



Sudan University of Science and Technology

College of Graduate Studies



Investigation of Attitude and Motivation of English Students Towards Learning English Language

(A Case study of 3rd Year Students, College of University (SUST)).

**تقصي اتجاهات و دافعية طلاب اللغة الانجليزية تجاه تعلم اللغة: دراسة حالة طلاب
السنة الثالثة قسم اللغة الانجليزية بكلية اللغات, جامعة السودان**

*A thesis Submitted to College of Languages in Partial Fulfillment of the
Requirement of the Degree of M.A in English.*

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Dedication

To the memory of my parents, Amana Ramadan and Mahmoud Abdelrahman, who passed on a love of reading and respect for education.

My deepest dedication goes to my family: my brothers and sisters my uncles who allowed me to be here, supported, trusted and encouraged me all throughout my studies here.

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Abstract

The research is intended to investigate the attitudes and motivation of third year English language students in Sudan University of Science and Technology at college of languages (SUST) toward English language learning. 70 students (49 female, 21 male) from the Department of English language at SUST participated in the study.

The researcher hypothesized that; SUST students were motivated and have positive attitudes towards their use of English, there is not much difference in SUST students' attitudes towards English language learning regarding gender, and lastly there is different strategies that could be utilized to enhance the students' attitude and motivation. To achieve the aims of the study a questionnaire for student was used for data collection. The quantitative data of the questionnaire were analyzed through Statistical Package for Social Sciences (SPSS) and the results were critically described and discussed.

According to the results the three hypotheses were conformed, for the students' attitudes, the findings showed third-year English language students had positive attitudes towards the learning of English. Interestingly enough, the results indicated that a high number of the students showed their interest towards speaking and practice of English

On the other hand, data for the students' motivation revealed that subjects' are generally more extrinsically than intrinsically motivated to learn English to do well in their examinations and for future career.

As regards gender, results show no significant differences between subjects' response to attitude and motivation. Moreover male and female students have stronger instrumental motivation orientation than integrative motivation.

Abstract (Arabic Version)

مستخلص الدراسة

هدفت الدراسة إلى قياس دوافع واتجاهات طلاب قسم اللغة الانجليزية بكلية اللغات — جامعة السودان للعلوم و التكنولوجيا تجاه تعلم اللغة الانجليزية. شملت هذه الدراسة 70 طالباً (21 ذكر و 49 إناث) من قسم اللغة بكلية اللغات.

قد قامت الدراسة علي الفرضيات الآتية: طلاب كلية اللغات لديهم دوافع واتجاهات ايجابية تجاه استخدام اللغة الانجليزية , ليس هنالك اختلافات لدي طلاب كلية اللغات من تجاه دراسة اللغة الانجليزية فما يخص الجنس, وأخيرا هنالك خطط يمكن أن تستخدم لتعزيز دوافع واتجاه الطلاب.

ولتحقيق أهداف الدراسة استخدم الباحث استبانته لجمع البيانات. وتم تحليل هذه البيانات الكمية بواسطة برنامج الحزمة الإحصائية (SPSS) وقد تم تحليل ومناقشة النتائج.

و وفقاً لنتائج البحث فقد تطابقت الفرضيات الثلاثة, وفيما يتعلق باتجاهات الطلاب, أكدت الدراسة إن طلاب اللغة الانجليزية لهم موقف ايجابي تجاه دراسة اللغة الانجليزية . بشكل م لفت للانتباه, فقد أشارت النتائج إلي أن نسبة عالية من الطلاب اظهرت الرغبة تجاه ممارسة وتحديث الانجليزية.

وفيما يتعلق ببيانات دوافع الطلاب, أكدت الدراسة إن الطلاب عموماً دوافعهم الخارجية اعلي من الداخلية لدراسة اللغة الانجليزية, مرتبطة بلجتيار الامتحانات و الوظيفة في المستقبل.

فيما يختص بموضوع الجنس أظهرت الدراسة عدم وجود فروق كبيرة لدافعية الطلبة لمتغير الجنس حيث نجد أن الذكور والإناث دوافعهم الخارجية اقوي من التكاملية.

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Chapter One

Introduction

1.1 Overview

English is the first international language of communication worldwide. When we know English, we can come to and communicate with the citizens of most of counties in this globe, without any confusion in expressing our feelings and thinking. It is widely used in Sudan. It is anticipated that with the trend of globalization, Sudan will face stiffer competition from other foreign countries. Thus, Sudanese students should be well equipped with a solid education foundation and in training to remain competitive; including the ability to communicate with English. It is also widely used in various professions such as the medical, engineering, legal and business. Therefore, it is very crucial for Sudanese students to be proficient in English so that they can use it efficiently for academic purposes and later in professional settings.

Several definitions of attitude and motivation from different perspectives are considered in the field of language learning. Motivation refers to a basic psychological process (Tella, Ayeni &

Popoola, 2007). *"It was a factor that became driving force on work action"*. According to Luthans, F. (1998),

Motivation is the management process influencing behavior of knowledge on what make people think. It contributes to the process of stimulating people to act and achieve specific goals.

The concept of attitude is complex, and many definitions have been proposed to describe its essence, Gardner (1980, p.267) defines attitudes as *"the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic"*. Gardner (1985) also points out that: *"Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal."*

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

SUST one of the public higher education University in Sudan. The history of Sudan University of Science and Technology goes back to 1950 when Khartoum Technical Institute (KTI) was

founded to graduate qualified technicians in the fields of buildings and commercial studies. In 1975 all technical institutes in Sudan were merged with KTI to form what was known as Khartoum Ploy teaching (KP). In 1990 the KP was upgraded to a university named Sudan University of Science and Technology, with all the Institutes being changed to Colleges. The growth of the University was very rapid during the second decade of its establishment.

By 2009, the University comprises 19 colleges distributed among 9 campuses in Khartoum, with total student population of 24000 at the Belcher degree. Level, 31000 at the Diploma level, and 5000 postgraduate students. In addition to the 5000 students are enrolled in distance education programs. The diversified colleges of the University reflect the constant endeavor to seek knowledge in all fields to produce successful graduates and a successful nation.

However College of Languages consists of many departments such as; Arabic language, French language, German language etc, but English language is concern of this study.

The English Language Department (ELD) is a newly established department in the College of Languages. It has been founded on the resources of already existing English Language unit (ELU). This Unit was first established in Khartoum Polytechnic (1973) to

care for students' needs of ESP courses. It continued operating as an English language service unit until 1990. During that time English was the medium of instruction. Even after the full implementation of Arabicization, English remained a compulsory subject for all students. The ELU has therefore retained its responsibility of teaching English as a university required course, a bachelor degree program have been approved In February, 2004 by the University Senate and later the humanities committee of the Ministry of Higher Education. The first academic year (2004-2005).

Students' attitude and motivation toward learning English can be determined by different factors and there are many factors that might be among the causes of the students' low proficiency in English. One might be attributed to SUST students' motivation towards the English language. This is because learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning (McDonough, 1983; Ellis, 1994). McDonough (1983, p.142) states that: *"motivation of the students is one of the most important factors influencing their success or failure in learning the language"*. Another factor is learners' attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language.

The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972, p.3) state that: *“his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself”*. In addition, Lifrieri (2005, p.14) assert that:

“Attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment”.

All in all, a better understanding of students' motivation and attitudes may assist ESL/EFL curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL/EFL learners (Gardner & Lambert, 1972; Midraj, 1998, 2003).

Additionally, it can help curricula writers create and teachers select activities and tasks that promote students' motivation and attitudes.

Attitudes towards a particular language might be either positive or negative. Some learners may have negative attitude towards the

second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. Some individuals might possess neutral feelings. Language attitude is an important concept because it plays a key role in language learning and teaching. According to Pan, Zang and Wu (2010), *"a successful learner is the one who possesses positive attitudes towards the target language"*.

This study will investigate several approaches' for determining students' attitudes and motivation toward learning English. Literature on a motivation in the student learning pointed to factors of individual interest, external motivation, Intrinsic motivation, transformation of information into knowledge, and depth of study processes to determine how student motivation can be measured. It is a well established belief among most researchers that attitude and motivation are crucial to students' learning. However, the concept of attitude motivation, as will be illustrated in chapter tow, proves complex since it takes a respectable number of different disciplines to arrive at a reasonable understanding of its different facets.

1.2 Statement of the Problem

The research is intended to investigate the attitudes and motivation of students in the Sudan University of Science and Technology (SUST) toward English language learning. SUST students seem to be unaware of why they learn English for, there is also the possibility that the problems faced by university students of English could stem from low motivation and attitude. Ellis (1994) sums it better when he reveals the need for further research in this regard. He states:

Motivation in L2 learning constitutes one of the most full researched areas of individual differences. The bulk of the research, however, has focused rather narrowly on integrative and instrumental motivation, relying almost exclusively on self-report questionnaires and correlational designs. Little work on motivation as intrinsic interest has taken place. Also, little attention has been paid to the effect of motivation on the process of learning (as opposed to the product).

So the research tries to determine, to what extent the students have negative or positive motivation toward English language learning, moreover the study topic is: An investigate into attitudes

and motivation of English Language students (male and female) towards English language learning.

The attitude and motivation will be examined from the perspectives of students.

1.3 Study Questions:

The research will try to answer the following research questions:

1. What are the students' attitudes and motivation at SUST towards the learning of English?
2. Do gender (male and female) differences have an impact on the level of attitudes and motivation of students in SUST?
3. How can attitudes and motivation of SUST students be enhanced?

1.4 The Study Hypotheses:

Based on previous discussion, the following hypotheses are drawn up as possible answers to the research questions presented:

- SUST students' are motivated and have positive attitudes towards their use of English.
- There is not much difference in SUST students' attitudes towards English language learning regarding gender.
- There is different strategies that could be utilized to enhance the students' attitude and motivation

1.5 Objectives of the Study

The main objective of this study is to examine the (SUST) students' attitudes and motivation towards English language learning. More specific the aims are as follows:

- To investigate into the attitude and motivation of the English language student (male and female) toward English language learning.
- To investigate which of the three types of motivation (instrumental, integrative and personal) could be the primary source of (SUST) students' motivation towards learning the English language.
- To propose the best predictor variable of motivation among student of College of Language, in SUST.

1.6 Significance of the Study:

The importance and role of the English language nationally as well as internationally is the key, (Zainol Abidin, Pour-Mohammadi, & Alzwari, 2012) sums up the important role of language learning in their statement: *"It is believed that language learning has a pivotal role in helping human to express his opinions"*.

It is stated that attitude and motivation towards language learning plays a crucial role in language learning as it influences learners'

success or failure.

The result of the study might benefit several key officials and the concerned teachers in SUST and the students themselves. It is also hoped that the study will contribute to the field of linguistics, by exploring theoretical linguistic accounts of the attitude and motivation of the English language student (male and female) toward learning English language in SUST. Additionally the study investigates not only the attitude motivation towards learning the English language, but also the gender differences in learning. It is also hoped that it will contribute to the improvement the efficiency of attitude and motivation toward learning English language students as well as the improving the level of attitude and motivation

1.7 Limits of the Study

This study has the following primary limits:

1. This study is confined to College of Language students, male and female, studying English language in the third year in Sudan University of Science and Technology. So the generalization of the results is limited to this population and to the instruments used in this study.
2. The study is restricted to the students' attitudes and motivation towards learning of the English language.

1.8 Methodology of the Study

The tools the researcher will use include:

- The followed method of this study is descriptive method.
- The subject of the research is "An Investigation into Attitude and motivation of English language Student (male and female) Towards English language learning at College of Languages, Sudan University".
- The research population will consist of the SUST students.
- Quantitative study will use a questionnaire for the purpose of obtaining data; this will be analyzed statistically and critically.
- Samples and instrument will be used to gather through:

Questionnaire

- The questionnaire will distribute to student of SUST to find out students' attitudes and motivation towards English language learning.

1.9 Definition of Terms

Attitude: Refers to the SUST students' beliefs of English and its influence in them in general, it's also refers to their views to the courses the attended to learn this language.

Motivation: Refers to the incentive the student have to learn target language , in this respect researchers such as Gardner and Lambert (1972) when they focused on two types of incentives to learners , *integrative* and *instrumental*, and subsequent studies have tended to focus on these orientations.'

Second/Foreign language (ESL): Refers to English language, which regarded by Sudanese as second/foreign language.

Chapter Two

Literature Relevant

This chapter provides a review of the literature relevant to this research; therefore, concepts and factors involved in second language (L2) learning will be discussed.

Gardner (1985:2) proposes that:

"Second Language Learning is a social psychological phenomenon, and it is important to consider carefully the conditions under which it takes place."

2.2 Factors Affecting Second Language Learning

The success in second language acquisition depends on many factors. Attitude and motivation factors are among the most important ones. Lifrieri (2005, p. 4) points out that:

"When asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them".

Brown (2000, p.160) states that: *"It is easy in second language learning to claim that a learner will be successful with the proper motivation"*. With similar views, Gardner (2006, p. 241) states that:

“students with higher levels of motivation will do better than students with lower levels”.

Moreover, another important factor is learners’ attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language. The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972, p.3) state that:

“His [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself”.

However, first we will dive into underlying theory of attitude and motivation issues. Additionally we have to take a look *briefly* at the other factors that influence language learning. There are many explanations for that issue. *“The general factors that influence second language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality”* (Ellis 1985).

2.3.Attitude

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

different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) state,

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”

Gardner (1985) also state out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent. *“Attitude is thus linked to a person’s values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.”*

Gardner’s argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral.

Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern (1983: 376-7) into three types:

- a) Attitudes towards the community and people who speak L2,
- b) Attitudes towards learning and language concerned,
- c) Attitudes towards languages and language learning in general.

Certain personality characteristics and general interest in foreign languages of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes.

2.3.1 Importance of Attitude

Reid (2003, p. 33) declared, “*Attitudes are important to us because they cannot be neatly separated from study.*”

Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner’s attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigated that negative attitude towards English is the most affective and

psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

2.3.2 Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, learning process has social as well as psychological aspects besides the cognitive approach. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

2.3.3 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that,

“Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants

*absorbing themselves in courses and striving to learn more. Such students are also
Observed to be more eager to solve problems, to
acquire the information and skills useful for daily life
and to engage themselves emotionally.”*

2.3.4 Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.3.5 Emotional Aspect of Attitude

Feng and Chen (2009) stated that, “*Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.*” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

The main focus of this section, however, is on attitude theory.

Definitions, types of attitude, importance of attitude, aspects of language attitude, behavioral aspect of attitude, cognitive aspect of attitude and emotional aspect of attitude. selected in this study. Besides, the most widely known theories related were discussed.

2.4 Motivation

Among individual differences in language learners motivation seems to be the most controversial and the most disputed one among linguists. It is obvious that learners who want to learn are likely to achieve more than those who do not. Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford & Shearin, 1994). The word motivates which mean to move or persuade to act and satisfy specific achievement is a motivation (Butkus & Green, 1999).

At its beginnings the concept was examined and understood within a behavioural framework trying to understand ‘*what moved a resting organism into a state of activity*’, with heavy reliance on concepts such as instinct, drive, need, energisation, and homeostasis (Weiner, 1990). It was considered too complex to investigate directly, and much experimental research conducted on animals was generalised to humans. Reward systems were the backbone of the approach for motivating individuals to show the

desired behaviour (Williams & Bruden, 1997). This understanding of the concept was visibly not relevant to the educational context and this tradition continued to the sixties with the machine metaphor of motivation (Weiner, 1990). the cognitive revolution started in the sixties and by the seventies it rendered irrelevant the behavioural mechanical approaches to motivation. Such positivist approaches lost support in philosophy because they simply did not work (Locke, 1996:117). In the cognitive developmental theory laid down by Piaget, motivation is perceived as '*a built-in unconscious striving towards more complex and differentiated development of the individual's mental structures*' (Oxford & Shearin, 1994:23). With the advance of the cognitive approaches the field became more relevant to educational psychologists and the cognitive shift led to concentration on the individual's role in his or her own behaviour (Weiner, 1990). In other words, there has been a shift toward focusing on why students choose to engage in academic tasks instead of focusing on what they do and the time they spend doing so as has been the case with the behaviourist approach (Rueda & Myron, 1995).

The role of attitudes and motivation in SL2 learning has been investigated by Gardner and Lambert (1972), who define *motivation* in terms of '*the learner's overall goal or orientation*',

and attitude as *‘the persistence shown by the learner in striving for a goal’* (Ellis 1985:117). They distinguish two types of motivation:

A) Integrative - when learners study a language because they are interested in the people and culture of the target language;

b) Instrumental - when learners’ goals for learning the second language are functional, for example they need the language to get a better job.

It has been stated that learners can be influenced by both types of motivation. However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner (1979) links an integrative motivation to 'additive bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue. Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language (Ellis 1985). Stern (1983) claims that the level and type of motivation is strongly influenced by the social context in which language learning takes place and the relationship between L1 and L2. For example, if the status of target language is higher than of L1 the learner can be interactively motivated and wish to assimilate with the people of the L2 speaking country. The

learner can be also negatively motivated in the form of 'fear of assimilation' (Clement 1979; Taylor et al. 1977) and will learn only to satisfy instrumental needs.

Motivation can be also distinguished into intrinsic and extrinsic.

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” (Edward Deci 1975:23, cited by Brown1994:155).

Extrinsically motivated behaviours expect a reward, for example money, a praise or positive feedback. Maslow (1970) and other researchers claim that intrinsic motivation leads to greater success in learning a foreign language, especially in a long run (Brown 1994).

Three of the theories on motivation that are currently prominent and that are relevant to language learning motivation (LLM) are presented below. These are the self-determination theory; the attribution theory, and goal theory.

2.4.1 The Self Determination Theory

The self-determination theory is one of the most influential theories in motivational psychology (Dornyei, 2003). According to

the theory, developed by Deci and his associates, *'[t]o be self-determining means to experience a sense of choice in initiating and regulating one's own actions'* (Deci, Connell, & Ryan, 1989:580). This is referred to as autonomy. The theory distinguishes between two kinds of motivations: intrinsic and extrinsic. In line with the notion of autonomy and intrinsic motivation, the self-determination theory offers a very interesting look at motivation by setting a different agenda for language teachers. A review of a number of studies on the relevance of the self-determination theory to educational settings conducted by Deci et al. (1991:342) has shown that self-determination, as shaped by intrinsic motivation and autonomy, leads to desired educational outcomes that are beneficial to both individuals and to society.

2.4.2 Goal theories

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

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

- Goals have an energising function and they help individuals regulate their effort to the difficulty of the task.
- Goals positively affect persistence.
- Goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies.

(Locke and Latham 2002:706-7)

There are two goal theories that have been particularly influential in the study of motivation: the *goal setting theory* and the *goal orientation theory*. The goal setting theory was mainly developed by Locke and Latham (1990) within industrial and organizational psychology with frequent references to workplace settings (Pagliaro, 2002). Unlike the goal-setting theory, the goal orientation theory was developed in a classroom context in order to explain children's learning and performance (Dornyei, 2001:27), and it might now be one of the most vigorous motivation theories within the classroom (Pintrich & Shunk, 1996).

2.4.3 Attribution Theory

The attribution theory of student motivation was largely influential in the 1980s (Dornyei, 2003). The uniqueness of the theory stems from its ability to link individuals' achievements to past experiences through the establishment of causal attributions as the mediating link. The theory does not look at the experiences that

people undergo but at how they are perceived by people themselves (Williams & Burden, 1997:104). Moreover, the theory hypothesises that the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition (Dornyei, 2001). In a school context, learners tend to ascribe their failure or success (locus of causality) to a number of reasons: ability and effort, luck, task difficulty, mood, family background, and help or hindrance from others.

As a conclusion, this section focus mainly, however, is on motivation theory. Definition of motivation, types of motivation, the self determination theory, goal theory and attribution theory.

There is no doubt that motivation and attitude are very important issues as far as second language learning is concerned. But they themselves are not the key to success. They depend on success, are not stable and can change during studying the second language. Teachers should be aware of that and try to develop positive motivation in their students by making the classroom itself an environment in which they experience success.

2.5 *The Socio-Educational Model on Second Language Acquisition*

After discussion motivation and attitude as key factors in L2 learning we will learn socio-educational model on second language acquisition.

Social psychologists were the first to initiate serious research on motivation in language learning because of their awareness of the social and cultural effects on L2 learning (Dornyei, 2003)¹. This interest was translated into the appearance of a number of models that stressed the affective aspect of language learning including Krashen's (1981) Monitor Model and Schumann's (1986) Acculturation Model. However, the most influential model of LLM in the early sixties through the eighties of the previous century was that developed by Gardner, following studies carried out by him and associates. The model came to be known as the Socioeducational Model (Gardner, 1985). Gardner defined motivation as a *'combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language'*

There are a number of components in the socio-educational model which are measured using different attitudinal and motivational scales in what Gardner called the AMBT (Attitude / Motivation Test Battery). Integrativeness is measured by three scales: attitudes towards the target language group, interest in foreign languages, and integrative orientation. Motivation is also measured by three scales: motivational intensity (the amount of effort invested in learning the language), attitudes toward learning the target language and the desire to learn the target language. Attitudes

toward the learning situation which refer to the individual's reactions to anything associated with the immediate context in which learning takes place is measured by two scales: attitudes toward the teacher and attitudes toward the course. However, it was the integrative motivation that was most stressed by Gardner and it was in fact the backbone of his model (figure 1). The role of attitudes towards the learned language, its speakers and the learning situation are all considered parts of the integrative motivation. In fact, the integrative aspect of the model appears in three different components: integrative orientation, Integrativeness, and integrative motivation. Gardner repeatedly stressed the differences among these components (e.g. Gardner 1985, 2001; Masgoret & Gardner, 2003) since confusion was often made between orientations and motivations. According to Gardner orientations refer to the set of reasons for which an individual studies the language; whereas, motivation refers to the driving force which involves expending effort, expressing desire and feeling enjoyment. The term orientation is problematic since it can also mean 'attitude or inclination'. Still however, other understandings of the concept of orientation have been suggested. For example, according to the understanding of Belmsihri & Hammel (1998), and others in the field, orientations are long-range goals, which, along with attitudes, sustain student's

motivation.

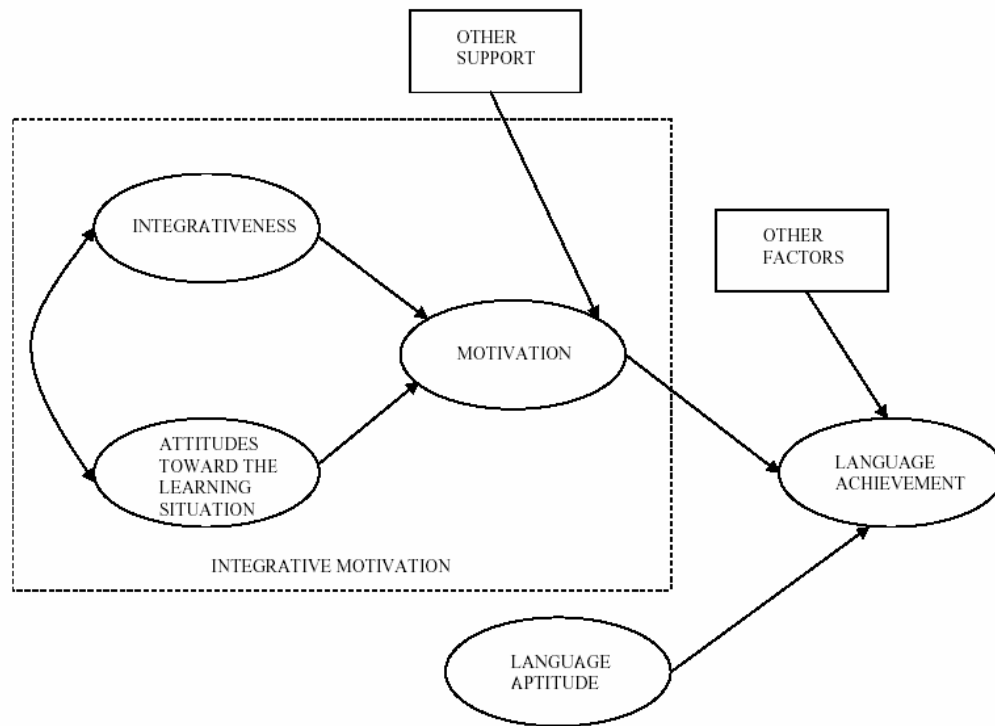


Figure (1 – 2) A simple representation of the socioeducational model

Adopted from Gardner (2001). The dotted square represents the borders of the integrative motivation

2.5.1 Criticism on the socioeducational model

The socioeducational model was subjected to serious criticism from a large number of researchers despite acknowledging the breakthrough that the model made in motivation research (e.g. Dörnyei, 1990, 1994; Oxford & Shearin, 1994; Oxford, 1996; Belmechri & Hummel, 1998; and Crookes & Schmidt, 1991). Most criticism was raised against the concept of integrative motivation

and its definition. The notion of integrative motivation has no parallel in mainstream motivational psychology (Dörnyei 2003). The integrative motivation has been defined in a way in which almost every reason one can think of for studying the language of the target community can fall within its range (Clement & Kruidenier, 1983). It has been noted for example that the orientation to travel, was considered instrumental by some but interpreted as integrative by others. In another example, it was noted that reasons such as *having friends who speak English, or knowing more about English art, literature and culture* could be classified as either instrumental or integrative depending on the intention of the respondent and his or her understanding. The same was the case with reasons like *listening to English music* (Keblawi, 2006) these approaches to the definition of the integrative motive, in particular, led to difficult communication and to different and sometimes contradictory research results. Another criticism coming from a constructivist approach to knowledge and learning poses serious questions to the socioeducational model, and to the other language learning models that stress the importance of the integrative component. The concept of integrative motivation presents serious hazards to individuals' identities as it implies that successful learners are those who wish to adopt a new identity and relinquish their own. Tollefson (1991:23) notes:

'learners who wish to assimilate – who value or identify with members of the target language community – are generally more successful than learners who are concerned about retaining their original cultural identity' (as cited in Webb 2003:63).

Within this positivist approach the issues of teaching English as a foreign language were limited to functional and linguistic issues without much concern about the social and political dimensions it involves. In this regard, Pennycook (1995:41) observes:

"...we cannot reduce questions of language to such social psychological notions as instrumental and integrative motivation, but must account for the extent to which language is embedded in social, economical and political struggles"

The socioeducational model relates, in fact, to sociology more than it does to education. Nevertheless, it gives attention, though not enough, to the effect of the learning context as can be seen in figure1. The model is often referred to '*as the sociopsychological model*' (e.g. Belmechri & Hummel, 1998; Dickinson, 1995:167).

2.6 Age

Age is one of the most important affective factors in second language learning (SLL). There is some consensus among SLL researchers that age as an affective factor that brings about different performance stages in second language learning. Most experts also agree that individual learners learn differently depending on many variables like learning opportunities, the motivation to learn, individual differences and learning styles in second language acquisition.

However, there is little consensus as to how far individuals of the same age group of learners follow a similar and/or linear pattern of language acquisition. Researchers have proved that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults. *"The common notion is that younger children learn second language easily and quickly in comparison to older children"* (Ellis, 2008; Larsen-Freeman, 2008; Mayberry & Lock, 2003).

Selinger (1978) claims that there is a possibility of multiple critical periods. Cognitive explanations draw attention to the differences between children and adults in the relation to their abilities to learn a language. Older learners are able to apply

linguistic rules when they use the language. For children language is a tool for expressing meaning. The studies concerning the age factor were summarized by Ellis (1985) who states that:

"The route of SLA is not influenced by the starting age, but there is a relationship between the rate of learning and the age of the learners. Adolescents learn faster than adults and children as far as grammar and vocabulary are concerned. Although young learners do not learn as fast as older ones, they are prompt to gain a higher overall success because of a longer exposure to the language."

He also provides some explanations of the research results. It has to be noticed that each age brings some advantages and disadvantages to the learning process and the decision when to start learning a foreign language depends on the situation of the individual learner. Students are taught in all age groups and teachers' task is to use appropriate methods to suit the demands of a given age group. Age is not everything in second language learning. However, factors related to the age, for example the learning opportunities, the motivation to learn, individual differences, and learning styles, are also important determining variables that affect the rate of second language learning in various developmental stages of the learners.

2.7 Aptitude

Defining aptitude has always been somewhat difficult and the usual method was to define it in terms of the tests used to measure it (Ellis 1985). What seems to be the predominant view is that it is not a unitary concept, but rather a set of abilities which enhance language learning in individuals. Carroll and Sapon define aptitude as a complex of “*basic abilities that are essential to facilitate foreign language learning*” (cited in Dornyei 2005: 23), *which includes discriminating sounds and associating them with written symbols and identifying grammatical regularities of a language* (Ellis 1985).

Despite some previous doubts regarding its significance, in the last two decades aptitude has been acknowledged as one of the most important factors and predictors of learners’ ultimate success in L2 learning (Dornyei 2005) and, consequently, the

Interest in aptitude research has grown significantly as well as the amount of published materials.

The more recent research also suggests that both aptitude and intelligence consist of more aspects. Some authors argue that aptitude is only an ‘umbrella-term’ for a set of specific cognitive skills and capacities, such as *working memory* or *phonological*

coding/ decoding, which go beyond the skills usually measured to determine linguistic aptitude (Dornyei, 2005). What seems to be undisputable is that aptitude has to do with learners' efficiency and the rate at which they learn a foreign language. *"It is a common knowledge that best language learners possess a certain 'knack' (talent, gift) for languages which enables them to learn languages more quickly than the others"* (Lightbown and Spada 2006).

The first tests that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test (1959) and Pimsleur's Language Aptitude Battery (1966). Carroll describes aptitude as *"a stable factor, which cannot be trained; it is separate from motivation, achievement and intelligence. It is an ability that allows to learn a L2 faster and with less effort"*. He identified four factors in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability. Later studies conducted by Skehan (1986) were concentrated on the underlying complexity of language aptitude and its relation to first language acquisition and second language learning.

One of the common arguments against aptitude is that it is less relevant than other factors, such as motivation, personality or cognitive styles. Krashen argues that aptitude plays an important role in formal teaching situations only (Skehan, 1989), *"whereas it*

is irrelevant in the process of natural acquisition". When all previously mentioned evidence is taken into consideration, it becomes clear that aptitude is a very important factor in the process of language learning.

One of the key issues which needs to be explained when aptitude is viewed from the SLA theory perspective is the relation of aptitude to the processes of interlanguage development (Ellis 1997). The research suggests that aptitude has no effects on the route of SLA, but that it may affect the rate of development, especially in classroom learning (Ellis 1985). Current research of aptitude seems to be developing along two tracks, both of which are basically concerned with the same issues, the main difference being the approach taken. The first one is a theoretical line, aimed towards exploring and explaining the role of aptitude during SLA. The empirical line consists of numerous studies which provide data on the effects of aptitude in various learning settings, i.e. formal, naturalistic and experimental (Robinson 2002).

2.8 Intelligence

Intelligence can usually be defined as the general problem solving skills that human beings possess. This is the mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly, etc. However, intelligence cannot be

defined so easily. There are many other aspects of intelligence. According to Janik (2004), intelligence *"is a deceptively simple appearing idea that has proven especially difficult to define, test and measure"* (p.129). It is difficult to define intelligence because it includes a number of notions. Usually, it is defined and measured in terms of linguistic and logico mathematical abilities. For example, *"one's ability to interpret or manipulate language (linguistic ability) or one's ability to solve logic problems (logico-mathematic ability) can be considered as measure of intelligence"* (Fermindez-Corugedo, 1999, p.29). On the other hand, some SLA researchers have defined intellectual ability as *"something that can be measured from the performance of the individuals on a standardized test"* (Teepen, 2005).

If individuals perform better in the standardized tests, it can be said that they possess a satisfactory level of intelligence. On the other hand, if they do not do well in the tests, their level of intelligence cannot be considered as being up to the mark.

Psychologists have found out several types of intelligence that play role in differentiating human beings. These are verbal intelligence, non-verbal intelligence, concrete reasoning and abstract reasoning (Logsdon, n.d). The uniqueness of individuals can be measured based on these different types. In recent times, educational psychologists are developing further theories concerning the

complexity of intelligence. He proposed several types of abilities that lie under intelligence. Gardner (1983) introduced a theory of Multiple Intelligences. He described eight types of intelligence such as:

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

He states that every person possesses the eight intelligences, which evolve independently at different times and to different degrees. Learners should be encouraged to develop all types of intelligences because they are closely bound and the growth of one area increases the capacity of the whole. Teachers should use a variety of techniques and materials in order to enable students to learn using their strengths and achieve better results. He claims that people are intelligent in different ways and they also learn in different ways.

It is proved that intelligence can predict the rate and success of SL2 learning in the formal language classroom. (Genesee 1976)

“The ability to perform well in standard intelligence tests correlates highly with school related second

language learning, but is unrelated to the learning of a second language for informal and social functions”

It is assumed that some people are gifted and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated. It is not just intelligence that can explain these differences. Students need aptitude - some specific abilities, which are responsible for learning languages.

2.9 Personality

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as benefits while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy. Extrovert and introvert are two characterizations of how one relates to the outside world. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions.

That is to say, the extrovert experiences the world more through contact with others and shared experience than through self examination or study. If the problem were to come about for an extrovert, they would more than just likely find someone to help. On the contrary, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain "in" oneself. If the same problem were to arise, that person might open a book or pace back and forth to come to a solution.

A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language (Gass & Selinker, 1994) *based on the assumption that some features of the learner's personality might encourage or inhibit second language learning* (Cook, 1996) *by enhancing certain facets of language learning while impeding others* (Larsen-Freeman & Long, 1991).

2.10 Learning Style

Keefe (1979, cited by Ellis 1994:499) described learning styles as:

“The characteristic cognitive, affective, and physiological behaviours that serve relatively stable indicators of how learners perceive, interact with,

and respond to the learning environment.”

Students’ learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. It is said that if teachers match their teaching methods to the students’ learning styles, the students will be more successful and more interested in the language. Researchers have developed many different types of the learning styles. Field dependence/independence is one of the most widely studied classifications. *"It was proved that people who are field independent prefer deductive way of introducing*

A language, and achieve high level of proficiency in the classroom" (Neiman et al. 1978; Abraham 1985). The field dependent students do better in naturalistic language environment. Brown (1994) states that *neither of styles decides About success or failure in the language learning*. Both types of learners can achieve a lot but in the appropriate conditions of learning. He also suggests that *"field dependence/ independence do not have to be a stable factor and some people can change their style in different contexts and situations"*. Another classification is left-/right-brain dominance, which is strongly related to field dependence/independence.

Brown (1994) presents a table listing left and right- brain characteristics by Torrance (1980). Left-brain dominated students

are intellectual, prefer established, certain information and rely on language in thinking and remembering while right-brain dominated students are intuitive, process information in a holistic way, rely on drawing and manipulating to help them think and learn. Reid (1987) identified four learning modalities: "*visual (seeing), auditory (listening), kinaesthetic (moving) or tactile (touching)*". Visual learners learn through seeing. They prefer to see a teacher during a lesson, learn by visuals: pictures, wall displays, diagrams, videos. They make notes during lectures and use lists to organise their thoughts. Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Kinaesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations.

The other learning styles are described by willing (1987), who distinguished:

a). Concrete learning style - direct means of processing information; people-oriented; spontaneous; imaginative; emotional; dislikes routinized learning; prefers kinaesthetic modality.

b). Analytical learning style - focuses on specific problems and proceeds by means of hypothetical-deductive reasoning; object oriented; independent; dislikes failure; prefers logical, didactic presentation

c). Communicative learning style - fairly independent; highly adaptable and flexible; responsive to facts that do not fit; prefers social learning and a communicative approach; enjoys taking decisions.

d). Authority-oriented way of learning - reliant on other people; needs teacher's directions and explanations; likes a structured learning environment; intolerant to facts that do not fit; prefers a sequential progression; dislikes discovery learning (Ellis 1994:507).

It was observed that learners produce different kind of errors, depending on their cognitive style. It is complicated to measure because learning styles are influenced by other learner factors. Learning styles do not seem to predict the possible success in L2, but they show the most effective way to achieve the best results. If students are aware of their learning style, are highly motivated and have positive attitudes, they are likely to succeed. So, it has to be said that individual differences are important factors in SLA. They influence the way learners encounter language learning and may hinder or support them in their efforts to master L2. Moreover,

these elements seem to be an essential part of the learning process, which can contribute to the success or failure of a learner. To be a good language learner does not mean to acquire languages easily and quickly but to have an ability to continue studying steadily and with determination in spite of difficulties, to overcome frustrations, to be ready to make many trials and errors before achieving success.

In brief, this section has focused on Socio-Educational model on second language acquisition, criticism on the socioeducational model , as well as other factors that affective L2 learning such as age; aptitude, intelligence, personality, and learning style.

2.11 Review of Related Previous Studies

Many studies have been conducted to explore the nature of students' attitudes and motivation towards learning foreign language in general and EFL in particular, compared with the studies concerning the attitudes of ESL learners during the past three decades (Al-Zahrani, 2008). For instance, Shams (2008) conducted a study attempting to investigate students' attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards English language and its

learning which, in turn, emphasized the value of English language efficiency in the daily life.

El-Sanousi (2006) also investigated the university stage students' in Sudan attitudes and motivation towards learning English language as a required course post Arabization. The findings showed that the respondents had negative attitudes toward learning English as a required course post Arabization of the tertiary level and most students are unmotivated to study English.

The findings of study by Abdelrahim (2012) on Omdurman Islamic University Sudan, students' motivation towards learning English revealed that they had positive motivation towards the use of English and motivation scores were higher among students, no significant differences were found on motivation attributed to class level, and there was no correlation between motivation and age.

In terms of the motivation factors, Al-Busairi (2009) conducted a study blames researchers for their concentration on external factors neglecting internal ones. He points to the effect of internal factors of motivation and attitude on both teachers and students. He claims that "Both student and teachers are instrumentally motivated.

Regarding the gender variable, Fakeye (2010) investigated the correlation between attitude and achievement in English among

400 senior secondary students selected randomly from five secondary schools. The findings revealed that there was a significant relationship between attitude and achievement. Additionally, it was explored that students' attitude is not gender-related. Thus, there was not a statistically significant difference in the attitudes of male and female students.

Furthermore, this part, focused on review of the related previous studies. However, all the above mentioned studies confirm the importance of identifying learners' attitudes and motivation towards English language learning. In the following, the summary of the chapter.

2.12 Summary of the Chapter

This chapter has focused on second language learning related to attitude and motivation; the reasons or motivation toward learning English language; attitudes and their effect on second language learning, as well as general factors that influence second language learning such as age, aptitude and intelligence, cognitive style, personality, attitudes and motivation; the underlying theory of attitude and motivation distinction. The next chapter (Chapter 3) will focus on the research methodology used in this study.

Chapter Three

Research Methodology

Introduction

This chapter attempts to provide full description of the study methodology. Moreover, this study was conducted to identify SUST students' attitudes and motivation towards learning English language. To achieve this objective, one research tool was used namely, a questionnaire. In addition, it describes the participants, validity/reliability of the tools, the sample and procedures for data collection.

This study is basically descriptive and analytical. Hence, it describes and analyses the current state of students at SUST.

3.1 Sample Population

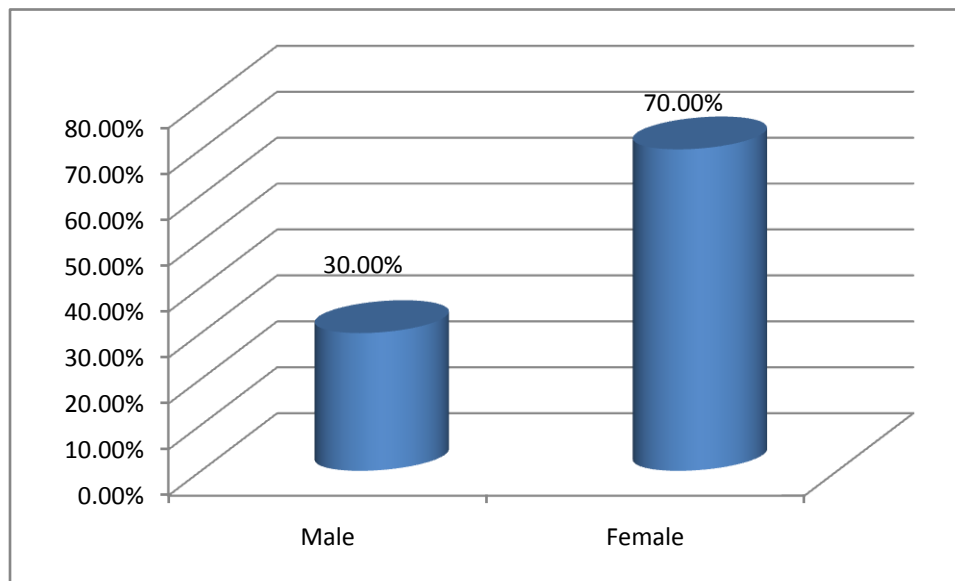
The target students' population in this study involved male and female university students of third year for academic year 2014-2015 in the Department of English language (DEL) at SUST. The following table shows the students' sample.

Table (3-1) shows the students' sample

Valid	Frequency	Percent
Male	21	30.0%

Female	49	70.0%
Total	70	100.0%

FIGURE (3-1) shows the distribution of gender

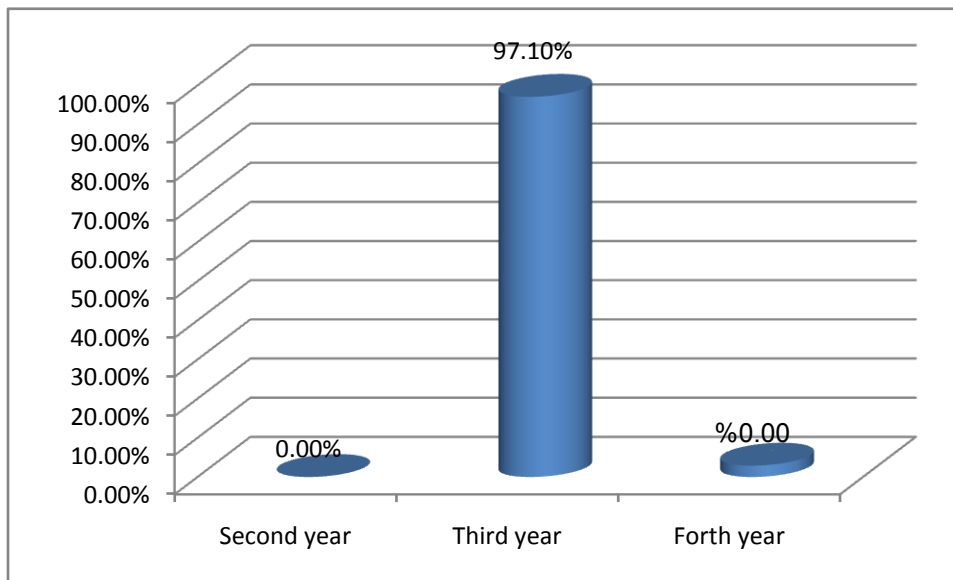


The table and figure above show that the distribution of the sample by what is your sex, male by (30.0%) and female by (70.0%)

Table (3-2) shows student level of study

Valid	Frequency	Percent
Second year	0	0.0%
Third year	70	100.0%
Forth year	0	0.0%
Total	70	100.0%

FIGURE (3-2) shows the distribution of study level



The table and figure above show that the distribution of the sample by the their level of university study, the second year by (0.00%) and third year by (100.0%) and forth year by (0.00%)

The system in the SUST provides four years of instruction that qualifies the students to graduate with a BA degree in English language.

3.2 Research Tool

The researcher adopted one tool to conduct his study. A survey questionnaire adapted from Gardner's Attitude and Motivation Test Battery (AMTB) (Gardner, 1985) which was employed to

investigate the students' attitudes and motivation at university level. The underlying principle of selecting Gardner's AMTB was its established validity and reliability over the last two decades, as it has been used in a significantly large number of quantitative studies which focused on examining different affective components influencing second/foreign language. It consisted of three sections: A, B and C. In Section A, 2 items were used to collect information regarding the students' background.

Section B consisted of two parts which included questions to identify students' motivation to learn the English language. In the second part of Section B of the questionnaire, on the other hand, the students were asked to answer a question on whether or not they are interested in attending more English language training courses to improve their proficiency in the English language. Answering such a question is of great importance to know about their *desire* for learning the language which is considered one of the main components of language learning motivation (Gardner, 2006).

Section C of the questionnaire was developed to elicit information regarding the students' attitudes towards the English language. In this section, the students were given 8 statements (items), for which they were requested to specify their responses by choosing any of the three alternatives provided, namely, *agree*,

disagree and *don't know*. The items were divided into four categories: attitudes towards the English language (items 5, 6 and 7), attitudes towards the use of English in the Sudan social context (items 2), attitudes towards the people who speak the language, and attitudes towards the culture of the English Speaking World (item 1, and 8).

3.3 Validity and reliability of the questionnaire

3.3.1 Validity

The questionnaire is believed to have content validity as it aimed at assessing the student attitude and motivation towards English language learning. The questionnaire instruction was written clearly in English, and the examine task required was defined.

The content validity of the questionnaire was authenticated by a group of experts having strong backgrounds of either English language teaching or quantitative research who suggested some valuable remarks about questionnaire and the researcher responded to that. They suggested that to make the items simple and short for the research participants to comprehend well. For example, in section B, item 6 stating, 'to *integrate* with the western culture' was simplified to 'to *integrate* (mix) with the western culture'. Also item 2 stating, 'because it will enable me to carry my tasks more efficiently' was simplified to 'because it will enable me to communicate more efficiently'. In addition to ensure its validity,

the questionnaire was piloted before to carrying out the main study. On the basis of the outcome from the pilot study, the questionnaire was edited and the final draft was prepared for the main study.

3.3.2 Reliability

A pilot study was conducted to measure the reliability level of the questionnaire items. To do so, 10 students were randomly selected from the target population. These students did not take part in the actual study. By using the Statistical Package for the Social Science (SPSS) version 20, an analysis of item reliability was determined through the reliability coefficient test.

The ‘Cronbach’s alpha’ was used to check the reliability of the survey questionnaire tool.

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

Cranach alpha coefficient = (0.70), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square of the islands so reliability coefficient is (0.84), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.4 Data collection procedures

In June, 2013, the researcher started carrying out the main study at the Department of English language in the college of language at SUT. Before administering the questionnaire, the researcher obtained permission from the head department of English at SUST to conduct this study. The student questionnaire was distributed to them in their class and every item was clarified by the researcher after the students were informed of the objectives and significance of the research. They were also requested to state their true and honest responses. Moreover, the student were given enough time for answering the questionnaire. Once they finished answering the questionnaire, they were requested to check their responses for incompleteness or missing answers.

The researcher selected 70 student from population that was targeted by the study and obtained the method of random sample to represent the inter population. The quantitative data of the questionnaires were analyzed in terms of means, using the Statistical Package for Social Sciences (SPSS) and percentages.

3.5 Limitations of the Study

There were a number of limitations to the present study which should be highlighted so as to avoid any overgeneralizations and misinterpretations of the results. First, due to time concerns, the present study was confined to 70 students in the academic year 2014-2015 at the college of language at SUST. the findings might

be a reflective of the attitudes and motivation towards learning English of those participated in this study. Second, all the participated subjects were male and female students in the department. Therefore, the generalization from the findings should be made with caution. Finally, the pedagogical implications of this study are limited to those which can be based on the participants' responses.

3.6 Summery of the chapter

In this chapter the researcher has described the research instrument and the procedure used in conducting the research. The target population and the selected sample were fully described. The research tool which is students' questionnaire was clearly described. Steps taken to assure validity and reliability of research were also described as well as limitation of the study were described.

Finally, the evaluation of research tool was carried through the qualitative data in form of questionnaire.

The following chapter will be data analysis, results and discussion.

Chapter Four

Data Analysis, Results and Discussion

In this chapter, the results of the research and discussion will be presented. The findings will be shown in the light of the research questions with the help of inferential statistics.

4.1 Findings and Discussion

4.1.2 Students' Motivation towards Learning English Language

Questionnaire results

To identify the students' motivation towards learning the English language, they were asked to first, rank a list of eight reasons in terms of importance in enhancing their learning of the English language and items for integrative and instrumental motivation and second, they were requested to answer a question on whether or not they are interested in attending more English language training courses to improve their English proficiency. The tables below shows percentages representing the subjects' responses to the eight questions. The percentages are simply the arithmetic average of the responses 1 point assigned for “*not important*”, 2 for “*of little importance*”, 3 for “*of some*

importance”, 4 for “*important*” and 5 for “*very important*”, as shown in table 1.

Table (4-1) the percentages arithmetic

<i>Very important</i>	<i>important</i>	<i>of some importance</i>	of little important	Not sure
5	4	3	2	1

Table (4-2): Because it will make me a more knowledgeable person.

Valid	Frequency	Percent
Very importance	48	68.6%
Important	19	27.1%
Not sure	2	2.9%
Of little importance	1	1.4%
No importance at all	0	0.0%
Total	70	100%

Based on the data shown in Table (4.2) above, the results were really surprising. The respondents highly favored studying English for the purpose of making them a more knowledgeable person this reason had received the highest percentage 95.7%, only 2.9% remained not sure.

Thus, it is clear from the result that the university students' know that learning English is very important.

Table (4-3): Because it will enable me to communicate more efficiently.

Valid	Frequency	Percent
Very importance	44	62.9%
important	22	31.4%
Not sure	2	2.9%
Of little importance	1	1.4%
No importance at all	1	1.4%
Total	70	100%

As for this point a great majority of the participants, 94.3% out of the 70 studding English for the purpose of communication. While 2.9% not sure, 1.4% of them remained of little importance, and 1.4% of them believed that no importance at all.

This fairly highly rated score may reflect students' awareness of the language as a vital instrument for effective communication. They well perceived that English is an international language which is widely spoken. The above mentioned item appears to show students' strong instrumental motivation.

Table (4-4): Because I'll need it for my future career.

Valid	Frequency	Percent
Very importance	46	65.7%
important	20	28.6%
Not sure	3	4.3%
Of little importance	1	1.4%
No importance at all	0	0.0%
Total	70	100%

A considerable percentage of the participants (94.4%) in Table (4-4). Studying English can be important for them because they will need it for my future career. while 4.3% reported that not sure.

From the percentage it can be interpreted that respondents perceive the importance of the English language as a means to help them in their career prospects. Also, these percentages show that SUST student tended to be dominated by extrinsic reasons for learning English because they were concerned about their future careers.

Table (4-5): People will respect me more if I have knowledge of a foreign language.

Valid	Frequency	Percent
Very importance	22	31.4%
important	14	20%
Not sure	16	22.9%
Of little importance	9	12.9%
No importance at all	9	12.9%
Total	70	100%

According to the table (4.5) above, a considerable number of respondents, which is represented by 72.9% of the total number, viewed that, people will respect them more if they have knowledge of a foreign language, while 22.9% remained not sure, 12.9% no of little importance and 12.9% believed that no importance at all.

The finding indicated that the majority of the respondents were at a high level of extrinsic motivation.

Table (4-6): Because it will allow me to be more at ease with fellow foreigners who speak English.

Valid	Frequency	Percent
Very importance	29	41.4%
Important	25	35.7%
Not sure	10	14.3%
Of little importance	2	2.9%
No importance at all	4	5.7%
Total	70	100%

A remarkable percentage (77.1%) of the total number, viewed that English as useful means to fellow foreigners who speak English. Meanwhile, 22.9% were not sure about that, 12% reported of little importance, and 12.9% seen that it's not important at all.

So, this shows that SUST students' know that English is important for speaking with native English speakers.

Table (4-7): To integrate (mix) with the western culture

Valid	Frequency	Percent
Very importance	21	30.0%
important	15	21.4%
Not sure	11	15.7%
Of little importance	15	21.4%
No importance at all	8	11.4%
Total	70	100%

As shown in Table (4-7), the majority of respondents (51%) expressed a high level of intrinsic reward (Studying English can be important for me because to integrate (mix) with the western culture). Subsequently, 15.7% of respondents were not sure. The only 21.4% of respondents were at low level of intrinsic reward. 11.4% were expressed not important at all.

The finding indicated that the majority of the participants were at a high level of intrinsic reward, and has strong desire to learn English for future career and educational purposes.

Table (4-8): Because it will enable me to better understand and appreciate English art and literature.

Valid	Frequency	Percent
Very importance	32	45.7%
important	26	37.1%
Not sure	5	7.1%
Of little importance	6	8.6%
No importance at all	1	1.4%
Total	70	100%

As for the student response to how the English art and literature be can understand and appreciated, 51% of the participants appreciated English art and literature. While 15.7% remained not sure, 8.6% of respondents expressed of little importance, and 11% of the respondents saw that it's not important at all.

Thus, results are revealing that students appear to be willing to learn English for social reasons and to understand the literature and cultures of other people.

Table (4-9): Because I will be able to participate more freely in the activities of other cultural groups.

Valid	Frequency	Percent
Very importance	30	42.9%
Important	25	35.7%
Not sure	6	8.6%
Of little importance	6	8.6%
No importance at all	3	4.3%
Total	70	100%

The majority of the participants, 78.6%, supported the idea that, to participate more freely in the activities of other cultural groups, whereas 8.6% were not sure, and 4.3% disagreed to participate at all.

However, students seem influenced by external factors such as desire to contribute to society and to culture groups as shown in table (4-9).

Given the subjects' reasons to learn the English language, these subjects were further asked to specify their own opinions to the

idea of attending more English language training courses that would help improve their proficiency. The results in Table (4.10) and figure (4-1) below indicate that 98.6% of them responded positively.

Table(4.10): Results of the students regarding language training needs.

Valid	Frequency	Percent
Yes	69	98.6%
No	1	1.4%
Total	70	100.0%

FIGURE(4.1) Results of the students regarding language training needs

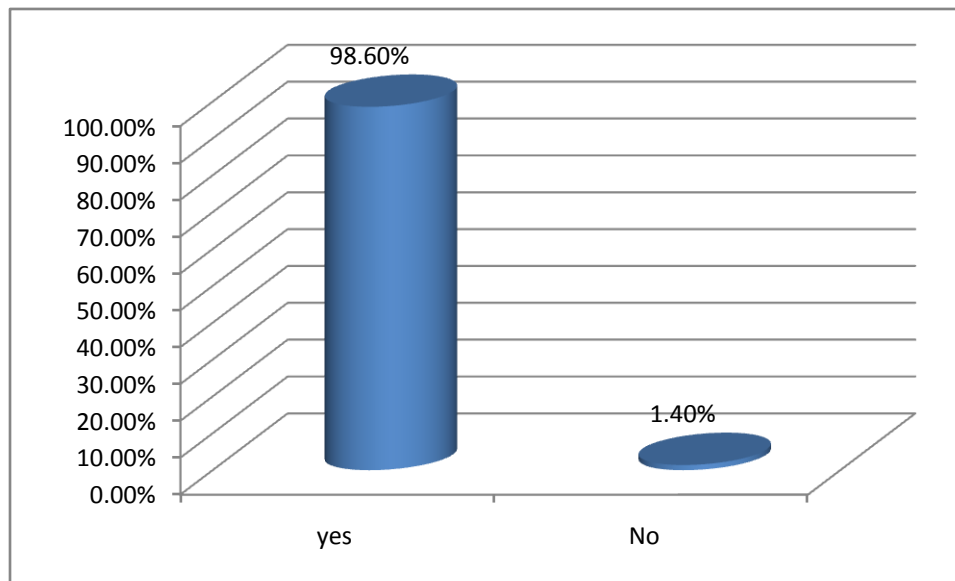


Table (4.11): Instrumental motivation

Valid	Frequency	Percent
Very importance	160	57.1%
Importance	75	26.8%
Not sure	23	8.2%
Of little importance	12	4.3%

No importance at all	10	3.6%
Total	280	100.0%

Figure(4.2) Distribution of the sample by the statement ' instrumental motivation'

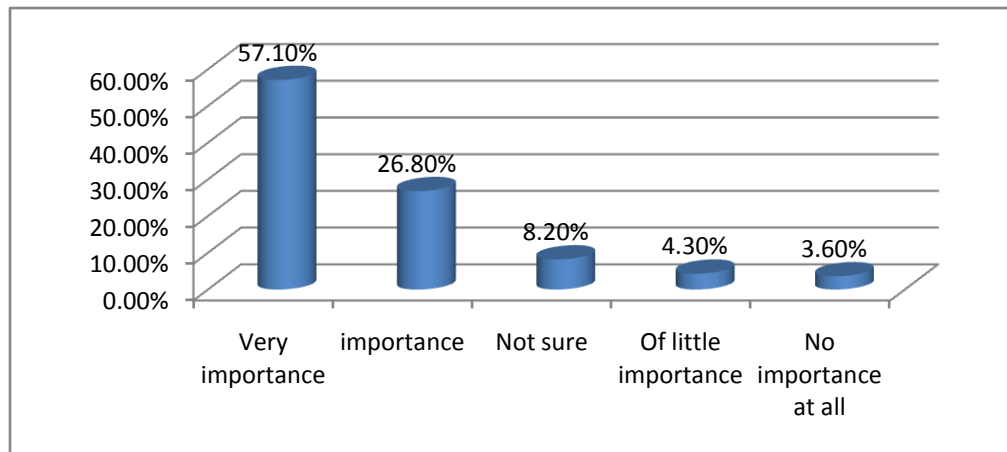


Table and figure above shows the distribution of the sample by the statement as follows very important by (57.1%) importance by (26.8%) Not sure by (8.2%) Of little importance by (4.3%) No importance at all by (3.6 %)

Table (4.12): The value of chi-square

N	Chi-Square	Df	Sig.	Median	scale
280	291.393	4	0.000	5	Very importance

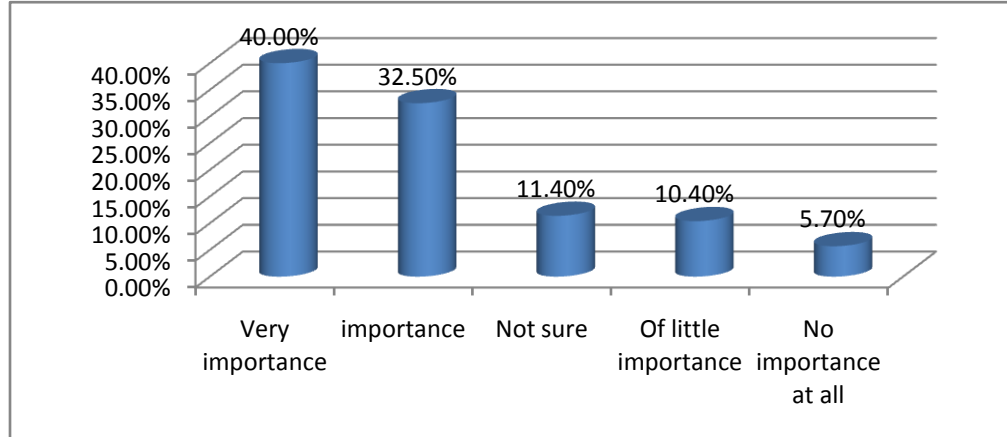
It is noted from the table above that the value of chi-square (291.393) significant value (0.000) which is less than the

probability value (0.05) this means that there is no difference answers about the subjects

Table (4.13): Integrative motivation

Valid	Frequency	Percent
Very importance	112	40.0%
importance	91	32.5%
Not sure	32	11.4%
Of little importance	29	10.4%
No importance at all	16	5.7%
Total	280	100.0%

Figure (4.3): Distribution of the sample by the statement 'integrative motivation'



The table and figure above show that the distribution of the sample by the statement as follows Very important by (40%importance by (32.5%) Not sure by (11.4%) Of little importance by (10.4%) No importance at all by (5.7 %)

The student's responses in this study also showed a slightly

higher degree of instrumental motivational goals (83.9%) attached to their language learning outcomes and future achievements, comparable to intrinsic ones (72.5%).

4.3 Attitudes toward the English Language

This sub-section presents the questionnaire findings related to the students' attitudes toward the English language.

Questionnaire results

It might be worth indicating that the analysis of the data was based on the students' responses to eight statements, for which they were required to tick any of the three alternatives, namely agree, disagree and don't know. The percentages were given to enhance the data analysis as can be shown in Table (4-14) below.

Table (4.14): Students' overall attitudes towards the learning of English.

No	Statement	Agree	Disagree	Don't know
1	Speaking English anywhere makes me feel worried.	21	42	7
		30.0	60.0	10.0
2	The use of English in business offices helps in getting things done easily	57	5	8
		81.4	7.1	11.4
3	When I hear a student in my class speaking English well, I like to	66	1	3
		94.3	1.4	4.3

	practice speaking with him/her			
4	I feel excited when I communicate in English with others.	63	4	3
		90.0	5.7	4.3
5	I love learning English.	67	3	0
		95.7	4.3	0.0
6	I am able to make myself pay attention during studying English	57	7	6
		81.4	10.0	8.6
7	English films are more enjoyable than films in other languages	51	18	1
		72.9	25.7	1.4
8	When I hear someone speaks English well, I wish I could speak like him.	65	4	1
		92.9	5.7	1.4

The findings in Table (4-14) show that the majority of the subjects (95.7%) had agreement about the loving of English language and only 4.3% disagreed. In addition, (94.3%) had great desires towards speaking and practice English. Regarding the degree of agreement among the students to the idea that When I hear someone speak English well, I wish I could speak like him, was very high (92.9%). The subjects' agreement about The use of English in business offices, paying attention during studying English, and watching an English film was obvious as 81.4%, 81.4% and 72.9% of them responded actively to *items 2, 6 and 7*. In contrast, the least percentage (30.0%) was in the subjects' support of "Speaking English anywhere makes me feel worried."

And (60.0%) disagreed.

Table (4.15): Statistical scales

No	Statement	Chi-Square	df	Sig.	Median	scale
1	Speaking English anywhere makes me feel worried.	26.600	2	0.000	2.00	Disagree
2	The use of English in business offices helps in getting things done easily	73.057	2	0.000	3.00	agree
3	When I hear a student in my class speaking English well, I like to practice speaking with him/her	117.114	2	0.000	3.00	agree
4	I feel excited when I communicate in English with others.	101.171	2	0.000	3.00	agree
5	I love learning English.	58.514	1	0.000	3.00	agree
6	I am able to make myself pay attention during studying English	72.886	2	0.000	3.00	agree
7	English films are more enjoyable than films in other languages	55.400	2	0.000	3.00	agree
8	When I hear someone speaks English well, I wish I could speak like him	111.800	2	0.000	3.00	agree
Total		123.210	2	.000	0.000	agree

Concerning the table (4.15) above, the result of Statistical

scales, shows that the overall mean score of English language attitude among the participants is high. This result reveals that the participants have a positive attitude towards learning English.

4.4 Gender differences

This study found that overall; Sudan university students possessed an instrumental motivation to learn English. However, this study would be of even higher value and interest if it could prove whether male and female students had differing motivation orientations to learn English. Tables (4-16) and (4-17) shows the gender differences between extrinsic and intrinsic motivation.

Table (4.16): Gender wise analysis of male.

Valid	instrumental motivation		integrative motivation	
	Frequency	Percent	Frequency	Percent
Very importance	5	23.8%	5	23.8%
importance	15	71.4%	8	38.1%
Not sure	1	4.8%	7	33.3%
Of little importance	0	0.0%	1	4.8%
No importance at all	0	0.0%	0	0.0%
Total	21	100.0%	21	100.0%

Table(4.17): Gender wise analysis of Female

Valid	instrumental motivation		integrative motivation	
	Frequency	Percent	Frequency	Percent
Very importance	27	55.1%	16	32.7%
importance	20	40.8%	23	46.9%

Not sure	2	4.1%	10	20.4%
Of little importance	0	0.0%	0	0.0%
No importance at all	0	0.0%	0	0.0%
Total	49	100.0%	49	100.0%

The data presented above in table (4-16 and 4-17) highlights the sub-scales of ‘integrative’ and ‘instrumental’ motivations have the highest percentage for both the males (95.2%, instrumental motivation, 61.9% integrative motivation) and females (95.9%, instrumental motivation, 79,6% integrative motivation) respectively.

This shows that most of the participants have shown their high motivation acknowledging the fact that English language learning is very beneficial for their future careers, education and job opportunities. Moreover, male and female students have stronger instrumental motivation orientation than integrative motivation. The reason could be their thinking is more career-oriented, thus learning English is mainly for getting job purposes. So, as male students tend to be more career-oriented, their instrumental motivation is thought to be stronger, but more recently, the same motivation applies to female students. Female students in Sudan now receive the same education as male students. However, the fact that SUST students are weaker in intrinsic motivation may

also be directly related to various social factors.

The statistical analysis was employed to answer the second question concerning the differences in the participants' attitude and towards English by gender variable. The results in Table 16 below show that the mean attitude among female students is 55% had a positive attitude while 52.3% respectively among male students. Furthermore, the percentage of both attitudes highlight females have slightly more positive attitudes towards English language and its learning.

Table(4.18): Gender wise analysis of Male and Female

Valid	Male		Female	
	Frequency	Percent	Frequency	Percent
Agree	11	52.3%	27	55%
Disagree	6	28.6%	18	36.7%
Don't know	4	19%	4	8.3%
Total	21	100%	49	100%

4.5 Verification of the Research Hypotheses:

This section presents the result of analysis, discussion of the study's instrument, the students' questionnaire. In presenting the results of the study' one instrument the researcher is going to relate them to the three aforesaid question and hypotheses (chapter one) the study was conducted to answer.

4.5.1 Hypothesis 1

The first hypothesis presupposed that SUST students' are

motivated and have positive attitudes towards their use of English. The results show that almost all the students were interested in attending more English language training courses to improve their proficiency in the English language. The most reasonable explanation for this might be that the students are motivated, that would enable them to function effectively in both their academic and professional settings. Having great desires for learning the language is considered to be one of the main components of language learning motivation (Gardner, 2006).

Concerning the students' English language attitudes, on the other hand, interesting findings were obtained. With regard to their attitudes towards the social value of English, the findings reveal that whilst most of the students responded positively to the idea that *"I love learning English"*. The majority of them responded negatively to *"Speaking English anywhere makes me feel worried"*. According to these results the first hypothesis was conformed and thoroughly explained by those obtained from the students' questionnaire as presented in the previous section.

4.5.1 Hypothesis 2

This hypothesis stated that, there is not much difference in SUST students' attitudes towards English language learning regarding gender

Statistically, tables (4.16,4.17 and 4.18) revealed that, female to be

slightly more motivated and had a positive attitude towards language learning than the male.

This observation also conformed second the hypothesis.

4.5.3 Hypothesis 3

In this hypothesis, it was assumed that, there is different strategies could be utilized to enhance the students' attitude and motivation.

The study findings show most of the students, irrespective of their gender have stressed the importance of learning English language because of its efficacy in the daily life and communicative purposes. It is essential for the teachers to understand that language learning can best take place through a communicative approach where the students are encouraged to interact and discuss real life experiences and issues. This promotes their willingness to communicate and seeking out opportunities to practice the language as good language learners (Gardner, 1994)

Teach by discovery, (is a kind of teaching that based on the student finding things out for themselves, looking into problems, and asking question.), students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.

Cooperative learning activities are particularly effective as they

also provide positive social pressure.

College of languages, Sudan university should make greater use of active modes of teaching and require that students take greater responsibility for their learning (Study Group on the Conditions of Excellence in American Higher Education, 1984).

Students learn by becoming involved . . . Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1985).

Learning is not a spectator sport. Students are not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to experiences, apply it to their daily lives. They must make what they learn part of themselves (Chickering & Gamson, 1987).

When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction (Cross, 1987).

Experience makes it increasingly clear that purely verbal presentations - lecturing at large groups of students who passively expect to absorb ideas that actually demand intense deductive and inductive mental activity coupled with personal experience - leave virtually nothing significant or permanent in the student mind

(Strauss & Fulwiler, 1989/1990).

Tell me and I'll listen. Show me and I'll understand. Involve me and I'll learn. (Teton Lakota Indians)

I hear, and I forget. I see, and I remember. I do, and I understand.
(Asian proverb)

4.6 Summery of the chapter

In this chapter, the findings of the study have been presented, analyzed and interpreted. Positive and negative factors were found, which affect the motivation and attitudes of the learners in the SUST towards their learning of English, and testing the research hypotheses discussed. The next chapter (chapter five) deals with the summary of the whole study, formulates the conclusion and suggests recommendations.

Chapter Five

Summery, Conclusion, Recommendations and Suggestions for Further Research

This is the last chapter of the study. It presents overview of the whole study, The study results may not represent other similar English majors in other universities. However, the researcher is confident that the findings are useful and will attribute to other related studies and be of value to educators or researchers whose interest focuses on learning motivation and attitude. Finally, it is hoped that the attitude and motivation of students towards English language learning could be improved. Also, it is hoped that the present study may encourage further research in the area of EFL learners' attitudes and motivation towards English language learning.

5.1 Summery and Conclusions of the Study

This study intended to investigate the attitudes and motivation of third level students at Sudan University of Science and Technology toward English language learning. 70 students in the

department of English language teaching participated in the study. Three hypotheses, were set by the researcher. First, presupposed that students' are motivated and have positive attitudes towards their use of English. Second, it states that, there is not much difference in students' attitudes towards English language learning regarding gender. Finally, it was assumed that, there are different strategies that could be utilized to enhance the students' attitude and motivation.

To verify the above-mentioned hypotheses, the researcher used a questionnaire for the students. The quantitative data of the questionnaires were analyzed through, Statistical Package for Social Sciences (SPSS) and percentages.

Thus, the picture painted by the results of the current research study is somewhat good. participants have positive attitudes towards the learning of English. They realize the importance of English in the university programme and they have the desire to learn English. Although the majority of the students had agreed about their desire of the English language, and they feel excited when they communicate in English with others. They had agreement about the use of English in business offices, paying attention during studying English, and watching an English film, meanwhile a large number of students (94.3%) support the idea that "when I hear someone speak English well, I wish I could

Speak like him", and they even consider they do not think it is a waste of time, and a great number disagreed with "Speaking English anywhere makes me feel worried."

The statistical results obtained in this study showed that, subjects' are generally more extrinsically motivated than intrinsically motivated to learn English to do well in their examinations and for future career. However, it seems that their extrinsic motivation is only limited to, achieving personal career goals and does not extend to a desire people will respect them more if they have knowledge of a foreign language, gain respect from others nor contribute to the society. This is not very encouraging as students' reasons for improving themselves are driven by self-interest. This is supported by the lesser interest shown to improve English for intrinsic reasons, though some did seem to be interested to improve themselves for intrinsic reasons such as self-development, communication purposes and integration into the L2 community.

With reference to previous research, The study findings generally support findings in other Sudanese contexts which revealed that, both students and teachers are instrumentally motivated (Al-Busairi, 2009). The fact that English students are generally those who perform better in the study seem to further confirm the positive attitudes and motivation towards the learning of English.

As regards gender, results show no significant differences between subjects' response to attitude and motivation. Moreover male and female students have stronger instrumental motivation orientation than integrative motivation. Meanwhile, attitudes highlight females have slightly more positive attitudes towards English language and its learning.

These results agreed with the hypothesis suggested by Abdelrahim (2012) on Omdurman Islamic University Sudan, students' which says that, they had positive motivation towards the use of English and motivation scores were higher among students, no significant differences were found.

Thus, it would appear that students are not very different in terms of their attitudes and motivation towards the learning of English.

This study also showed that students, irrespective of their gender have stressed the importance of learning English language because of its efficacy in the daily life and communicative purposes. It is essential for the teachers to understand that language learning can best take place through a communicative approach where the students are encouraged to interact and discuss real life experiences and issues.

Finally, students have positive attitudes intrinsically motivated to learn English because most of them indicated that they wanted

to learn English and, their goal was instrumental since they wanted people to respect them more if they have knowledge of a foreign language and to secure good jobs.

5. 2 Recommendations

In the light of the findings of this study, the researcher suggests the following recommendations.

- i) Universities ought to commit to their language policies, which should enable learners to have opportunities to practice English in their universities, as the university is the only place where most learners can practice English and also should establishing and promoting English laboratories in universities.
- ii) The respondents are obviously more extrinsically than intrinsically motivated towards English may lead to conclude that they are not well aware of intrinsic aspects, briefly, special motivation sessions ought to be arranged for learners.
- iii) Teachers should have an awareness of the reasons being teaching and the knowledge of what they are teaching. Moreover, the teaching style should encourage all participants in the classroom. Shortly, what is needed more is to conduct learning materials that lead students to acquire language concepts meaningfully.

- iv) Teachers ought to promote students by enhancing their attitude and motivation to learning English. It is recommended that the teachers in EFL classrooms should motivate learners towards English language learning by highlighting its importance. And teachers should be responsive to the learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning.
- v) Activities in the classroom should capture students' interest and be adjusted for students' different (male and female) needs so that they can be continually interested and engaged in learning.
- vi) Students should know their needs and learn to employ the required language learning strategies.
- vii) Curriculum designers and policy makers should be aware of the influences of learners' attitudes and motivation on foreign language learning.

5.3 Suggestion for the Further Research

Based on the limitations of study, future researchers on similar topic are recommended to make an improvement in certain area.

- First of all, this study answered some questions relating to students' attitudes and motivation at SUST towards the

learning of English, gender (male and female) differences, and how can attitudes and motivation of SUST students be enhanced.

- Further research is needed to better understand students interconnection and test their accuracy. Because the lack of research in this regard has led many English language teachers to assume that all learners can be treated with the same approach, it is recommended to replicate this study with larger sample sizes of English students and also with other non-English major learners.
- The further research should include also teachers and parents.
- The future research may also think other variables that can be factored to the attitude and motivation.
- The future researchers may add all university levels in order to make better conclusions.

Last but not least, *you can lead a horse to the river, but you cannot make it drink.*

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Sudan University of Science and Technology
College of Graduate Studies

A Questionnaire for English language students (third-year) students, College of language, (SUST).

Dear Students,

This questionnaire is part of an M.A. study entitled “Investigating Attitude and Motivation of English Language Students (male and female) Towards Learning English Language at College of Languages, Sudan University (A Case study of 3rd Year Students, College of Languages, (SUST).

Dear student, please be kind enough to fill in the blank spaces and put a tick (✓) in the boxes on the right hand side below. Your honesty in doing this will be highly appreciated.

Your answer will be anonymous (that your name will not be used)

Thank you for your cooperation.

Ahmed Mahmoud Abdelrahman

M.A Candidate, College of Graduate Studies, SUST

College:

Year:

A) Background Information

Please tick (✓) in the appropriate space.

1. What is your sex?

Male	
Female	

2. What is your level of university study?

Second year	
Third year	
Fourth year	

B) Motivation to learn English

1) What are your reasons for learning English? Please rate the following reasons according to their importance.

Reasons for learning English	Very important	Important	Not sure	Of little importance	Not Important at all
Because it will make me a more knowledgeable person.					
Because it will enable me to communicate more efficiently.					
Because I'll need it for my future career.					
People will respect me more if I have a knowledge of a foreign language.					
Because it will allow me to be more at ease with fellow foreigners who speak English.					
To integrate (mix) with the western culture.					
Because it will enable me to					

better understand and appreciate English art and literature.					
Because I will be able to participate more freely in the activities of other cultural groups					
Others (please specify)					

2) Would you like to attend more English language training courses which will help you to improve your proficiency in the language?

Yes ☐

No ☐

C) Attitudes toward learning English

What are your attitudes towards the following issues? Please tick (✓) in the appropriate box:

1) Speaking English anywhere makes me feel worried.

Agree ☐

Disagree ☐

Don't know ☐

2) The use of English in business offices helps in getting things done easily.

Agree

Disagree ☐

Don't know ☐

3) When I hear a student in my class speaking English well, I like to practice

speaking with him/her.

Agree ☐

Disagree ☐

Don't know ☐

4) I feel excited when I communicate in English with others.

Agree ☐

Disagree ☐

Don't know ☐

5) I love learning English.

Agree ☐

Disagree ☐

Don't know ☐

6) I am able to make myself pay attention during studying English.

Agree ☐

Disagree ☐

Don't know ☐

7) English films are more enjoyable than films in other languages.

Agree ☐

Disagree ☐

Don't know ☐

8) When I hear someone speaks English well, I wish I could speak like him.

Agree

Disagree ☐

Don't know ☐

