

الاستهلال

قال تعالى:

بَاتِهِ خَلَقُ السَّمَاءَتِ وَالْأَرْضَ وَآخْتَلَافُ أَلْسِنَتِكُمْ
وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكُلَا يَلِاتْنِعَ الْمِرِينَ

صدق الله العظيم

سورة الروم الآية رقم(22)

QuranVerse

“Among other signs of his is the creation of the heavens and the earth, and the variety of your tongue and complexions. Surely there are signs in this for those who understand”.

Dedication

This thesis is dedicated to my beloved parents and to my children who suffered so much and dealt with all my absence from many social commitments with patience. For my best friends for their support and help.

Acknowledgements

Firstly, I would like to express my sincere gratitude to my supervisor Dr. Ayman Hamad Elneel for his patience, invaluable guidance and advice. He encouraged me greatly to accomplish this study. My thanks are extended to the staff of the library at Sudan University of Science and Technology for providing a good environment and facilities to complete this research. Finally, great thanks to the all staff members of English language department.

Abstract

This study is an investigation into the factors that affect foreign language learning, focusing on motivation and attitudes in an attempt to find out whether they enhance or hinder the process of learning a foreign language. It aims at measuring and identifying students' motivation and attitudes towards learning English as a foreign language. The researcher creates three hypothesis, firstly, there is a positive correlation between motivation and achievement among first-year students at Al-neelain University, English Language Department. Secondly, the first-year students at Al-neelain University, English Language Department have negative attitudes to learn English language as a foreign language. Finally, the first-year students at Al-neelain University, English language Department have an instrumental motivation rather than integrative motivation. To examine these hypotheses, the researcher used a questionnaire for students, taking into his consideration the process of learning English as a foreign language. The sample of this study were seventy students at Al-neelain University, English Language Department targeting first-year level. The data that obtained from the subject were processed and analyzed by using statistical software called (SPSS) and the results were critically described and discussed. The findings of the study according to the first hypothesis confirmed that there is a positive correlation between motivation and achievement among first-year students at Al-neelain University, English Language Department. In the second hypothesis the study confirmed that these students have negative attitudes towards learning English as a foreign language. In the third hypothesis the study confirmed that these students have instrumental motivation to learn English language. In the light of the findings of the study, firstly, I recommended that students' awareness of the importance of English language in their future career should be increased by encourage

them to participate in different communicative activities. Secondly, I recommended to use Computer-assisted Language Learning Programs to facilitate the process of learning English language. Finally, I recommended that universities instructors should give part of their time for training the students the four skills of English language.

المستخلص

تهدف هذه الدراسة إلى تقصي العوامل التي تؤثر في تعلم اللغة الأجنبية مستهدفة الدافعية والموافق في محاولة لمعرفة ما اذا كانت هذه العوامل تعيق أو تساعد في تعلم اللغة الاجنبية. تهدف الدراسة إلى قياس دافعية الطلاب والتعرف على مواقفهم تجاه تعلم اللغة الإنجليزية لغةً أجنبية.

قدم الباحث ثلاث فرضيات: تشير الفرضية الأولى إلى أن هنالك إرتباط إيجابي بين الدافعية والإنجازات لدى طلاب السنة الأولى بجامعة النيلين قسم اللغة الإنجليزية. تشير الفرضية الثانية أن طلاب السنة الأولى بجامعة النيلين قسم اللغة الإنجليزية لديهم موقف سلبية لتعلم اللغة الإنجليزية لغة أجنبية. وتشير الفرضية الثالثة أن طلاب السنة الأولى بجامعة النيلين قسم اللغة الإنجليزية لديهم دافعية وسائلية إلى حد ما مقارنة بالدافعية التعاملية. لدراسة هذه الفرضيات يستخدم الباحث إستبانة للطلاب واعضاً في اعتباره عملية تعلم اللغة الإنجليزية لغة أجنبية. شملت عينة الدراسة سبعين طالباً من جامعة النيلين قسم اللغة الإنجليزية مستهدفة المستوى الأول. البيانات التي جمعت من الأشخاص تمت معالجتها وتحليلها باستخدام برنامج إحصائي يسمى الخرزة الإحصائية للعلوم الاجتماعية شرحت هذه النتائج ونوقشت بطريقة نقدية.

أكّدت نتائج الدراسة حسب الفرضية الأولى أن هنالك إرتباط إيجابي بين الدافعية والإنجازات لدى طلاب السنة الأولى بجامعة النيلين قسم اللغة الإنجليزية. أكّدت الفرضية الثانية أن هؤلاء الطلاب لديهم موقف سلبية تجاه تعلم اللغة الإنجليزية لغة أجنبية. أكّدت الفرضية الثالثة أن لدى هؤلاء الطلاب دافعية وسائلية لتعلم اللغة الإنجليزية إلى حد ما مقارنة بالدافعية التعاملية.

على ضوء نتائج هذه الدراسة أولاً أوصى برفع درجة الوعي لدى الطلاب بأهمية اللغة الإنجليزية في مسيرة مستقبلهم وذلك بتشجيعهم بالمشاركة في انشطة المخاطبة المختلفة. ثانياً أوصى بإستخدام الحاسوب لتسهيل عملية تعلم اللغة الإنجليزية. أخيراً أوصى أن يخصص أساندة الجامعات جزء من وقتهم لتدريب الطلاب على المهارات الأربع للغة الإنجليزية.

List of contents

No.	Subject	Page
	الاية	I
	Dedication	II
	Acknowledgments	III
	Abstract	IV
	Abstract (Arabic Version) المستخلص	VI
	Table of Contents	VII
Chapter One: Introduction		
1.1	Background of the study	1
1.2	Statement of the problem	2
1.3	Significance of the study	2
1.4	Objectives of the study	3
1.5	Research questions	3
1.6	Hypotheses of the study	3
1.7	Research methodology	4
1.8	Limits of the study	4
1.9	Definition of the terms	4
Chapter Two : Literature Review & Previous Studies		
2.0	Introduction	6
2.1	Second language learning	6
2.2	Second language acquisition	7
2.3	Social factors that affect second language learning	7
2.3.1	Age	8
2.3.2	Gender	9
2.3.3	Social class	10
2.3.4	Ethnic identity	10
2.4	Cognitive factors that affect second language learning	11
2.4.1	Aptitude	11

2.4.2	Personality	11
2.4.3	Intelligence	12
2.4.4	Attitudes	12
2.4.4.1	Classification of attitudes	12
2.4.5	Language aptitude	14
2.4.5.1	Language aptitude test	14
2.4.6	Motivation	16
2.4.6.1	Classification of motivation	17
2.5	Motivation and attitudes and their relationship to foreign language learning	18
2.6	Previous studies	19
2.6.1	First study	19
2.6.2	Second study	19
2.6.3	Third study	20
2.6.4	Fourth study	20
2.7	Comments on a Related Previous Studies	20
2.8	Summary	21

Chapter Three: Research Methodology

3.0	Introduction	22
3.1	The subjects	22
3.2	Data collection tool	22
3.3	Procedure	23
3.3.1	The Validity	23
3.3.2	The Reliability	23
3.4	Summary of the chapter	23

Chapter Four: Data Analysis and Discuss of the Results

4.0	Introduction	25
4.1	Descriptive Analysis	25

4.2	Chi-squire Analysis	37
4.3	Overall Results	41
4.4	Summary of the Chapter	42
Chapter Five: Conclusions, Recommendations and Suggestions for Further Studies.		
5.0	Introduction	43
5.1	Conclusions of the Study.	43
5.2	Recommendations	44
5.3	Suggestions for Further Studies	45
	References	46
	Appendices	47

List of Tables

No.	Subject	Page
(4-1)	When I have an assignment to do in English, I feel completely relaxed.	25
(4-2)	I feel active during English language lectures.	26
(4-3)	I have a strong desire to learn English language.	27
(4-4)	I find practicing English language very hard just at the beginning of exams.	28
(4-5)	I love learning English language.	29
(4-6)	I think English language is not so difficult to learn.	30
(4-7)	I like English literature.	31
(4-8)	I like spending a lot of time studying English language at home.	32
(4-9)	English is an important subject for university student.	33
(4-10)	The study of English helps me to communicate with foreigners.	34
(4-11)	Learning English helps me to get better chances for job.	35
(4-12)	I believe that English language will enable me to deal with the computer.	36

List of Figures

	Subject	Page No.
(4-1)	When I have an assignment to do in English, I feel completely relaxed.	25
(4-2)	I feel active during English language lectures.	26
(4-3)	I have a strong desire to learn English language.	27
(4-4)	I practice English language very hard just at the beginning of exams.	28
(4-5)	I love learning English language.	29
(4-6)	I think English language is not so difficult to learn.	30
(4-7)	I like English literature.	31
(4-8)	I like spending a lot of time studying English language at home.	32
(4-9)	English is an important subject for university student.	33
(4-10)	The study of English helps me to communicate with foreigners.	34
(4-11)	Learning English helps me to get better chances for job.	35
(4-12)	I believe that English language will enable me to deal with the computer.	36