelligence are implicated in different aspects of language proficiency.

2.2.2.4.: Motivation:

Researchers and teachers seem to agree that motivation is responsible for determining human behavior by feeding it giving it orientations. As Dornyei(1998) assumes that “*motivation theories in general try to clarify no less than the fundamental question of why humans behave as they do*”. Thus, as Dornyei explains, it would be illogic to give a simple straight answer, indeed every different psychological perspective on human behavior related to a different theory of motivation.

Motivation to learn a foreign language shows a complex and unique situation even within motivational psychology, because of the multifaceted nature and functions of language itself.(Dornyei,1998). Language at the same time:

- a) A communication coding system that can be taught as a school subject.
- b) An integral part of individual's identity
- c) And also the most important channel of social organization.

Gardner (1985) concludes saying that

“The motivational basis of language achievement is directly comparable to that of mastery of other subject matters in knowing an L2 also involves the

development of l2 identity and the incorporation of the l2 culture”

In other word, in addition to the environmental or social and cognitive factors that is associated learning in current educational psychology, foreign language motivation also involves featured personality and social dimensions.

2.2.2.4.1: Motivation as a process:

A fundamental transformation has taken place in the field of motivation during the last decades namely, the increasing tendency of motivational psychologists.

Pintrich and Schunk (1996) assume that,

“explanation of behavior has moved away from stimuli and reinforcement contingencies and instead emphasise learners’ constructive interpretation of events and the role that their beliefs cognition, affects and values play in achievement situations”.

According to Dornyei (1996) who seems to be in line with Pintrich and Schunk, he argues that,

“motivation is no longer seen as a reflection of certain inner forces such as: instincts, volition, will and physical energy; neither it is viewed in strictly behavioral terms as

function of stimuli and reinforcement. Rather , current cognitive approaches place the focus of the individual's thought, beliefs and emotions that are transformed into actions”.

It is noteworthy that Pintrich, Schunk as well as Dornyei view motivation as containing various mental processes that lead the initiation and maintenance of action.

According to Dornyei (1998), the main disagreements in motivation research concerns what mental processes are involved in motivation, how they involve in motivation, how these mental processes operate and affect learning and achievement.

Dornyei (1998) asserts that the process-oriented view of motivation is convincing, although it is at odds with the traditional usage of motivational in everyday life, where motivation is understood as:

- a. A fairly static emotional or mental state (i.e. his motivation was so strong that nothing can discourage him).
- b. A goal (i.e. my main motivation is to become a doctor is to be able to help people).

Heckhausen, Kuhl and Dornyei conclude by giving a wide, precise and convincing definition to motivation that worth to be quoted

“motivation is a process where by a certain amount of instigation force arises, initiates action and persist as long as no other force comes into play to weaken it and there by

terminate action, or until the planned outcome has been reached.”

2.2.2.4.2: Types of motivation:

In order to understand why language learners were motivated, it is important to understand the learners' ultimate goal or purpose for learning the language. (Gardner, 1985, cited in Dornyei, 1998:122).

Within Gardner's Socio-educational Model, motivation is thought to be composed of three aspects namely, effort, desire and affect. Effort indicates the time spent on studying the language and the drive and strive of the learner. Desire refers to how much the learner wants to become proficient in the language and affect illustrates the learner's reaction toward the language (Gardner, 1982).

Gardner's socio-educational model identifies two distinct orientations namely, integrative orientation and instrumental orientation.

▪ Integrative motivation:

In integrative motivation, learners study a foreign language to assimilate themselves in or become familiar with members of the language community or to learn about their culture, traditions or values.

It is thought that integrative motivation typically underlies successful learning of a wide range of registers and native-like pronunciation (Finegan, 1999:568). Likewise, Dornyei and Clement (2000) found that integrative motivation is the most powerful general of language-related affective disposition. Determining language choice and level of effort language learners intended to invest in the learning process.

▪ **Instrumental motivation:**

Instrumental motivation can be put in contrast with integrative motivation. It is generally characterized by the desire to learn a foreign language for practical or concrete gains such as: passing examination or university requirement, obtaining a prospective career or getting a scholarship (Gardner et al, cited in Altammimi&Shuib, 2009, p.32).

Gardner considers instrumental motivation as *“learning a language because of some more or less clearly perceived utility it might have for the learner”*.

In other words, learners with instrumental motivation want to learn the language in order to achieve pragmatic goals because they are motivated by external factors.

It is noteworthy that both integrative and instrumental research are vitally important in the process of foreign language learning achievement, but still some researchers show integrative motivation as being of more importance and effectiveness than instrumental motivation. (Taylor, Meynard, Ellis, Crooks et al) asserts that *“it is integrative motivation which has been found to sustain long-term success when learning a second/foreign language”*. Furthermore, in later studies and researches integrative motivation has continued to be emphasized.

Dornyei (2001), views integrative and instrumental motivation as linked and have the same degree in enhancing better proficiency and high achievement in the process of FL learning, he assumes that

“integrative and instrumental motivation are not found to be at the opposite ends of a continuum. They are positively related and both are effectively loaded goals and can

produce learning. They both maybe in return enhanced by better proficiency and higher achievement in the target language”.

Brown (2000) viewed the point a bit differently; he argued that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one from motivation when learning a foreign language, but rather a combination of both orientations. He cited an example of international students living in United States learning English for academic purposes while at the same they are wishing to become integrated with the people and culture of that country.

2.2.2.5: Attitudes:

An attitude has been defined in different ways as an indicator to its broadness. The term according to some theorists, refers to some aspects of an object or class of objects. For example in the dictionary of psychology (1985:50) attitudes is defined as “*an enduring learner’s predisposition to behave in a consistent way towards a given class of object*”. In the encyclopedia Britannica (2; 662) attitude is defined more precisely and clearly as

“technically an attitude is at tendency or predisposition towards a certain type of reaction loosely and popularly it has been used as a catch to all term for the whole

*body of one's opinion, belief, sentiment
predisposition”.*

2.2.2.5.1: Classification of attitudes:

According to Wenden (1991) attitude contains three components, namely **cognitive, affective** and **behavioral**. He explains that a cognitive is made up of the beliefs and ideas or opinions about the object of the attitude. The effective one refers to the feeling and emotions that one has towards an object; likes or dislike; with or against. Finally, the behavioral component which refers to one's consisting actions or behavioral intentions towards the object.

Gardner (1985:81) whose classification to attitudes seems to be 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 the referent or the attitude object is
specific towards a certain activity or
activities in the learning process are
required”.*

Furthermore, Gardner also classifies attitudes as either educational or social. For Gardner, attitudes towards learning a language, towards the course, towards the teacher are named educational attitudes. Whereas, attitudes towards the groups or the native speaker are social.

Al-Busairi (1990:21), whose point of view seems to be influenced by Gardner's views. He classified attitudes according to their relation to motivation. He assumes that *"attitudes are viewed as social or psychological basis for sustaining motivation"*.

According to Heyde (1979) attitude is classified as simple as either internal or external. He explains that internal attitudes are those which are related to the evaluation of the learner towards himself i.e. his evaluation of his ability, skills, etc... Conversely, external attitudes to the learner's evaluation of things (objects, ideas or situations) outside himself, for example his evaluation of learning a language, the target language groups or their culture, etc... (Cited in Al-Busairi: 1990).

To sum up, this conceptual framework includes a wide review of some social and cognitive factors and their vital role in developing the process of English language learning. It also provides wide literature on motivation and attitudes, their types and classifications and in what ways motivation and attitudes could affect the process of English as foreign language learning.

2.3. Previous Studies:

Many studies have been carried out to investigate students' attitudes and motivation towards English language learning.

El-Tayeb (2011) conducted a case study of some universities in Sudan. One of his aims was to investigate motivation and attitudes of university students towards English language learning as a university requirement. The findings showed students' high level of instrumental motivation to learn English.

Another study by El-Sanousi (2006), who conducted a case study of some universities in Khartoum state. Her aim was to measure motivation and attitudes of university students and teachers towards English language learning as a university required course after the arabicization of the tertiary level. The results showed negative attitudes towards learning English as a university required course post-arabicization.

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

Salah (2008) carried out a case study of some secondary schools in Khartoum province. His aim was to measure motivation of Sudanese secondary pupils towards English language learning. The results of his study showed that Sudanese secondary pupils had low motivation towards EFL learning.

So, all the studies listed above seem to confirm the importance of investigating learners' motivation and attitudes towards English language learning.

Summary of the chapter:

First, this chapter has provided a historical background of the status of English language in Sudan. It shows how English in Sudan has been influenced by the language policies made by different governments at different periods of time.

Second, it has also reviewed the literature concerning major social and cognitive factors (age, social class, intelligence, aptitude...etc...) that may affect the process of English language learning.

Third, the chapter has presented a wide review of motivation and attitudes including their nature and classifications regarding the important role they play on English language as foreign language learning.

Finally, this chapter has shown some previous studies conducted in Sudan which investigated motivation and attitudes towards English language.

In the light of the relevant literature reviewed in this chapter, the current study is still needed for investigating the motivation and attitude of the university students towards English language as a university requirement as many students appear to consider it as second rate specialization in relation to their first specialization.

Chapter Three

Research Methodology

3.0. Introduction:

This chapter attempts to provide a description of the study methodology. It focuses on the sample, the research tool used for the data collection and the procedures followed by the researcher to elicit the data required from the subjects.

The study is mainly a descriptive and analytical since it describes and analyzes a phenomenon as it exists by revealing and collecting data on the variables of this particular problem. The study is also considered quantitative because the data collected were turned into numerical data before being analyzed.

3.1. The Subjects:

The subjects of this study were students from Sudan University of Science and Technology (First-year, College of Business Studies). The sample of this study consists of 100 students.

The sample chosen to carry out this study was first-year business studies students. This class was chosen because its students were having the second English language required course besides; they are available and easy to be contacted.

Table (3.1): Students' Gender:

Sex	Number	Percentage %
Male	50	50%
Female	50	50%
Total	100	100%

3.2. Data collecting tool:

The tool used to conduct this study was students' questionnaire, the Questionnaire was obtained from Gardner's (1985:180) measure (AMTB) and a previous unpublished PHD. Thesis in 1990s, written by Al-Busairi Mohamed.

The questionnaire was subjected to some relevant changes to suit the current research hypotheses. The questionnaire was also rewritten in simple, clear and understandable English.

It consists of 20 multiple choice questions that clarify students' motivation and attitudes towards English language as a university requirement. The subjects were asked to answer the questionnaire by just ticking the answer that suits their favourite opinions.

The questionnaire consists of three parts scale. The motivation scale (motivation intensity and instrumental and integrative motivation), attitudes towards English

language learning scale and attitudes towards English speaking people scale. The questionnaire was designed in Likert scale; the scales had five options ranging from strongly agree to strongly disagree.

Table (3.2) students' questionnaire matrix:

Variable measured	Measured by statement
Motivation intensity	No: 4,6,7,8,11
Instrumental motivation	No: 3,5,9,10,14
Integrative motivation	No: 2,12,19
Attitudes towards English language learning	No: 17,1,6,8,13,20
Attitudes towards native speakers and English speaking people	No: 15,16,19

3.3. Procedure:

The questionnaire was administered to students who were allowed 25-30 minutes to finish it. The questionnaire items were translated into Arabic language to make it easy for the subjects to understand the questions. The subjects were informed that the findings of the questionnaire which forms an essential part of this study would generate implications to carry out some basic changes in the English language program. The data obtained from students' questionnaire were taken to be processed and analyzed via statistical software called (SPSS).

3.3.1. Validity and Reliability:

The questionnaire was given to a number of teachers and M.A students in Sudan University of Science and Technology to see whether it could measure what it was intended to measure. The questionnaire was also given to Dr. Abdalla Yassin, the

supervisor of this study, who is a linguist, the head department of Measurement in the College of Education, the head department of Methodology in the same college and the head department of statistics in the College of Science. In the light of the comments of these experts, some modifications were made by adding and deleting some of the questionnaire statements.

To assure reliability, the researcher calculated the reliability of the questionnaire by using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} (1 - \frac{\text{Total variations questions}}{\text{variation college grades}})$$

Cranach alpha coefficient = (0.81), a reliability coefficient is high and it indicates the stability of the scale and the reliability of the study.

Summary of the Chapter:

This chapter has described the methods and techniques which the researcher used to carry out this study; first it reveals that this study is descriptive and analytical. Then the chapter describes the population and the sample of the study. These are First-year Business Studies students learning English language as a university requirement. The chapter also conducted a tool which was a questionnaire for students. Finally, it shows the procedures which were followed by the researcher to confirm the validity and reliability of his tool and how the collected data will be analyzed in the next chapter.

Chapter Four

Data analysis, Results and Discussion

In this chapter, the analysis of the data obtained is done. The results are shown in tables and comments. The findings are viewed with critical discussion.

4.1. Students' Questionnaire:

Table (4.1): English is an important subject for university students

answer

Frequency

Percentage

Strongly agree

72

72.0%

Agree

21

21.0%

Not sure

1

1.0%

Disagree

1

1.0%

Strongly disagree

5

5.0%

Total

100

100.0

%

According to table (4.1) above, 93% of the students think that English is an important subject for university students. While only 6% of them do not see the importance of English language. Only 1% is not sure. Having that feeling of the importance of English considered part of the students' motivation and good attitudes towards learning it. In return, this may increase their chances to succeed in the process of learning it.

Table (4.2): Studying English is important because it allows me to meet and communicate with more varied people

Answer	Frequency	Percentage
Strongly agree	55	55.0%
Agree	39	39.0%
Not sure	3	3.0%
Disagree	1	1.0%
Strongly disagree	2	2.0%

Total	100	100.0%
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Table (4.2) shows that 94% of the students are convinced that English will allow them to communicate with more varied people around the world. While 3% do not think so. Only 3% of the students are not sure. Here, most students view English as a means to build wide relations through communication, it is an instrument to keep in contact with the world. El-Tayeb (2013) stated that “*English is a lingua Franca for most people in the world*”. This is regarded part of students’ motivation to learn English. It is what Gardner and his associates term ‘instrumental motive’.

Table (4.3): I need English to pursue my high studies in an English speaking country

Answer	Frequency	Percentage
Strongly agree	64	64.0%
Agree	20	20.0%
Not sure	11	11.0%
Disagree	2	2.0%
Strongly disagree	3	3.0%
Total	100	100.0%

Table (4.3) displays that 84% of the students see English language as an instrument through which they can continue their high studies in an English speaking country. While only 3% of them do not think the same. Only 11% are neutral. Hence, the

majority of the students see that English is a step to continue their high studies abroad, in Europe or USA, where it is agreed that better education is offered. Thus, they are supposed to put more efforts to learn the language. This is what most linguists call ‘instrumental motivation’.

Table (4.4): I always think about what I have learned in my English lecture

answer	Frequency	Percentage
Strongly agree	10	10.0%
Agree	27	27.0%
Not sure	38	38.0%
Disagree	22	22.0%
Strongly disagree	3	3.0%
Total	100	100.0%

Tables (4.4) above reveals that 37% of students investigated do not think or give care about what they learned in their English lecture. Whereas, 38% are uncertain. Only 25% give a care about their English lecture. So, a big percentage of the students seem to be unsatisfied with the English lessons that they have been given to them. This indicates students’ negative attitudes towards English as a university required course which in return may lower their motivation towards it. So students are supposed to give more care about their English lectures.

Table (4.5): Learning English helps university graduates to get better chances for jobs

answer	Frequency	Percentage
Strongly agree	80	80.0%
Agree	13	13.0%
Not sure	3	3.0%
Disagree	1	1.0%
Strongly disagree	3	3.0%
Total	100	100.0%

Table (4.5), above exhibits that 93% of the students see English language as a means through which they can hunt better jobs. While only 4% do not think so. 3% of them are not sure. So the majority of students investigated have an instrumental perception about English language. English for them is merely a tool through which they can get better chances of a job. Thus, students are expected to work hard to learn the language.

Table (4.6): If my teacher wanted someone to do an extra English assignment, I would definitely volunteer

answer	Frequency	Percentage
Strongly agree	16	16.0%
Agree	22	22.0%
Not sure	23	23.0%
Disagree	28	28.0%
Strongly disagree	11	11.0%
Total	100	100.0%

Table (4.6), shows that 38% of the subjects are ready to volunteer if the teacher asked them to do an extra assignment. While, 39% of them do not like to be volunteers. Only 23% are neutral. The results indicate students low motivation intensity towards learning English.

Table (4.7): If English were not taught to university, I would try to improve my English by my own

answer	Frequency	Percentage
Strongly agree	28	28.0%
Agree	34	34.0%
Not sure	13	13.0%
Disagree	19	19.0%
Strongly disagree	6	6.0%
Total	100	100.0%

Table (4.7) reveals that 56% of students would try to improve their English by their own incase English was not taught at their university. Whereas, 25% do not share them the same opinion. Only 3% are not sure. This result constitutes part of students' motivation towards learning English. One can go as far as to say their motivation seems to be instrumental. Their desire to improve their English to achieve pragmatic goals such as: getting a job, getting a promotion at work and so on.

Table (4.8): If English were an optional subject, I would definitely take it

Answer	Frequency	Percentage
Strongly agree	22	22.0%
Agree	22	22.0%
Not sure	27	27.0%
Disagree	17	17.0%
Strongly disagree	12	12.0%
Total	100	100.0%

Table (4.8) indicates that 49% of the study's sample agree that they would choose English if it was an optional subject. Whereas 29% of students disagree with the notion above. The undecided students are 22%. The results show that big deal of students is aware of the importance of English in their study and future career. Of course English is considered as the main language of business, science and technology. So, this constitutes a part of students' motivation towards learning English language.

Table (4.9): English can help me to score more marks in the examination

answer	Frequency	Percentage
Strongly agree	45	45.0%
Agree	31	31.0%
Not sure	8	8.0%
Disagree	9	9.0%

Strongly disagree	7	7.0%
Total	100	100.0%

According to table (4.9) above, 79% students think that English helps them to attain good marks or results in the examination. While 16% do not think so. Only 8% are not sure. Most students investigated put efforts in English to score high marks in the final examination. One can dare mentioning that students' motivation towards English language is connected with passing or succeeding in the examination. This is what Gardner and called 'instrumental motivation'.

Table (4.10): I learn English because it is a university requirement

answer	Frequency	Percentage
Strongly agree	26	26.0%
Agree	39	39.0%
Not sure	4	4.0%
Disagree	19	19.0%
Strongly disagree	12	12.0%
Total	100	100.0%

Table (4.10) displays that 65% of the study's samples learn English only because it is a university requirement. While 31% of the students do share the same

viewpoint. Only 4% are not sure. So most students investigated consider English as subject that they have to study. For most of them English as a university requirement is viewed as second rate subject. Thus, such attitude may result in lowering students' motivation towards learning English language.

Table (4.11): When I come to do my English homework, I work very carefully making sure I understand everything

Answer	Frequency	Percentage
Strongly agree	37	37.0%
Agree	3	3.0%
Not sure	12	12.0%
Disagree	41	41.0%
Strongly disagree	7	7.0%
Total	100	100.0%

As shown in table (4.11), 48% of the students do not do their best when they come to do their English homework. While 40% of them say that they put much effort when doing their English homework. Only 7% of them are not sure. Nearly, half of

the students do not care about their English assignments which indicates their little interest and desire towards the English as a university required course.

Table (4.12): English will help me to get friends more easily among native speakers

Answer	Frequency	Percentage
Strongly agree	11	11.0%
Agree	23	23.0%
Not sure	12	12.0%
Disagree	34	34.0%
Strongly disagree	20	20.0%
Total	100	100.0%

Figures in table (4.12) show that 54% of the students do not think that English will help them to get friends among native speakers. Whereas 34% intend to learn English language in order to get native speakers friends. Only 12% are neutral. So, the results above show that nearly most students have negative attitudes towards native speakers. They learn English to achieve practical goals not to be part of its

community. However most linguists think that students' attitudes towards native speakers is an essential part of their motivation to learn the language.

Table (4.13): Learning English is a waste of time

Valid	Frequency	Percentage
Strongly agree	8	8.0%
Agree	5	5.0%
Not sure	13	13.0%
Disagree	25	25.0%
Strongly disagree	49	49.0%
Total	100	100.0%

According to the figures in table (4.13) above, 74% of the students disagree with the notion; they do not think that learning English is a waste of time. Whereas 13% of the students think that English is a waste of time. Only 13% of them are uncertain. This result show students' positive attitude towards English language learning. It also reinforces the idea that students are aware of the importance of English language in their study and future career.

Table (4.14): I think no one is really educated unless he is fluent in English

answer	Frequency	Percentage
Strongly agree	25	25.0%
Agree	29	29.0%
Not sure	21	21.0%
Disagree	13	13.0%
Strongly disagree	12	12.0%
Total	100	100.0%

Concerning table (4.14) above, 54% of the students agree that fluency in English is for real educated people. While, 25% of them do not agree with the notion above. Only 21% of the students have no opinion. It is argued that most university students know how the status of English has become. According to Hasman (2000:2) *“one out of five of the world population speaks English by 2010, the number who speaks English as a second or a foreign language will exceed the number of native speaker”*. Thus, most students investigated are convinced that speaking English fluently will widen their chances in achieving their goals.

Table (4.15): Most native English speakers are so friendly and easy to get along with

answer	Frequency	Percentage
Strongly agree	19	19.0%
Agree	13	13.0%
Not sure	29	29.0%
Disagree	27	27.0%
Strongly disagree	12	12.0%
Total	100	100.0%

Table (4.15), displays that 39% of the study's sample do not see native speakers as so friendly and easy to get along with. Whereas, a semi parallel percentage 32% see native speakers as friendly people. The undecided students are 29%. Perhaps the result above is not very decisive but as it shows that students demonstrate a sort of negative attitudes towards native speakers. Researchers and linguists argued that many factors as culture, historical background (native speakers were regarded as colonizers), and personal can contribute in generating negative attitudes and feelings towards native speakers.

Table (4.16): The more I know about native speakers of English, the more I like them

Answer	Frequency	Percentage
Strongly agree	29	29.0%
Agree	17	17.0%
Not sure	35	35.0%
Disagree	8	8.0%
Strongly disagree	11	11.0%
Total	100	100.0%

Table (4.16), shows that 46% of the students investigated agree with notion that their admiration and interest of native speakers increase as they get to know them more. While, 35% of students uncertain view, they are not sure of their feelings toward native speakers. Only 19% confess that they do not like native speakers. Thus, most of the students investigated demonstrate interest and likeness feelings towards native speakers. Of course, this attitude can positively affect students' motivation towards learning English.

In respect to the students who demonstrate neutral views towards native speakers. This can be resulted from the fact that they might have not been given real chances to get along with native speakers.

Table (4.17): English is one of my favorite courses at the college

answer	Frequency	Percentage
Strongly agree	22	22.0%
Agree	10	10.0%
Not sure	20	20.0%
Disagree	29	29.0%
Strongly disagree	19	19.0%
Total	100	100.0%

As table (4.17) exhibits, 48% of the study's sample declare that English as a subject course is not their favourite. While 32 of them agree that English is their favourite subject at college. Only 12% are not sure. One of Gardner's classifications of the attitudes is what he term 'educational'. He defines it as the attitude towards the course itself or the teacher. The result above show that most students seem to be unsatisfied with the English course offered by their college or the way it is handled. Thus, students' discontent or dissatisfaction about the English required course may negatively influence their motives and attitudes towards English language as a whole.

Table (4.18): I think English is very important part of the university academic program

Answer	Frequency	Percentage
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Strongly agree	51	51.0%
Agree	38	38.0%
Not sure	5	5.0%
Disagree	2	2.0%
Strongly disagree	4	4.0%
Total	100	100.0%

Table (4.18) displays that 89% of the students agree with the importance of English language as a part of the university academic program. Whereas, only 6% do not see any importance. 5% are the undecided students. Students' awareness of the importance of English language of the university academic program seems to be resulted from their external or instrumental motives. This apparently reinforces the idea that most students see English as playing a significant role in their lives, either currently as students or in the future.

Table (4.19): English is important because it will enable me to better understand English way of life

answer	Frequency	Percentage
Strongly agree	17	17.0%
Agree	14	14.0%
Not sure	10	10.0%
Disagree	32	32.0%
Strongly disagree	27	27.0%

Total	100	100.0%
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As table (4.19) shows, 59% of the total students are against the notion which says that English will enable them to understand English culture and life style. While 31% of them see English will pave the way for them to get familiar with English culture and way of life. Only 10% are not sure. It is obvious that most students reject to learn English language in order to become a real member of the English community or a part of the native speakers' culture. So, most students think about achieving pragmatic goals when learning English language.

Table (4.20): Studying English as a foreign language is enjoyable

answer	Frequency	Percentage
Strongly agree	14	14.0%
Agree	24	24.0%
Not sure	14	14.0%
Disagree	19	19.0%
Strongly disagree	29	29.0%
Total	100	100.0%

Table (4.20) presents that 48% of the students do not enjoy learning English language. Whereas, 38% agree that they do enjoy learning English language. Only 14% are not certain. Nearly, half students do not feel any joy when learning English language. This indicates students' insufficient motivation towards English language. Concerning the (38%) of students who demonstrate joy and desire in learning English language, such a feeling cannot be considered integrative motivation because people enjoy things for different purposes.

4.2. Verification of Hypotheses:

4.2.1. The First Hypothesis:

Most First-year Business Studies Students at SUST are not sufficiently motivated towards to learn English language.

The results of the study reject part of this hypothesis. The students show high level of instrumental motivation to learn English language. It is worth noting that the findings of the study confirmed that students are not integratively motivated which

is difficult to make among Sudanese EFL students because of many factors (cultural, personal and historical related to the colony era.).

Clement and Dornyei (2000) state that “*integrative motivation is the most powerful general of language-related affective disposition*”. Likewise Al-Busairi (2009:57) , in line with Clement and Dornyei, confirming that instrumental motivation is not enough to enable students to learn the language. However ,it is very important to note that some linguists and teachers still consider instrumental motivation as capable to encourage students to learn English language.

The findings of the study match the results reached by El-tayeb, (2011) regarding the part of motivation in his study. Whereas, the conclusion of Elsanousi, (2006) does not match the current study. She came up with the conclusion that Sudanese students have low motivation and negative attitudes towards learning English as a university requirement.

4.2.2. The Second Hypothesis:

Most First-year Business Studies Students at SUST have negative attitudes towards learning English language and English as a university requirement in particular.

Concerning students’ attitudes towards English as a university requirement, results confirmed that most students demonstrate negative attitudes towards learning English as a university requirement. Students seem to be unsatisfied with the English course offered by their university.

El-Tayeb, (2011) concludes that students suffer from some difficulties in learning English at their universities. He explains that the attention of some students is not as required mainly because of class size. Besides, hours allocated for English as a university requirement is not enough to enable most students to learn the language. However, it is vitally important to note that results illustrates that most First-year Business Studies Students show positive attitudes towards the learning English as general. They are fully convinced and aware of the importance of English language for it has been the language of Business, communication, banking, advertising and technology.

4.2.3. The Third Hypothesis:

Most First-year Business Studies Students have negative attitudes towards native speakers.

The results have confirmed this hypothesis. Most students show negative attitudes towards native speakers. This might be caused by the general negative attitudes that African people in general and Sudanese in particular have regarded the British and Americans as colonizers. Thus, being a member of native speakers' community does not constitute a priority to most students when learning English language; students would like to be a bilingual not bicultural.

4.3. Summary of the Chapter:

Concerning students' motivation, the results confirm that First-year Business Studies students at SUST are instrumentally motivated to learn English language. Many teachers think that their students are not sufficiently motivated to learn English language. The results reveal students with high instrumental motives to learn the language. Beyond doubts, integrative motivation remains better than

instrumental according to many linguists but instrumental motivation is also considered an important part of motivation to drive students to learn the language.

The findings also show that First-year Business Studies students are not satisfied with English language as a university required course. El-Tayeb (2011) explained that class size, hours allocated for the course and untrained teachers are difficulties and problems encountered by students. Such difficulties might be the cause of students' negative attitudes towards learning English as a university requirement. However, findings show that students demonstrate positive attitudes towards learning English language as general. First-year Business Studies students seems to be fully aware of the vital role English language has been playing on the world as the language of science, international business, technology, communication, technology, banking ...etc.

In respect of students' attitudes towards native speakers, their culture and lifestyle, results reveal that most First-year Business Studies students show no real interest in western culture and way of life. In other words, they rejected the idea of learning the language to become part of that community and culture. This might resulted from the cultural conflict and the general negative attitude that Sudanese in particular have regarded British and Americans as imperialists and enemies since colonization period.

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

This chapter includes a summary of the study, conclusions, recommendations based on the findings and suggestions for further studies.

5.1. Summary and Conclusions:

This study is an investigation into motivation and attitudes of university students towards learning English language as a university requirement. Three hypotheses were set by the researcher, first, First-year Business Studies students are not motivated enough to learn English language as a university requirement. Second, First-year Business Studies students have negative attitudes towards learning English as a university Requirement. Finally, First-year Business Studies students have negative attitudes towards native speakers and their culture.

For the verification of the above mentioned hypotheses, the researcher used a questionnaire for students. The sample consists of 100 students from college of Business Studies, SUST.

Generally speaking, the results show that First-year Business Studies students demonstrate high level of instrumental motivation to learn English language. Most students are convinced that English language is an important tool for achieving practical goals such as getting jobs, communicating with foreigners, getting scholarships, etc... Therefore, instrumental motivation is the primary source of students' motivation to learn English language. Concerning integrative motivation, results show that learning English language to become a part of the culture and community of its people has the least impact in students' motivation towards English language. moreover, integrative motivation is proved to be better than instrumental motivation as many linguists and researchers think but, integrative motivation is very difficult to be built among students whose culture, traditions and beliefs are deeply different from those of the societies of native speakers.

Moreover, the findings of the study show that most First-year Business Studies students demonstrate negative attitudes towards English language as a university required course. Most students think of English as university requirement as a

second rate subject because they seem to be dissatisfied with the course itself or the way it is taught to them. However, results indicate that great number of students show positive attitudes towards the importance of English language. This reflects students' full awareness of the vital role of English Language in their academic and professional future.

Finally, the findings reveal that most First-year Business Studies students have negative attitudes towards native speakers and their culture. In other words, students do not learn the language to seek friendships among native speakers or to familiarize themselves with their community and lifestyle. This is thought to be resulted from the conflicting values and culture and the general opinion that most Sudanese have regarded the British and Americans as colonizers and imperialists.

The hypotheses have been tested. In the light of the findings, it appears that two of the hypotheses were confirmed while one is rejected. First, the findings confirm that most students have attitudes towards native speakers and their culture. Second, the results confirm that most students are not satisfied with English as a university required course. However, it is worthwhile mentioning that most students are convinced of English important role in their academic and career future.

In contrast, the results of the study reject the hypothesis that *Most First-year Business Studies students are not motivated to learn English language*. Students show high level of instrumental motivation which is enough to reject the hypothesis.

5.2. Recommendations:

In the light of the findings, the researcher recommends the following:

1. Administrators should provide an appropriate teaching environment to motivate students towards learning English language.
2. English classrooms should be made more welcoming, relevant, exciting and capable to enhance successful performance in order to develop positive attitudes towards the language.
3. Teachers should adapt the teaching materials to cope with the different abilities among their students. e.g. asking questions in high and low levels so all students can be part in class activities.
4. Universities should increase the use of technologies for language teaching which is believed to be motivational to students.
5. Teachers are advised to encourage competition among their students. They can create a fun, stimulating and competitive atmosphere within the class.

5.3. Suggestions for Further Studies:

The current study has investigated motivation and attitudes of university students towards English language as a university requirement. so the researcher suggests the following:

- More research should be conducted on investigating the other difficulties faced by university students when learning English as a university requirement.
- More research is needed to cover the other psychological factors that may affect the process of learning English language for university students

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Sudan University of Science and Technology

College of Graduate Studies

**A Questionnaire for students of English as a university requirement
(First-year students, College of Business Studies, (SUST)).**

Dear Students,

This questionnaire is part of an M.A. study entitled “Investigating motivation and Attitudes of University Students towards English language as a University Requirement”. (A Case Study of First-year Students, College of Business Studies, (SUST). It aims at measuring students’ motivation towards English language as a university requirement.

Your answers to the following questions will be used confidentially for scientific purposes only.

Thank you for your cooperation.

Almutaz Hamid Musa

M.A Candidate, College of Graduate Studies, SUST

Sex: Male (ذكر) Female (انثى)

College: Year:.....

Tick (✓)

Statement	Strongly agree أوافق بشدة	Agree أوافق	Not sure لست متأكدا	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
1. English is an important subject for university students. اللغة الانجليزية هي مادة مهمة					

بالنسبة للطلاب الجامعيين					
2.studying English is important because it allows me to meet and converse with more varied people يمكن ان تساعدني اللغة الانجليزية في التواصل مع اصدقاء من مختلف انحاء العالم					
3. I need English to pursue my graduate studies in an English speaking country. احتاج للغة الانجليزية لأواصل دراساتي العليا في الدول الناطقة بها					
4. I always think about what I have learned in my English lecture انا دائما افكر فيما درست في محاضرة اللغة الانجليزية					
5.learning English helps university graduates to get better chances for jobs دراسة اللغة الإنجليزية تساعد الخريجين في الحصول علي وظائف افضل					
7. If my teacher wanted someone to do an extra English assignment, I would definitely volunteer لو طلب منا الأستاذ القيام بواجبات إضافية، أتطوع للقيام بها					
8. If English were not taught to university, I would try to improve my English by my own. لو لم تدرس اللغة الإنجليزية في الجامعة، لحاولت دراستها بطريقتي					

9. If English were an optional subject, I would definitely take it. لو كانت اللغة الإنجليزية مادة اختيارية، قطعاً سأختارها					
10. English can help me to score more marks in the examination. يمكن ان تساعدني اللغة الإنجليزية في احراز درجات أفضل في الامتحانات					
11. I learn English because it is a university requirement. ادرس اللغة الإنجليزية لأنها مطلوبة جامعة					
12. When I come to English homework, I work very carefully making sure I understand everything. اثناء قيامي بواجب اللغة الإنجليزية، اجتهد في ان افهم كل شيء					
13. English will help me to get friends more easily among native speakers. يمكن ان تساعدني اللغة الإنجليزية في الحصول علي أصدقاء من محدثيها الأصليين بسهولة					
14. Learning English is a waste of time. تعلم اللغة الإنجليزية مضيعة للوقت					
15. I think no one is really educated unless he is fluent in English. اعتقد انه لا يكتمل تعليمك حقا بدون ان تتعلم اللغة الانجليزية					
16. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends. اغلب المتحدثين الأصليين					

لغة الإنجليزية طيبون ومن السهل مصادقتهم					
17. The more I know about native speakers, the more I like them. كلما تعرفت على المتحدثين الأصليين باللغة الإنجليزية، زاد إعجابي بهم					
18. English is one of my favorite courses. اللغة الإنجليزية من الكورسات المفضلة بالنسبة لي					
19. I think English is very important part of the university academic program. اعتقد ان اللغة الإنجليزية تمثل جزءا مهما من برنامج الجامعة					
20. English is important because it will enable to better understand English way of life. يمكن ان تساعدني اللغة الإنجليزية في فهم ثقافة وأسلوب حياة الانجليز					
21. Studying English as a foreign language is not enjoyable. دراسة اللغات الأجنبية ليس ممتعا					