

Chapter One

Introduction

1.1 Background to the Study

The process of learning a foreign language is very hard and difficult. It takes time and learners really have to study in order to develop. There are many reasons for learning foreign languages. For instance, to be able to communicate with foreigners and to understand other languages, but also to be able to get more work opportunities depending on language knowledge.

It could be argued that people who study a foreign language (FL) often learn it because it is taught as a school subject or for communication with foreigners who speak the language. The term 'foreign language' is typically used for languages which are taught as a school subject but which are not used as medium of instruction in school nor as languages of communication within a country, for example, in government organization, business etc. English is described as a foreign language in many countries such as Sudan, China, Saudi Arabia etc.

Students differ in their motivation towards learning a foreign language and they display many different attitudes towards learning a foreign language. Penny(1984) argues that motivation is a key factor in the success of foreign language learning. It is a desire that helps the learners to achieve learning English language. The learners who have high motivation achieve more success in learning foreign language than those who have low motivation. Cook(1996) states that there are two types of motivation: integrative and instrumental motivation. A student who has negative attitudes towards learning a language could be changed and turn those negative attitudes into positive ones and get a positive result.

However, there is no agreement on an exact definition of motivation inspite of the essential role it plays in learning a second language. Dornyei, (1998: 117) argues on the exact definition of 'motivation'. He comments:

Although 'motivation' is a term frequently used in both educational and research context, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept

The Oxford Dictionary of English, (2010:366) defines motivation as: "A reason or reasons for acting or behaving in a particular way". So, it has been observed that one of the key factors behind the current deterioration in learning English language is the students' low motivation and negative attitudes towards Learning English Language.

1.2 Statement of the Problem

It has been observed that first year students at Al-neelain University, English Language Department do not know the concept of motivation and attitudes. According to recent studies it has been observed that social factors such as age, gender, social class and ethnic identity tend to be importance for the degree of success in foreign language learning.

It has been observed that first-year students at Al-neelain University, English Language Department are not satisfied with their knowledge of the language and the courses offered to them as university requirements although they may be aware of English Language importance in their future career. It also seems that they are not motivated enough towards learning English language as a university requirement. It is also thought that students may have negative attitudes towards learning English as a required course.

1.3 Significance of the Study

The significance of this study stem from the fact that motivation and attitudes play an important role in foreign language learning. So, the researcher must try to enlighten the learners about the role of motivation and attitudes by investigating their relationship to each other.

1.4 Objectives of the Study

This study aims to:

1. Identify the great influence of motivation and attitudes of first year students at Al-neelain University, English Language Department in foreign language learning.
2. Determine the main factors in order to evaluate the attitudes of the first year students at Al-neelain University, English Language Department towards learning a foreign language.
3. Identify the relationship between motivation and attitudes and show how first year university students at Al-neelain University, English Language Department need motivation or not.

1.5 Research Questions

This study will try to provide answers for the following questions:

- 1) What is the effect of motivation on the first year students at Al-neelain University, English Language Department towards learning English as Foreign Language?
- 2) What are the attitudes of the first year students at Al-neelain University, English Language Department towards learning English as a foreign Language?
- 3) To what extent are the first year students at Al-neelain University, English Language Department motivated to learn English as a foreign Language?

1.6 Hypotheses of the Study

1. There is a positive correlation between motivation and achievement among first year students at Al-neelain University, English Language Department.
2. First year students at Al-neelain University, English Language Department have negative attitudes to learn foreign language.

3. The first year students at Al-neelain University, English language Department have an instrumental motivation rather than an integrative motivation.

1.7 Research Methodology

The method adopted to achieve the objectives of this study is both descriptive and analytical. The Researcher will collect the data which will be analyzed and discussed. The subjects of this study will include seventy first year students at Al-neelain University, English Language Department. In collecting data, the researcher will design a questionnaire in order to be distributed to students to answer the questions of the research and to verify the hypotheses.

1-8 Limits of the Study

The study focuses on the problem of motivation and attitudes of students at Al-neelain University, English Language Department, targeting first year level.

1-9 Definition of the Terms

FL:

“A language which is not a NATIVE LANGUAGE in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language”Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 269).

Motivation:

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

Instrumental Motivation:

Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 440) defined instrumental motivation as:

"Wanting to learn a language because it will be useful for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination".

Integrative Motivation:

Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 440) defined integrative motivation as:

"Wanting to learn a language in order to communicate with people of another culture who speak it".

Language Attitudes:

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

Language Aptitude:

Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 366).

"The natural ability to learn a language, not including intelligence, motivation, interest, etc."

Chapter Two

Theoretical Framework and Literature Review

2.0 Introduction:

This chapter consists of two parts: the first one focuses on the review of some conceptual literature related to learning English as a foreign language and goes through the definitions of foreign language learning and second language acquisition besides the factors that affect foreign language learning while the second part deals with some previous studies related to the field of the study.

Many researchers have been investigating the process of learning English as a foreign language. A foreign language is a language that relates to another country and it is not spoken in the native country of the individual. So, English as a foreign language cannot be used by speakers from different native languages as a medium of communication in their country.

There are many factors which play a significant role in the success of learning a foreign language. The findings of previous studies proved that motivation and attitudes are considered the main factors in foreign language learning. According to Gardner (1982) as mentioned in his socio-educational model, there are a number of factors which are interrelated directly or indirectly to this process.

2.1 Second Language Learning

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

2.2. Second Language Acquisition

According to Longman Dictionary of Language Teaching & Applied Linguistics (2007: 364)

The learning and development of a person's language. The learning of a native or first language is called FIRST LANGUAGE ACQUISITION, and of a second or foreign language, LANGUAGE ACQUISITION. The term "acquisition" is often preferred to "learning" because the latter term is sometimes linked to a behaviorist theory of learning.

Saville-Troike(2006) states that SLA (second language acquisition), refers both to the study of individual and group who are learning a language subsequent to learning their first one as young children, and to the process of learning that language.

Ellis (1997:3) argues that "whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a class room through instruction, It is customary to speak generically of second language acquisition". There are two different types of factors that matter while learning L2, external factors may be the social environment in which the learning takes place, for example, the opportunities learners may have to hear and speak the specific language they are trying to adopt. Furthermore, internal factors include the attitudes learners develop towards the language they are trying to learn (ibid 4-5).

2.3. Social Factors that Affect Second Language Learning

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

2.3.1. Age

Ellis (1994) argues that most linguists experts think that children are more successful L2 learners. For instance, children are much better than adults at natural second language acquisition, i.e. to learn the language used in the environment that they find themselves in (Ellis.: 1994, 201-202). Many linguists claims that children learn/acquire more up to a certain age (i.e. young children acquire L2 much like L1, but they lose ability later on (ibid 201-202)). Saville-Troike (2006) claims that younger learners and older learners have different advantages. For example, children are not as analytical while older learners have the ability to be analytical. Older learners have a greater (meta) knowledge of their L1 compared to young children (ibid 84). Saville-Troike(2006) argues that older learners normally have greater analytic ability than children, since they tend to understand grammatical rules better. A child can be more likely to get input from others, for example that immigrant children tend to interact more than their parents with the people in the country to which they have moved (ibid, 82-84). Statistically and , it will seem as if immigrant children are better language learners than their parents, even though what they are really better by virtue of creating and placing themselves in good language acquisition contexts, (ibid, 82-84).

Towel and Hawkins (1994) claim that people are able to learn second languages throughout their lives and that they can use those second languages for effective communication. However, it seems that beyond the age of around seven, learners are not going to be as successful as pre-seven-year-old at acquiring all grammatical properties of their L2. Furthermore, once children have learnt how to speak the language there are so much more to learn. “Forexample, thechildneedstolearnwhatnounsandverbsareandwhat synonymsandantonymsare. Suchactivitiesrequirethechildtoseparatelanguage from the contextofactualexperienceandtolearntodealwithabstractmeanings” McLaughlin, 1992:11).

2.3.2.Gender

Ellis (1994) states that women almost always surpass men in their (standardness of speech) and use of prestige forms. Prestige forms are the high standard forms of a language, i.e. the forms that are typically used by television and radio news broadcasters and at universities. This tendency to use prestige forms concerns not only female L2 learners, but also native speakers of the language in question. The reason that women use more prestige forms than men do could be that women are more open to different forms and likely to use them in their speech. However, when women have noticed the use of new forms, they are more likely to reject them (ibid, 201-204). Men are less recipient to different forms, but when they have started to use them, they barely never reject them (ibid. 202-204).

Edlund et al (2007) state that women and men tend to use their linguistic knowledge differently. They communicate differently and make use of different language styles. According to Edlund et al, (2007) women and men use different languages depending on situation. Furthermore, Edlund et al, (2007) argue that even though women and men make use of the same phrases and vocabulary, the exact meanings (including connotations and expected interpretations) of the phrases/vocabulary are sometimes different depending on the sex of the speaker.

Edlund et al(2007) also argue that while talking about differences among men and women there are a lot of stereotypes. For example, women talk more than men and men are more humoristic. These stereotypes could be one of the reasons that the expectations on men and women are different (ibid, 59). According to Ellis (1994), it has been shown that female learners do better than men because they are more open to new linguistics forms. However, there are also studies that argue that men do better or simply that there are no – or just few – differences between women and men. Ellis states that women

usually have a more positive attitude towards learning a second language, which has a huge impact on their way of learning (ibid, 202-204).

2.3.3. Social Class

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

2.3.4. Ethnic Identity

Ellis(1994) states that ethnic identity is the factor that has attracted his attention the most. An ethnic group is a group of people that has the same native language, the same nationality and in most cases the same religion. Learners who are ethnically close to the target-language culture are likely to outperform those who are more distant (ibid, 207-210).

How fast someone learns a new language depends on the learners' motivation. If the learners are motivated to learn the new language and feel that it is usable, they will learn it better than those who do not think that they need it. For example, how quickly immigrants that are new in a country learn and develop depends on their motivation Ellis (1994). Immigrants are expected to be highly motivated to learn the language of their new country. However, some are not, for obvious reasons. Some may think that they do not need the new language, since they are living in an area where a great many other immigrants are also living, which means that they can use their native language in most everyday situations. Another reason for some immigrants not to learn the language of the country to which they have moved could also

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

2.4 Cognitive Factors that Affect Second Language Learning

2.4.1 Aptitude

Ellis(1985) points out that aptitude is a stable predictor in foreign or second language learning, because simply everyone has at least the adequate aptitude to learn a language.

Language aptitude constitutes special ability for learning foreign language. It is typically held to involve a number of distinct abilities including authority ability, linguistic ability and memory ability. Longman Dictionary of Language Teaching and Applied Linguistics, (2007:366). Defines aptitude as: The language aptitude is the natural ability to learn a language, not including intelligence, MOTIVATION, interest, etc. Language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different grammatical functions of words in sentences, ROTE-LEARNINGAbility, and the ability to infer language rules. A person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all factors being equal.”

2.4.2 Personality

Personality differs from one person to another in behavior patterns, cognition and emotion. It appears in a particular pattern of behavior in a variety of situations.

Personality is considered one of the factors that has an effect on learning second and foreign language. The learners with strong personality keep their attention and achieve high success in second language learning. Lovell(1973) explains that the term personality in psychology means the whole of a person outstanding characteristics. In everyday speech the term personality refers to extent which a person attracts other people.

2.4.3 Intelligence

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

2.4.4 Attitudes

An attitude is considered as one of the important factors that affects second language learning and is defined as: the attitudes which speakers of a different language or language varieties have towards each other's language or to their own language.

Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. attitudes towards a language may also show what people feel about the speaker of that language.

Language attitudes may have an effect on SECOND LANGUAGE or FOREIGN LANGUAGE Learning. The measurement of language attitudes provides information which is useful in language teaching and language planning. (Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 368).

2.4.4.1 Classification of Attitudes

Gwinn, (1993:687) classify attitude as:

A predisposition to classify object and event and to react to them with some degree of evaluative consistency. While attitude logically hypothetical constructs (i.e. they are inferred but not objectively observable), they are

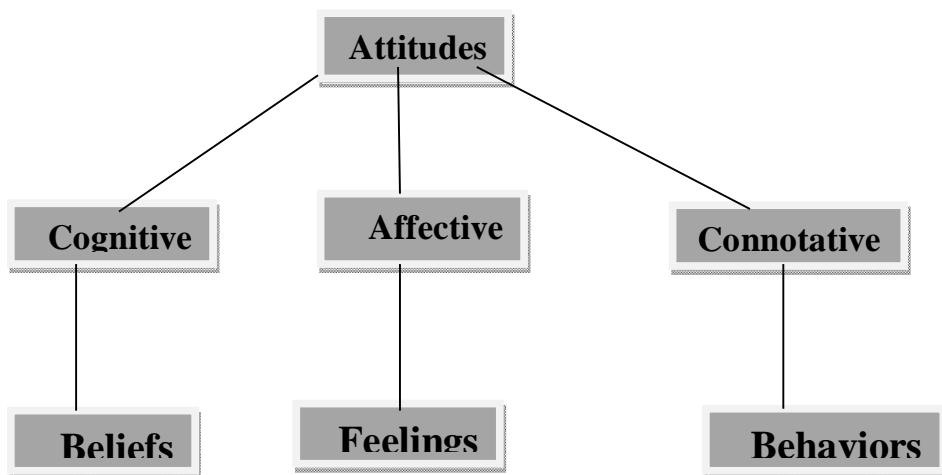
manifested in conscious experience gross behavior and psychological symptoms.

According to Gardner(1991), attitudes includes three components, namely cognitive, affective and connotative. He explains that cognitive is made up of the beliefs and ideas or opinions about the object of the attitudes. We need to explain that a person must belief in some objects such as student's belief on certain goal like studying English language the affective one refers to the feelings and emotions that one has towards an object, likes or dislikes, with or against. In other words, the specific amount of feelings will be either positive or negative. Finally, the behavioral component which refers to one's consisting action or behavioral intentions towards the object.

Gardner, (1985:81) his classification of attitudes are considered general and more specific, he argues that:

Attitudes can be classified in terms of specificity and generality in learning a certain or a particular language, second or foreign, is classified as specific because simply the referent or the attitudes object is specific towards a certain activity or activities in the learning process are required.

Chart (1) Gardner attitudes shape:



2.4.5 Language Aptitude:

The natural ability to learn a language, not including intelligence, motivation, interest, etc.

Language aptitude is thought to be a combination of various abilities, such as the ability to identify sound patterns in a new language, the ability to recognize the different grammatical functions of words in sentences, rote-learning ability, and the ability to infer language rules. A person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal (Longman Dictionary of Language Teaching & Applied Linguistics, 2007: 366).

2.4.5.1 Language Aptitude Test

A test which measures a person's aptitude for second language or foreign language learning and which can be used to identify those learners who are most likely to succeed. Language aptitude tests usually consists of several different tests which measure such abilities as;

- Sound coding ability – the ability to identify and remember new sounds in a foreign or second language.
- Grammatical coding ability – the ability to identify the grammatical function of different parts of sentences.
- Inductive learning ability – the ability to work out meanings without explanation in a new language.
- Memorization – the ability to remember words, rules, etc. in a new language.

Two well-known language aptitude tests are The Modern Language Aptitude Test (Carroll and Sapon 1958) and the Pimsleur Language Aptitude Battery, Pimsleur,(1966).Longman Dictionary of Language Teaching & Applied Linguistics, (2007:366-367).

The Components of both tests are shown in the table below:

The Pimsleur Language Aptitude Battery (PLAB).	The Modern Language Aptitude Test (MLAT).
1-Grade point average.	1.Number learning (after auditory practice in hearing some numbers in a new language learners are asked to translate 15 numbers into English).
2- Interest in foreign language learning.	2.Phonetic script (learners hear set of nonsense words and must choose from four printed alternatives).
3- Vocabulary (learners knowledge of the meaning of 24 difficult adjectives is tested in a multiple choice format).	3.Spelling clues (learners read a phonetically spelled word and choose the word nearest in meaning from five choices).
4.Words in sentence (learners read a sentence part of which underlined and then select from five underlings the functionally equivalent part in another sentence).	4- Language analysis (learners are asked to select the best translation for 15 English phrases into a fictitious language after being presented with a list of words and phrases in this language).
5.Paired associates are given four minutes to memorize 24 Kurdish/English pairs and then select the English equivalent from five choices for each Kurdish words.	5- Sound discrimination (learners are foreign language and then indicate which of these three words they hear in 30 oral sentences).
	6- Sound symbol association (learners hear two or three-syllable nonsense word and choose which word it is from four printed alternatives).

2.4.6 Motivation

The word motivation is derived from the Latin word “movere” which means to move. It refers to psychological forces which move people. Bring them into action and keep them going. It is the force that pushes us to do something or to learn a language. The term motivation has a wide sense in learning second language Gardner (1985:10) argues that:

Motivation in the person context refer to the Combination of efforts plus desire to achieve the goal of learning the language, plus Favorable attitude toward learning language

Not far from that Dornyei (1998:120) argues that:

Motivation in general sense can be defined as the dynamically changing cumulative, arousal in a person that imitates, direct, co-ordinates, amplifies, terminate, and evaluates the cognitive and motor processes whereby initial wishes are selected prioritized operationalized and successfully or unsuccessfully acted out.

Precisely Dornyei in his assumption claims that motivation inside a person is like a mechanical process harmony starting in deep sense with dynamically changing cumulative arousal in a person.

This sense rises up the person's feeling to achieve his goal ever it can. He speaks about an imbed factor inside his definition desire play a vital role in this behavioral aspect. The highly technique of the engine feeling plus effort equal achievement.

Furthermore, Dornyei, (1998:125) states that the concept motivation means: The choice of particular action, the persistence with it, and effort expend on it. In other word, “motivation” is responsible for, why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to peruse it.

2.4.6.1 Classification of Motivation:

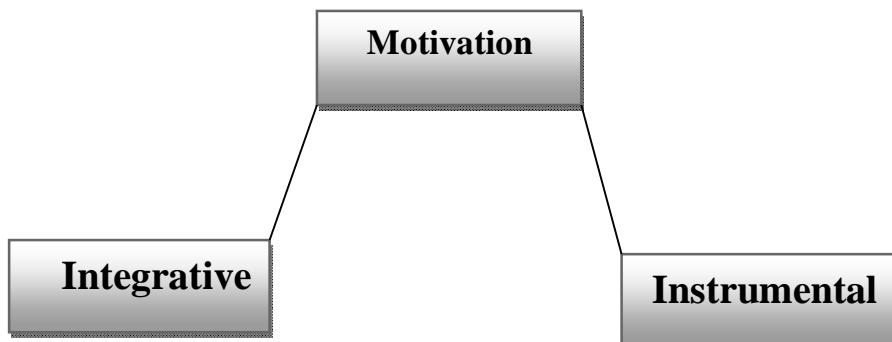
The idea of classification is important, because it helps the learners to distinguish the different terms.

Gardner and Lambert, (1959) paper in applied linguistics argue that:

Here indicated that students who possess an integrated type of motivation tend to be better than students whose motivation is instrumental.

According to these views, motivation is divided into integrative motivation which defines as students' desire who like to communicate with people of another culture who speak different language, on the other hand instrumental motivation is defined as students' desire who want to learn a language for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination.

Chart 2.4.6.1:



One of the best-known studies of motivation in L2 learning was carried out by Robert Gardner and Wallace Lambert, (1972). Their studies led them to distinguish between two basic kinds of motivation, which they call integrative and instrumental.

1. Integrative Motivation: learner with integrative motivation has a genuine interest in the L2 community. He wishes to integrate himself within the culture and become a part of that community.

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

2.5 Motivation and Attitudes and their Relationship to Foreign Language Learning:

There is no clear-cut relationship between motivation and attitude in literature some scholars consider that attitudes as a complement to motivation while other consider that there is no relationship between them.

In the early study. Gardner and Lambert(1959-1972) argue that: motivation and attitudes are considered as one thing, in other words motivation and attitudes work in combination (group) to find out successful learning. In more explanation works together as a heart and mind in human body. Gardner and Lambert, (1972:177) argues that:

The learner's motivation to learn is thought to determine by his attitude towards the other group in particular, and towards foreign people in general, and by his orientation towards the learning task itself.

Gardner concentrated on integrative motivation and the relation between the learner and the target group. He added to that specific orientation to arrive to successful learning process.

Not far from this line discussion held by precious study which consider that integrative motivation plus attitudes is a powerful in facilitating foreign language learning process. Montasir, (2000:9) argues that “In certain situations an integrative motivation may be more powerful in facilitating successful L2 learning”.

This discussion leads us to a central point that successful foreign language learning depends on many factors, but surely motivation and attitudes playing vital role.

Al-Busairi, (1990:28) argues that:

There are different types of motivation can come from the learner or can come from outside the learner this first type of motivation called intrinsic. The learner enjoys learning the language for its own sake intrinsic motivation indicates that the language is being learned in order to satisfy some goals not simply because of an intrinsic interest in the language itself.

Al-Busairi, (1996-47) argues that "successful student will be a person who bring the two kind of motivation and called it Integra-instrumental motivation".

2.6 Related Previous Studies:

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

2.6.1 First Study

This study is entitled:

"Attitudes and Motivation of University Students towards English Language Learning." It is an M.A. study by Rehab Abdesalam, (2006).

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

2.6.2 Second Study

This study is an M.A.study carried out by Azim Mirghani, (2008) and is entitled: "The Role of Attitudes towards the Learning Situation on Motivation to Learn EFL."

Azim carried out a case study of some Sudanese pupils' motivation to learn EFL. His aim was to investigate the role of their attitudes towards learning situation on their motivation. The result of the study indicated that the third year students of secondary school possessed an average level of motivation to learn EFL.

2.6.3 Third Study

This study is an M.A. study carried out by Salwa Abdalla, (2009) and is entitled "Achievement Motivation among Students in Eastern Sudan" Salwa conducted a case study of some students in Eastern Sudan. Her aim was to explore the level of achievement of motivation among Eastern Sudanese students. The result of her study indicated that the level of achievement of motivation among Eastern Sudanese students was relatively high.

2.6.4 Fourth Study

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

2.7 Comments on a Related Previous Studies:

The findings of the previous studies which are mentioned above show that university students have negative attitudes towards English language learning. It is also found that Sudanese students at secondary schools, their motivation is generally higher whereas university students have low motivation towards English language learning.

So, this study aims to investigate university students' motivation and attitudes towards learning English language. The researcher attempts to find out the attitudes and motivation of those students towards learning English language as a foreign language.

2.8 Summary

Firstly, this chapter presents some definitions of foreign language learning and second language acquisition as well as the difference between them. Secondly, this chapter presents a literature review on some social factors such as age, gender, socialclass etc. and cognitive factors such as intelligence, aptitude etc. that affecting the process of learning English as a foreign language. Thirdly, the chapter presents a wide review of motivation and attitudes besides their classification as well as the important role they play on the process of learning English as a foreign language. Finally, the chapter presents some previous studies conducted in Sudan which investigate motivation and attitudes towards learning English as a foreign language.

Chapter Three

Research Methodology

3.0Introduction

In this chapter the researcher presents the methodology of the study. He shows how the data are collected and the procedures that are followed by the researcher to elicit the required data from the subjects.

The study adopts the descriptive analytical approach, because it describes the existing phenomenon by revealing and collecting data on the variables of this specific problem.

3.1 The Subjects

The subjects under investigation are first year students at Al-neelain University Faculty of Arts English Language Department. The sample of this study consists of seventy students that are equally chosen from both sexes (males and females) who are also equivalent in number.

Table (3.1):Students' gender:

Sex	Number	Percentage %
Male	35	50%
Female	35	50%
Total	70	100%

3.2 Data Collecting Tool

The total number of the recovered questionnaire are seventy students. The questionnaire is designed according to Gardner's (1985:180) measure (AMTB). It consists of 12 questions that reflect students' motivation and attitudes towards learning English language as a foreign language. In analyzing students' questionnaire, the researcher uses statistical package of social science program (SPSS).

3.3 The procedures:

The questionnaire is distributed to a number of 70 students, restricted by specific time (20-30) minute to complete the questionnaire. The data that are obtained from students' questionnaire are analyzed by using statistical software program called (SPSS).

3.3.1 The Validity:

The validity of this questionnaire is assigned special attention. It is carefully designed in a way that its focal objective is to examine the subjects' ability in learning English as a foreign language.

3.3.2 The Reliability:

The questionnaire is given to Dr. Ayman Hamd alneel, the supervisor of this study, who is a linguist expert and the head of English language department. The questionnaire is also given to a number of lecturers at (SUST) they are: Dr. Abdul Rahman Abu Algasim and Dr. Yousif Eltrefi to be refereed. The comments of these linguistics experts attracted my attention to make some modifications by adding or deleting some of the questionnaire statements.

To assure reliability, the researcher calculated the reliability of the questionnaire by using Cranachalp equation. The result of the reliability was high and it indicated the stability of the scale and the reliability of the study.

3.4 Summary of the Chapter

This chapter describes the methods and techniques which the researcher follows to achieve this study. Firstly, the chapter states that the current study is considered descriptive and analytical study. Secondly, the chapter describes the population and the sample of the study, they are the first-year students at Al-neelain University, English Department. Then the chapter conducts a tool which was a questionnaire for students. Finally, the researcher follows some procedures to confirm the validity and reliability of his tool and how the collected data will be analyzed in the next chapter.

Chapter Four

Data Analysis

4.0 Introduction

This chapter analyzes the data collected via a students' questionnaire. The researcher uses (SPSS) package to analyze the data and statistics that are given in frequencies and percentages. Brief comments are provided to give an explanation about each table along with a chart demonstrating at the end.

4.1 Descriptive Analysis

Table (4-1): When I have an assignment to do in English, I feel completely relaxed.

(Table 4.1): First question

	Frequency	Percent
Always	33	45.8
Often	29	40.3
Sometimes	7	9.7
Rarely	1	1.4
Total	70	100.0

Table (4-1) shows the result of the first question of the first hypothesis. As it is shown in the table, 33 of students respond 'Always', 29 respond with 'Often', 7 respond with 'Sometimes' while 1 responds with 'Rarely' and the percentages are 45.8%, 40.3%, 9.7% and 1.4% respectively. As it is noticed, the greatest percentage is 45.8% which represents the choice of 'Always', so it can be said that students' responses tend to confirm the hypothesis's claim. The following chart demonstrates that clearly.

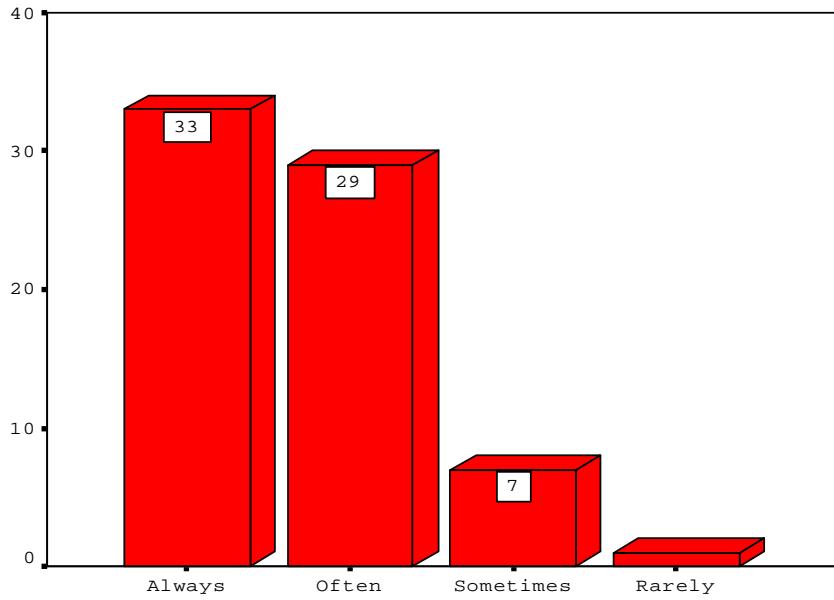


Figure (4-1): Question one

Table (4-2): I feel active during English language lectures.

	Frequency	Percent
Always	26	36.1
Often	30	41.7
Sometimes	13	18.1
Rarely	1	1.4
Total	70	97.2

Table (4-2) shows the result of the second question of the first hypothesis. As it is shown in the table, 26 of students respond with 'Always', 30 respond with 'Often', 13 respond with 'Sometimes' while 1 responds with 'Rarely' and the percentages are 36.1%, 41.7%, 18.1% and 1.4% respectively. As it is noticed, the greatest percentage is 41.7% which represents the choice of 'Often', so it can be said that as it is the case in the first question students' responses tend to affirm the hypothesis' claim. The following chart demonstrates that clearly.

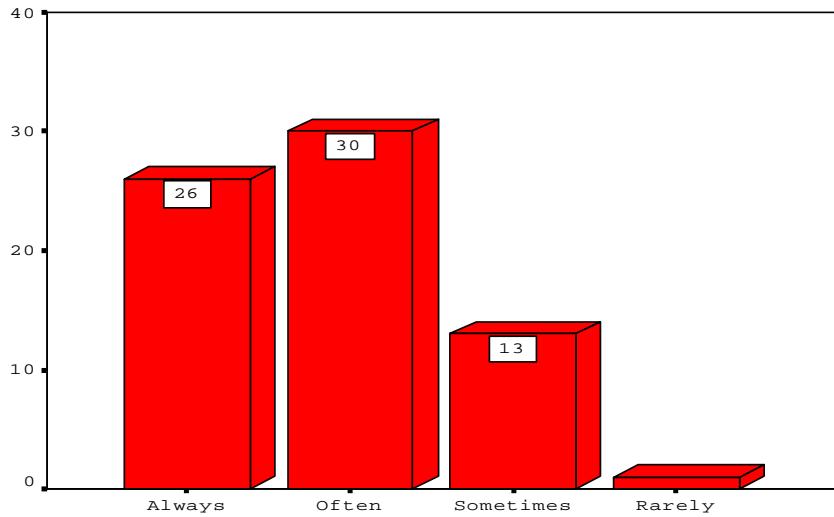


Figure (4-2): I feel active during English language lectures

Table (4-3): I have a strong desire to learn English language.

	Frequency	Percent
Always	29	40.3
Often	15	20.8
Sometimes	18	25.0
Rarely	7	9.7
Never	1	1.4
Total	70	100.0

Table (4-3) shows the result of the third question of the first hypothesis. As it is shown in the table, 29 of students responded with ‘Always’, 15 respond with ‘Often’, 18 respond with ‘Sometimes’ while 7 respond with ‘Rarely’ and 1 responds with ‘Never’. The percentages are 40.3%, 20.8%, 25%, 9.7% and 1.4% respectively. As it is noticed, the greatest percentage is 40.3% which represents the choice of ‘Always’, so it can be said that as it is the case in the first question students’ responses tend to support the hypothesis’ claim. The following chart demonstrates that clearly.

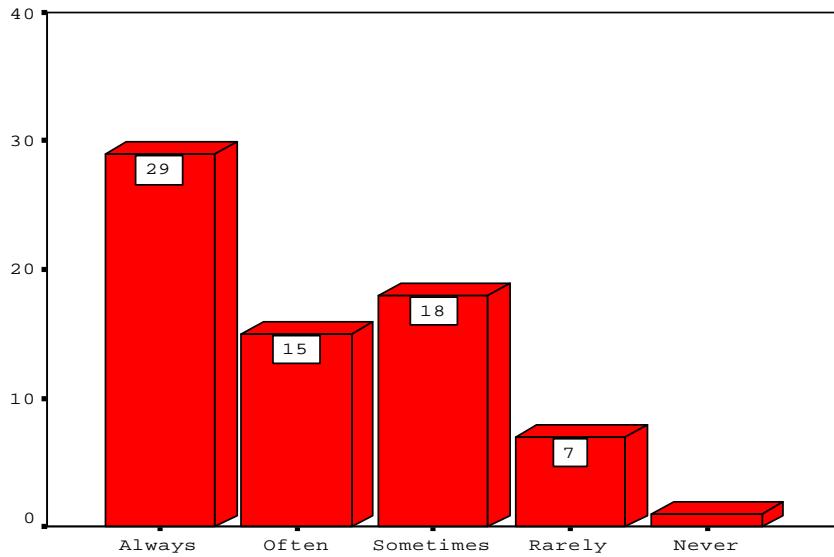


Figure (4-3): I have a strong desire to learn English language.

Table (4-4): I practice English language very hard just at the beginning of exams.

	Frequency	Percent
Always	38	52.8
Often	13	18.1
Sometimes	9	12.5
Rarely	9	12.5
Never	1	1.4
Total	70	100.0

Table (4-4) shows the result of the fourth question of the first hypothesis. As it is shown in the table, 38 of students respond with 'Always', 13 respond with 'Often', 9 respond with 'Sometimes' while 9 respond with 'Rarely' and 1 responds with 'Never'. The percentages are 52.8%, 18.1%, 12.5%, 12.5% and 1.4% respectively. As it is noticed, the greatest percentage is 52.8% which represents the choice of 'Often', so it can be said that as it is the case in the first question students' responses tend to approve the hypothesis' claim. The following chart demonstrates that clearly.

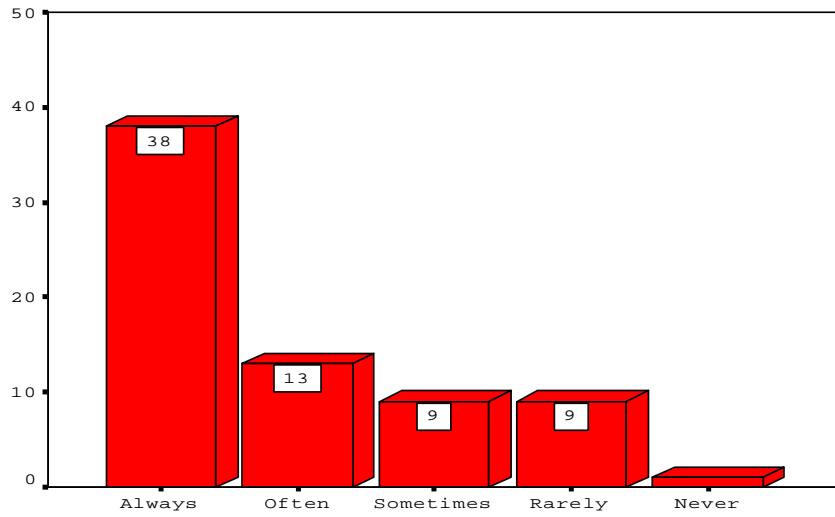


Figure (4-4): I practice English language very hard just at the beginning of exams

Table (4-5): I love learning English language.

	Frequency	Percent
Always	30	41.7
Often	21	29.2
Sometimes	11	15.3
Rarely	7	9.7
Never	1	1.4
Total	72	100.0

Table (4-5) shows the result of the first question of the second hypothesis. As it is shown in the table, 30 of students respond with 'Always', 21 respond with 'Often', 11 respond with 'Sometimes' while 7 respond with 'Rarely' and 1 responds with 'Never'. The percentages are 41.7%, 29.2%, 15.3%, 9.7% and 1.4% respectively. As it is noticed, the greatest percentage is 41.7% which represents the choice of 'Always', so it can be said that as it is the case in the first question students' responses tend to justify the hypothesis' claim. The following chart demonstrates that clearly.

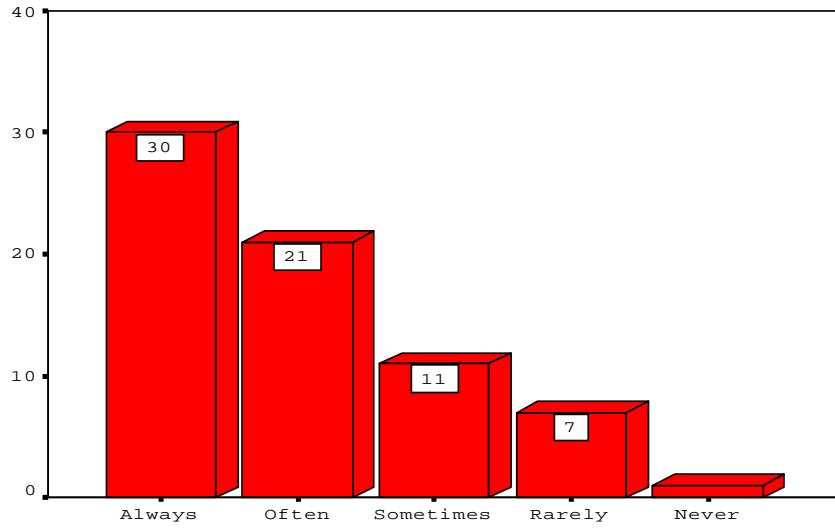


Figure (4-5): I love learning English language

Table (4-6): I think English language is not so difficult to learn.

	Frequency	Percent
Always	25	34.7
Often	24	33.3
Sometimes	15	20.8
Rarely	3	4.2
Never	3	4.2
Total	70	100.0

Table (4-6) shows the result of the second question of the second hypothesis. As it is shown in the table, 25 of students respond with 'Always', 24 respond with 'Often', 15 respond with 'Sometimes' while 3 respond with 'Rarely' and 3 respond with 'Never'. The percentages are 34.7%, 33.3%, 20.8%, 4.2% and 4.2% respectively. As it is noticed, the greatest percentage is 33.3% which represents the choice of 'Often', so it can be said that as it is the case in the first question students' responses tend to back the hypothesis's claim. The following chart demonstrates that clearly.

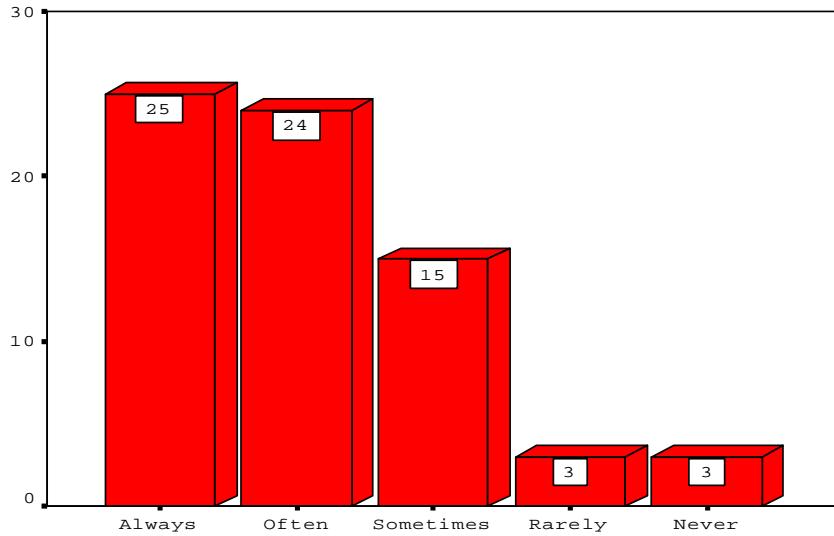


Figure (4-6): I think English language is not so difficult to learn

Table (4-7): I like English literature.

Percent	Frequency	
31.9	23	Always
33.3	24	Often
25.0	18	Sometimes
5.6	4	Rarely
1.4	1	Never
100.0	70	Total

Table (4-7) shows the result of the third question of the second hypothesis. As it is shown in the table, 26 of students respond with 'Always', 24 respond with 'Often', 18 respond with 'Sometimes' while 4 responds with 'Rarely' and 1 responds with 'Never'. The percentages are 31.9%, 33.3%, 25%, 5.6 and 1.4% respectively. As it is noticed, the greatest percentage is 33.3% which represents the choice of 'Often', so it can be said that as it is the case in the first question students' responses tend to confirm the hypothesis' claim. The following chart demonstrates that clearly.

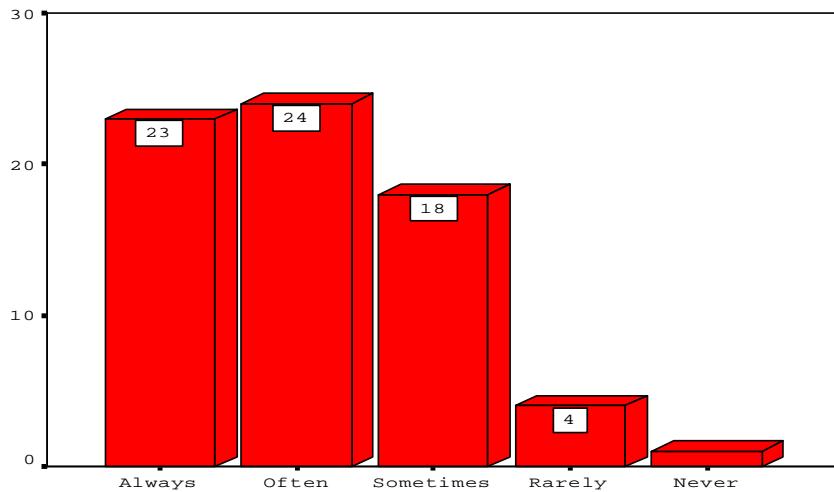


Figure (4-7): I like English literature

Table (4-8): I like spending a lot of time studying English language at home.

Percent	Frequency	
43.1	31	Always
29.2	21	Often
18.1	13	Sometimes
6.9	5	Rarely
100.0	70	Total

Table (4-8) shows the result of the fourth question of the second hypothesis. As it is shown in the table, 31 of students respond with 'Always', 21 respond with 'Often', 13 respond with 'Sometimes' while 5 responds with 'Rarely' and the percentages are 43.1%, 29.2%, 18.1% and 6.9% respectively. As it is noticed, the greatest percentage is 43.1% which represents the choice of 'Often', so it can be said that as it is the case in the first question students' responses tend to endorse the hypothesis' claim. The following chart demonstrates that clearly.

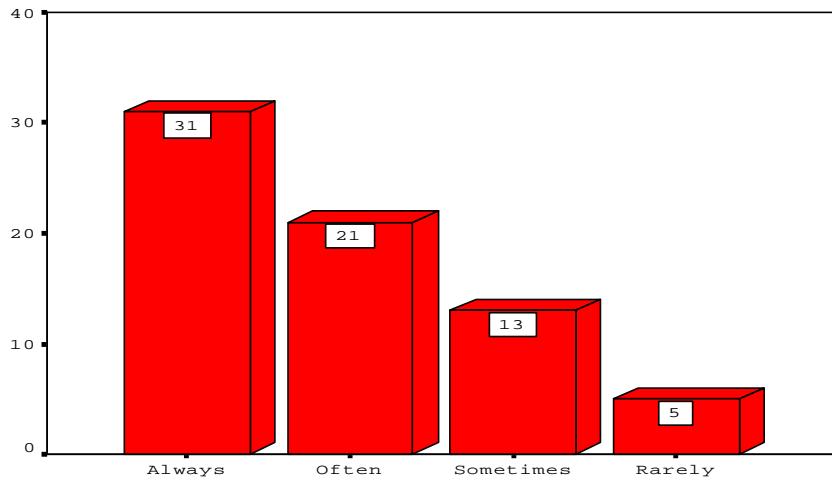


Figure (4-8): I like spending a lot of time studying English language at home.

Table (4-9): English is an important subject for university students.

Percent	Frequency	
40.3	29	Always
23.6	17	Often
11.1	8	Sometimes
22.2	16	Rarely
100.0	70	Total

Table (4-9) shows the result of the first question of the third hypothesis. As it is shown in the table, 29 of students respond with ‘Always’, 17 respond with ‘Often’, 8 respond with ‘Sometimes’ while 16 responds with ‘Rarely’ and the percentages are 40.3%, 23%, 11.1% and 22.2% respectively. As it is noticed, the greatest percentage is 40.3% which represents the choice of ‘Always’ so it can be said that as it is the case in the first question students’ responses tend to justify the hypothesis’ claim. The following chart demonstrates that clearly.

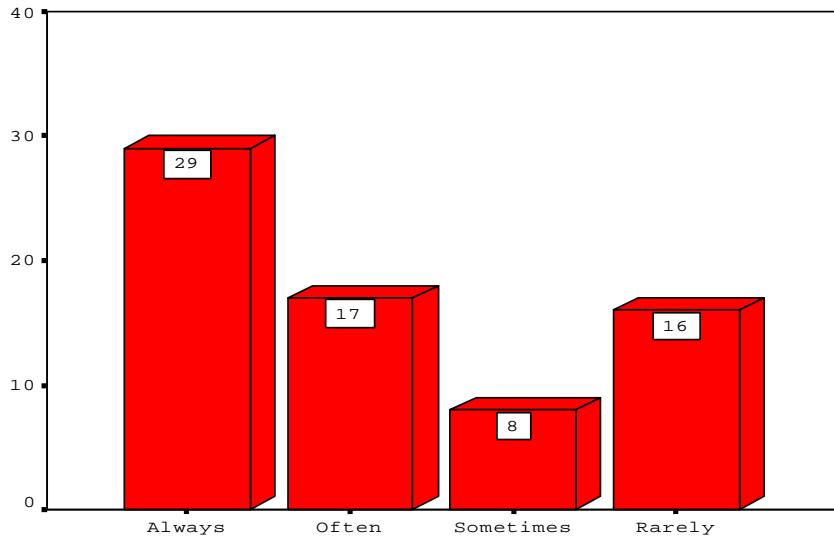


Figure (4-9): English is an important subject for university students

Table (4-10): The study of English helps me to communicate with foreigners.

Percent	Frequency	
36.1	26	Always
25.0	18	Often
9.7	7	Sometimes
25.0	18	Rarely
1.4	1	Never
100.0	70	Total

Table (4-10) shows the result of the second question of the third hypothesis. As it is shown in the table, 26 of students respond with 'Always', 18 respond with 'Often', 7 respond with 'Sometimes' while 18 responds with 'Rarely' and 1 responds with 'Never' with percentages 36.1%, 25%, 9.7%, 25% and 1.4% respectively. As it is noticed, the greatest percentage is 36.1% which represents the choice of 'Often', so it can be said that as it is the case in the

first question students' responses tend to defend the hypothesis' claim. The following chart demonstrates that clearly.

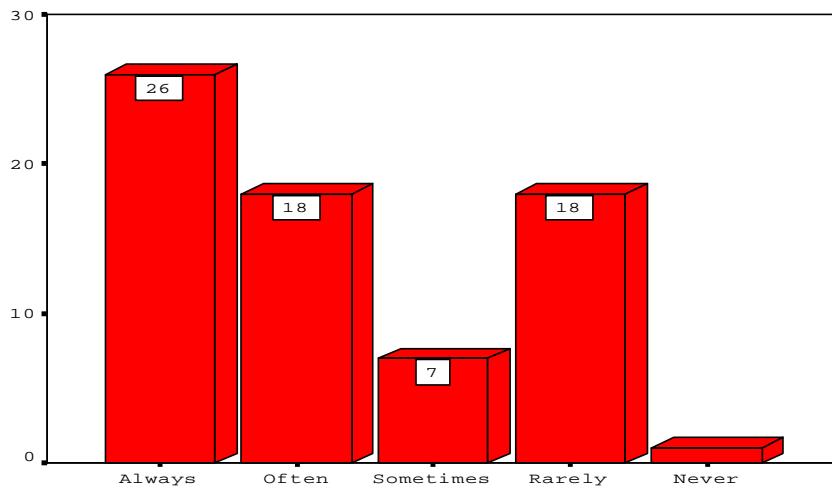


Figure (4-10): The study of English helps me to communicate with foreigners.

Table (4-11): Learning English helps me to get better chances for job.

Percent	Frequency	
38.9	28	Always
36.1	26	Often
12.5	9	Sometimes
5.6	4	Rarely
4.2	3	Never
100.0	70	Total

Table (4-11) shows the result of the third question of the third hypothesis. As it is shown in the table, 28 of students respond with 'Always', 26 respond with 'Often', 9 respond with 'Sometimes' while 4 responds with 'Rarely' and 3 respond with 'Never'. The percentages are 38.9%, 36.1%, 12.5%, 5.6 and 4.2% respectively. As it is noticed, the greatest percentage is 38.9% which represents the choice of 'Always', so it can be said that as it is the case in the first question students' responses tend to recommend the hypothesis' claim. The following chart demonstrates that clearly.

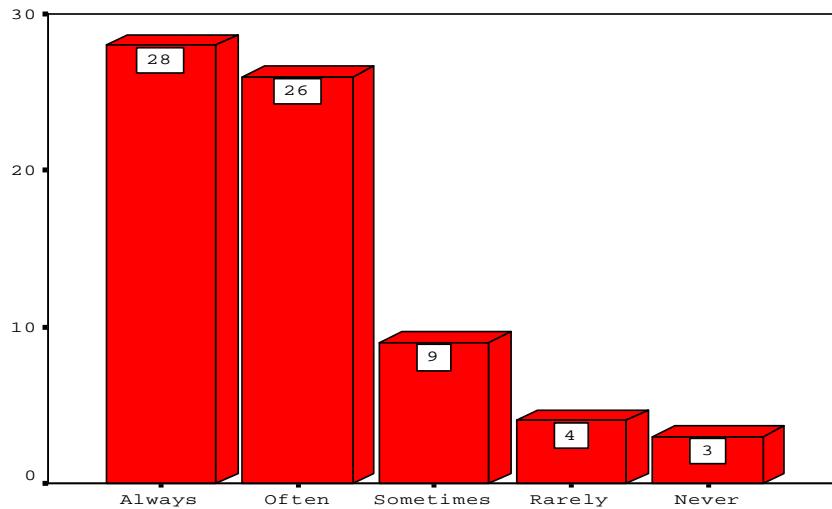


Figure (4-11): Learning English helps me to get better chances for job

Table (4-12): I believe that English language will enable me to deal with the computer.

Percent	Frequency	
45.8	33	Always
31.9	23	Often
13.9	10	Sometimes
5.6	4	Rarely
100.0	70	Total

Table (4-12) shows the result of the fourth question of the third hypothesis. As it is shown in the table, 33 of students respond with 'Always', 23 respond with 'Often', 10 respond with 'Sometimes' while 4 respond with 'Rarely' and the percentages are 45.8%, 31.9%, 13.9% and 5.6% respectively. As it is noticed, the greatest percentage is 45.8% which represents the choice of 'Always', so it can be said that as it is the case in the first question students' responses tend to affirm the hypothesis's claim. The following chart demonstrates that clearly.

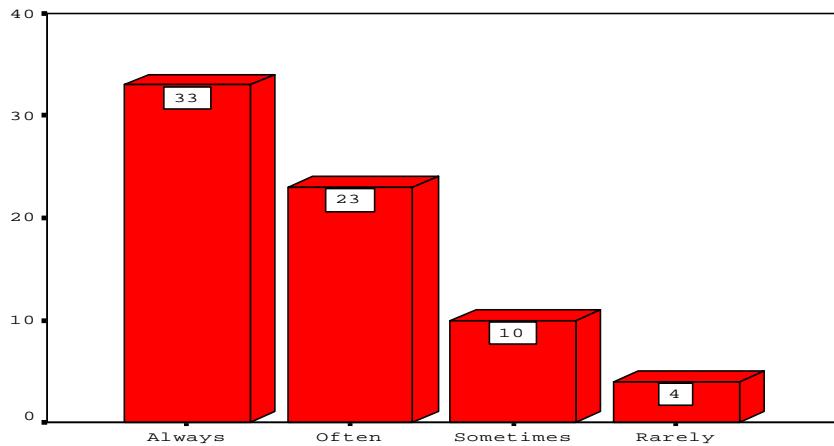


Figure (4-12): I believe that English language will enable me to deal with the computer

4.2 Chi-square Analysis

Chi-square is used to test the hypotheses statistically; each hypothesis is analyzed separately and tested against the significant value. The chi-square analysis analyzes each hypothesis according to its questions within the questionnaire.

Table (4-13): First Hypothesis

Asymp. Sig.	Df	Chi-Square(a,b)	
.030	3	43.143	When I have an assignment to do in English, I feel completely relaxed.
.05	3	29.771	I feel active during English language lectures.
.014	4	32.857	I have a strong desire to learn English language.
.021	4	56.857	I practice English language very hard just at the beginning of exams.

Table (4-13) shows the statistical result of the first hypothesis which consists of four questions as represented in table 4-1, 4-2, 4-3 and 4-4. The first column of the table shows the frequency and the second column represent the degree of freedom (equals N-1) while the third column (Sig.) represents the significance value which is required to be less than or equal to 0.05 (Sig. \leq .05) for the question to be accepted and hence significant. Looking at the third column of the table, it can be seen that all the significant values are less than or equal to 0.05. The first hypothesis is confirmed and it is valid.

Table (4-14): Second hypothesis

Asymp. Sig.	Df	Chi-Square(a,b)	
.003	4	38.000	I love learning English language.
.007	4	33.143	I think English language is not so difficult to learn.
.009	4	33.286	I like English literature.
.002	3	21.200	I like spending a lot of time studying English language at home.

Table (4-14) shows the statistical result of the second hypothesis which consists of four questions as represented in table 4-5, 4-6, 4-7 and 4-8. The first column of the table shows the frequency and the second column represent the degree of freedom (equals N-1) while the third column (Sig.) represents the significance value which is required to be less than or equal to 0.05 (Sig. \leq .05) for the question to be accepted and hence significant.

Looking at the third column of the table, it can be seen that all the significant values are less than or equal to 0.05. The second hypothesis is also confirmed and it is valid.

Table (4-15): Third hypothesis

Asymp. Sig.	Df	Chi-Square(a,b)	
.005	3	12.857	English is an important subject for university student.
.008	4	28.143	The study of English helps me to communicate with foreigners.
.020	4	41.857	Learning English helps me to get better chances for job.
.030	3	29.086	I believe that English language will enable me to deal with the computer.

Table (4-15) shows the statistical result of the first hypothesis which consists of four questions as represented in table 4-1, 4-2, 4-3 and 4-4. The first column of the table shows the frequency and the second column represent the degree of freedom (equals N-1) while the third column (Sig.) represents the significance value which is required to be less than or equal to 0.05 (Sig. \leq .05) for the question to be accepted and hence significant. Looking at the third column of the table, it can be seen that all the significant values are less than or equal to 0.05. The third hypothesis is confirmed and it is valid.

2.3 Overall Result

The First Hypothesis Discussion:

There is a positive correlation between motivation and achievement among first year students at Al-neelain University, English Language Department.

This hypothesis has been confirmed according to the statistical results in tables (4-1, 4-2, 4-3 and 4-4) which show respondents' answers tend towards 'Always' and 'Often'. The chi-square analysis is also with agreement with the descriptive results as it shows the significance of each question within the hypothesis.

This hypothesis's result is in agreement with Salwa Abdalla's study which has found that the level of achievement of motivation among Eastern Sudanese students is relatively high. The study differs from the current study for it investigates the level of achievement in other social environment.

The results are also in agreement with the study of Azim Mirghani Which states that the results of the study indicate that the third year secondary school Sudanese pupils possess an average level of motivation to learn EFL.

The Second Hypothesis Discussion:

The first year students at Alneelain University, English Language Department have negative attitudes to learn English language as a foreign language.

As the case in the first hypothesis, this hypothesis is also confirmed according to the statistical results in tables (4-5, 4-6, 4-7 and 4-8) which shows respondents' answers tend towards 'Always' and 'Often'. The chi-square analysis is also with agreement with the descriptive results as it shows the significance of each question within the hypothesis.

The study is in agreement with Rehab Abdesalam's study which stated that university students have negative attitudes and unmotivated towards English language learning post-Arabicization.

The Third Hypothesis Discussion:

The first year students at Al-neelain University, English Language Department have an instrumental motivation rather than an integrative motivation:

As the case in the first and the second hypothesis, this hypothesis is also confirmed according to the statistical results in tables (4-9, 4-10, 4-11 and 4-12) which shows respondents' answers tend towards 'Always' and 'Often'. The chi-square analysis is also with agreement with the descriptive results as it shows the significance of each question within the hypothesis.

The hypothesis's result is in agreement with the findings of Al-Busairi's study which states that both students and teachers are instrumentally motivated.

4.4 Summary

The chapter has analyzed the data of students' questionnaire statistically using (SPSS) and results were obtained. The researcher has provided brief comments for each question of the questionnaire along with chart demonstration. The results have shown that the study's hypotheses are confirmed.

Chapter Five

Conclusions, Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

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

5.1 Conclusions of the Study

The current study is carried out to investigate the essential role of motivation and attitudes towards learning English as a foreign language. The study is comprised of five chapters. The subjects of this study were first year student at Al-neelain University, English Language Department. To investigate the problem of the study, the researcher raised three questions. These questions were as follows:

- 1.What is the effect of motivation on the first year students at Al-neelain University, English Language Department towards learning English as Foreign language?
- 2.What are the attitudes of first year students at Al-neelain University, English Language Department towards learning English as a foreign language?
- 3.To what extent are the first year students at Al-neelain University, English Language Department motivated to learn English as a foreign language?

Based on these questions, three hypotheses were established by the researcher. These hypotheses were as follows:

- There is a positive correlation between motivation and achievement among first-year students at Al-neelain University, English Language Department.
- The first year students at Al-neelain University, English Language Department have negative attitudes to learn a foreign language.

-The first year students at Al-neelain University, English Language Department have an instrumental motivation rather than an integrative motivation.

For the verification of the above mentioned hypotheses, the researcher uses a questionnaire for the students. The sample of the study consists of 70 students at Al-neelain University, English Language Department.

The results of the questionnaire clarify that there is a positive correlation between motivation and achievement among first-year students at Al-neelain University, English Language Department.

5.2 The Findings

The findings of the study reveal that most of first year students at Al-neelain University, English Department have negative attitudes towards learning English as a foreign language. They do not participate in most of communicative activities in their university.

Finally, the results of the questionnaire also shows that first-year students at Al-neelain University, English Language Department have instrumental motivation to learn English language. Most students are confessed that English language is considered an important tool to achieve their instrumental goals such as getting a job, reading a foreign newspaper, passing an examination etc... Therefore, and according to the results of the study, instrumental motivation is considered the primary source of students' motivation to learn English language, whereas integrative motivation is considered secondary source and has the least influence on students' motivation towards learning English language.

5.3 Recommendations

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

- 1)The students' awareness of the importance of English language in their future career should be increased by encouraging them to participate in any communicative activities.
- 2) Computer-Assisted Language Learning Programs should be used to facilitate the process of learning English language.
- 3)University instructors should dedicate part of the time allotted for English language classes for training their students in the four skills of English language.

5.4 Suggestions for Further Studies

The current study attempted to investigate students' motivation and attitudes towards learning English as a foreign language, so the researcher suggests the following.

1. More researches should be conducted on investigating other factors such as economic factors that encounter university students when learning English as a foreign language.
2. More researches should be conducted on investigating other factors such as environment that may affect the process of learning English as a foreign language.

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Sudan University of Science and Technology
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A questionnaire for first-year students at Al-neelain University, English Language Department.

Dear student,

This questionnaire is a part of M.A study entitled “Students’ Motivation and Attitudes towards Learning English as a Foreign Language”. It aims at measuring and identifying students’ motivation and attitudes towards learning English as a foreign language.

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

Thank you in advance for your cooperation,

Muawia Eltag Mohamed Medani
M.A candidate, College of Graduate Studies at (SUST)

Please tick (✓) in the box which represents your opinion:

Gender: Male () Female ()

Statement	Never	Rarely	Sometimes	Often	Always
1. I love learning English language.					
2. I think English language is not so difficult to learn					
3. I like English literature.					
4. I like spending a lot of time studying English language at home.					
5. When I have an assignment to do in English, I feel completely relaxed.					
6. I feel active during English language lectures.					
7. I have a strong desire to learn English language.					
8. I practice English language very hard just at the beginning					

of exams.				
9. I think English language will help me to pursue my graduate studies in English speaking countries (e.g. USA).				
10. I believe that English language will help me to practice business outside Sudan.				
11. I believe that English language will enable me to deal with the computer.				
12. I think English will help me to communicate with non-Arab speakers all over the world.				