


**Motivation and EFL Achievement:
A Case Study of KSU Undergraduates**

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Abstract:

The study was conducted with 84 undergraduate students of King Saud University in order to ascertain the nature of the learners' attitudinal/ motivational orientations towards learning EFL. A modified version of the Attitude/ Motivation Test Battery devised by Gardner (1985) was used to measure the learners' attitudes and motivation. Teacher awarded grade was obtained to measure the learners' achievement in EFL. Resulting data were then analysed using the Statistical Analysis System (SAS). The analysis of the data showed that achievement in learning is facilitated by a strong motivation and desire to learn the language. Moreover, the findings exhibit that integrative orientation was a better predictor achievement than instrumental orientation, and classroom anxiety experienced by the learners significantly affect their achievement. On the basis of the findings of the study, certain recommendations are made to improve the language learning situation.



ملخص البحث:

أجريت هذه الدراسة على ٨٤ طالباً بالمرحلة الجامعية بجامعة الملك سعود لفهم طبيعة توجهات ودافعية الطلاب نحو تعلم اللغة الإنجليزية كلغة أجنبية. لهذا الغرض تم استخدام بتصريف مجموعة اختبارات القياس المعدة لذلك من قبل جاردر (١٩٨٥). كما تم احتساب درجات الطلاب لقياس أدائهم في اللغة الإنجليزية وقد تم تحليل النتائج باستعمال نظام التحليل الإحصائي. وقد أظهر تحليل البيانات أن الدافعية القوية والرغبة في تعلم اللغة تسهلان كثيراً التحصيل اللغوي وأن تعلم اللغة كمعرفة يؤدي إلى تحصيل أفضل من تعلمها كوسيلة ، كما أن القلق الذي يصيب الطلاب داخل الفصل الدراسي يؤثر سلباً على أدائهم وفي ضوء هذه النتائج خلصت الدراسة إلى بعض التوصيات لتحسين تعلم اللغة الإنجليزية كلغة أجنبية.

INTRODUCTION

There are three basic components in the teaching/ learning process of a second/ foreign language = the 'learner' with his/ her aptitude, attitudes, motivation, personality, age, and the like; the 'teacher' with his/ her competence and proficiency in the target language, his/ her professional qualifications, teaching methods and techniques, and so on; and the 'curriculum' with its materials, teaching aids and evaluation tools. Having considered the learners' factors, socio-psycholinguistically individual differences, as uneven in successful language learning, second/ foreign language researchers and educators have traditionally invested their endeavours in refining and improving the other two factors including the teachers' qualifications, the curriculum, methods, the testing mechanism, and so forth. However, social-psychology suggests that the learners' factors or the individual differences have a potent and dynamic impact upon the proficiency of the learner in a second/ foreign language as Ellis (1986) maintains: "Second language (L2) learners vary on a number of dimensions to do with personality, motivation learning style, aptitude, and age" (99).

Therefore, in recent years research in second/ foreign language pedagogy has aroused tremendous interest in the contribution of the language learners' attitudes and motivational orientations to the successful learning/ acquisition of a second/ foreign language. Research conducted in Canada and the United States (eg. Gardner and Lambert 1959; 1972), in Hong Kong (eg. Pierson, Fu and Lee, 1980), in Malaysia (eg. Jayatilaka, 1982), in Kuwait (eg. Ismail, 1984) and in many other places indicates that motivation and attitudes have a strong relationship with second/ foreign language learning. Though a good number of such studies have been conducted among secondary and higher secondary level students, a very few studies have upto now been done among undergraduate

students. Since the present study is concerned with students at the university level, the review of the literature will focus on the studies conducted among university students.

REVIEW OF THE LITERATURE

Gardner, Lalonde, and Moorcroft (1985) conducted an investigation among 170 university students enrolled in an introductory psychology course in order to determine the role played by attitudes/ motivation and language aptitude in second language learning. The students who were not necessarily registered in French, although all has studied French previously, demonstrated that attitudes, motivation and language aptitude were important since they substantially influenced second language learning. Subjects with high language aptitude learned faster than those who had low aptitude and those high in integrative motivation learned faster than those who were low. Trylong (1987) conducted a study among 216 students learning French as a foreign language at a large, mid-western State University to investigate the relationship of aptitude, attitudes and anxiety to student achievement in learning a foreign language. The results of the study showed a positive correlation between attitudes and achievement. The results also indicated a negative association between anxiety and achievement. Abboushi (1983) also conducted a study among 67 international students enrolled in an intensive English language programme in a small private university in the mid-west United States. The results of the study exhibited a positive correlation between attitudes and motivation and achievement in English, although the researcher did not find any clear distinction between instrumental and integrative orientation and motivation. In another study Koosha (1978) discovered a positive correlation between instrumental motive and achievement of the international students studying English as a second language

at the University of Colorado. Karkia (1979) conducted a study among 314 Science and Humanities students in Tehran University and uncovered that all the subjects were instrumentally motivated towards EFL study. Spolsky (1969) conducted a study among 315 international students representing 80 different countries who had recently arrived in the USA to attend American universities. The results of the direct questionnaire indicated that only 20% of the subjects could be classified as being integratively motivated, and the rest instrumentally. The indirect questionnaire showed that a third of the students were instrumentally motivated and scored higher in EFL than those who were instrumentally motivated. Jayatilaka (1982) conducted a study among 132 students from the University of Science in Penang, Malaysia. The result of the study indicated that the instrumentally motivated students scored significantly higher in the English proficiency tests than the integratively motivated group. In another investigation Ismail (1984) examined Kuwait University students' motivation towards the study of English. The results of the study revealed that the Kuwaiti University students were largely instrumentally motivated in respect of learning English as a foreign language and that this was not merely for academic purposes but also to work efficiently in various professions after graduating from the university.

In a survey, Kelly (2005) investigated the relationship between motivation and EFL acquisition of Japanese freshmen university students. The subjects were classified into two groups: English major and non-English major students. The researcher measured the students motivation according to one of three general categories: integrative, instrumental, and intrinsic. The results of the study showed that English major students were highly motivated in all categories while non-English major students considered English as less relevant to their lives in

general, but enjoyed studying English and found it a worthwhile challenge. In a further study, Sadighi and Zarafshan (2006) examined the effect of the attitude, motivation, and years of study on the use of language learning strategies by Iranian university students learning English as a foreign language. The study was conducted among 126 undergraduates majoring in English Translation and Teaching English at Shiraz Azad University. The results of the study demonstrated that learners with positive attitude used language learning strategies more frequently than those with negative attitude and integratively motivated students employed more strategies than instrumentally oriented ones. In a more recent study among 240 freshman college students from different colleges and universities in Manila, Philippines, Lucas et al (2010) showed that students are intrinsically motivated to learn speaking and reading skills.

Contrariwise, Abbashar (1977) conducted an attitudinal/ motivational study using Arab graduate and undergraduate students learning English at the Indiana University. The results of the study revealed that attitudinal scales failed to have a significant explanatory value in achievement in English as a second language and that neither integrative nor instrumental orientation contributed significantly to achievement in English as a second language. Yamoor (1985) conducted a study to determine the relationship between attitudes towards learning the second language among 93 international students enrolled in the Ohio Programme of Intensive English at Ohio University, Athens, Ohio. The results of the study showed no significant relationship between the students' attitudes and motivation and the percentage of change in learning ESL. The results further indicated that the advanced level students had more favourable attitudes towards learning English. Svanes (1987) conducted a study among international students learning Norwegian as a second language at the University of Bergen, Norway. The results of the study

failed to support Gardner and Lambert's (1959; 1972) findings concerning the importance of integrative motivation. That is, the results indicated a weak positive relationship between grades and integrative motivation. Al-Tamimi and Shuib (2009) conducted a study among students studying Petroleum Engineering at Hadramout University of Sciences and Technology, Yemen to identify students attitudes and motivation towards learning the English language. The findings showed that the students were instrumentally motivated towards English language study and most of the students had positive attitudes towards the social value and educational status of English.

Hence, though attitudes and motivation have an obvious impact upon proficiency in second/ foreign language learning, the relationships between them are not always significant. Besides, the findings of the studies conducted so far failed to postulate a unanimous decision on the relations of attitudes and motivation to proficiency/ achievement in second/ foreign language. The current research was designed to determine, firstly, whether there is a significant interaction between attitudes/ motivation and proficiency in EFL of the undergraduates of the King Saud University. The study was secondly intended to ascertain the type of motivation that the subjects possess, if they actually have to learn EFL. Finally, the research was expected to considerably contribute to the English language teaching programmes at the undergraduate level at the King Saud University and other similar settings. The current researcher is not aware of any such study being conducted at KSU.

Methodology:

SUBJECTS

The study was conducted with 84 undergraduates of the King Saud University Riyadh. Twenty nine students were from the College of Engineering,

twenty-one from the College of Computer Science, seventeen from the Colleges of Arts and Education each.

Two major predictor variables were defined in the present study such as student motivational orientation and various attitude measures. The major criterion variables in this study were scores on an achievement test. Measurement of students' attitude towards English and their motivation to learn it was determined by a modified version of the Attitude/ Motivation Test Battery developed by Gardner (1985). Teacher awarded grades were collected from the English language teachers to show the achievement of the students. **Variables investigated were as follows:**

1. Attitudes towards Learning English: This scale consisted of nine items along a five point scale ranging from "Strongly Disagree" to "Strongly Agree". A high score (maximum = 45) indicates a positive attitudes towards learning EFL.
2. Interest in Foreign Languages: This measure consisted of eight positively worded items to assess the students' general interest in studying foreign languages. Each student's score was the sum of the number of points earned on each question ranging from 1 to 5, with a high score (maximum = 40) indicating a high degree of interest in learning foreign languages.
3. Integrative Orientation: This scale was composed of four items, each emphasizing the importance of learning EFL as a means of facilitating social interaction with people who speak English or languages other than the students' own. A high score (maximum = 26) indicates that the students endorse integrative reasons for studying English.
4. Instrumental Orientation: In this scale subjects were presented with four items which stressed the utilitarian value of learning EFL. A high score (maximum = 20) indicates that the students endorse integrative reasons for studying English.

5. English Class Anxiety: This scale consisted of five items measuring the students' degree of discomfort while participating in the English class. A high score (maximum = 25) indicates a high degree of discomfort.
6. Perceived Parental Encouragement: This scale consisted of eight positively worded items assessing the extent to which the students feel their parents support them in their study of EFL. A high score (maximum = 40) indicates a high level of parental encouragement.
7. Motivational Intensity: Nine multiple choice items of this scale measured the intensity of the students motivation to learn EFL in terms of the work done for classroom assignments, future plans to make use of and study the language. A high score (maximum = 27) represents a self-report of a high degree of effort spent in learning the language.
8. Desire to Learn English: Ten multiple-choice items evaluating the desire to learn English made up this scale. A high score (maximum = 30) is indicative of the students' perception of the desirability of learning EFL.
9. English Course Evaluation: The students' general evaluative reactions to their English course were assessed with ten scales scored in such a way that the higher the score (maximum = 50) the more positive a students' evaluation of the course is seen to be.
10. English Course Difficulty: this measure is composed of five scales indicating students' perceived difficulty of the course. A high score (maximum = 25) indicates that the students consider the course to be easy and a low score indicates that the students consider the course to be difficult.
11. English Course – Utility: Five scales comprised this subtest. A high score (maximum = 25) is associated with a high level of perceived utility.

12. English Course Interest: Five scales were summed to show that the higher the score (maximum = 25) the more interest the students had in the course.
13. Achievement in English: Teacher awarded grades were collected and considered as a measure of the students' achievement in EFL.

DATA COLLECTION PROCEDURE

Data for this study were collected during April and May, 2009. The Attitude/ Motivation Questionnaire was administered in regular classrooms during normal class time. Considering the English language proficiency of the subjects, the Attitude/ Motivation Questionnaire was translated into Arabic. Teacher awarded grades were collected from the coordinators of different colleges, which served as a measurement of the students' achievement in EFL.

DATA ANALYSIS

The questionnaire and the achievement test used in this study were scored by high hand, and the raw data were entered on computer cards. Total scores were computed on each of the subtests for each individual sample. The data resulting were then analyzed following a system of programs known as the Statistical Analysis System (SAS). Correlation coefficients using Pearson Correlation were determined to obtain the correlation among all the concerned predictor variables and the only criterion variable.

RESULTS AND DISCUSSIONS

As mentioned earlier, the study was conducted with students from four different Colleges of the King Saud University. The findings will be presented first college-wise and then the overall results will be presented. However, several constraints on the scope of the data collected should be recorded. The study is limited because although the instruments used to measure the students' attitudes/ motivation were standardized and validated with samples in the Canadian

context, these were not tested for statistical validity and reliability for the current sample. Further, the measurement of attitudes is difficult. The researchers have to assume that the subjects understand the items in the questionnaire and are supplying honest answers to them. The EFL achievement of the subjects was measured by their tutors. The present researcher is not aware of any statistical reliability and validity of this test which was an integrated test focusing on grammar, vocabulary and reading comprehension skills. The modest size of the sample must also be taken into account in interpreting the results. That said the findings may be presented as follows:

The primary purpose of this study was to ascertain the nature of possible relations of different measures of attitudes and motivation to achievement of the undergraduates in EFL.

Table 1 presents the result of the survey conducted with samples from the College of Engineering.

Table 1.

Pearson Correlation Coefficients computed among the concerned measures of Attitudes/ Motivation and the only criterion variable (Achievement in English).

Predictor Variables	Achievement in English
Attitudes towards Learning English	-0.06
Interest in Foreign Languages	.24
Integrative Orientation	.37*
Instrumental Orientation	.03
English Class Anxiety	-.43*
Perceived Parental Encouragement	.33
Motivational Intensity	.48**
Desire to Learn English	.40*
English Course-Evaluation	.01
English Course-Difficulty	-.17
English Course-Utility	-0.07
English Course-Interest	.24

College of Engineering N=29 Level of Significance

- $p < .05$
- $**p < .01$
- $***p < .001$

The correlational analysis presented in Table 1 showed a significant and positive association between integrative orientation, and achievement in English. The findings suggest that students with an integrative orientation towards English language study have a relatively higher level of attainment in English than those with an instrumental orientation. The present finding extends and lends empirical support to Gardner and Lambert's thesis that integrative orientation is a more powerful incentive to second/ foreign language learning than instrumental orientation and is thus in agreement with the Canadian studies of Gardner, Lambert and their associates (eg. Gardner and Lambert 1959, Gardner 1966, Feenstra 1967, Feenstra and Gardner 1968; Clement, Major, Gardner and Smythe, 1977; Gardner, Smythe and Clement 1979; Clement, Gardner and Smythe, 1980). The results also yielded a significant and positive correlation between motivational intensity and achievement in English. Further, the correlational analysis showed a significant and positive association between desire to learn English and EFL attainment. These findings lend further support to the view that students' motivational intensity and desire to learn English are positively related to their eventual level of achievement and are consistent with the available experimental evidence (eg. Gardner and Lambert 1959, Gardner 1960, 1966; Feenstra 1967; Feenstra and Gardner 1968; Gardner and Lambert 1972; Burstall 1975; Clement, Gardner and Smythe 1980; Pierson Fu an Lee, 1980; Gardner, Lalonde and Moorcroft 1985).

The results showed a significant negative correlation between English class anxiety and achievement in English suggesting that students expressing a greater amount of anxiety while participating in English classroom achieved less and vice versa. This corroborates the findings of the earlier research that anxiety has a significant impact on student achievement in the second language classroom (eg. Clement, Major, Gardner and Smythe, 1977; Gardner, Smythe, Clement and Glikzman, 1976; Gardner, 1979). The association between interest in foreign languages and English course interest on the one hand and achievement in English on the other was modest and positive. This suggests that the learners who are interested in foreign languages and consider English course interesting are usually more successful in learning English than those who lack these attributes. This is consistent with the available experimental evidence (eg. Gardner 1960; Gardner and Lambert, 1972). Again, the relationship between perceived parental encouragement and achievement in English was modest and positive. This provide additional support to conclusions reached by earlier researchers that parents' attitudes do have an influence on children's attitudes and motivation and, to the extent that these are related to second/ foreign language learning, the parents thus play a role in the development of proficiency in the second/ foreign language (eg. Feenstra 1979; Gardner 1960; Gardner and Lambert, 1972; Gardner and Santos, 1970).

The low negative correlation of attitudes towards learning English, English course-difficulty, English course utility with achievement in English suggests that the students' perception of the difficulty and utility of the English course and their attitudes towards learning English does not affect their performance in the target language. Similar is the case with English course-evaluation.

Results of the survey conducted with samples from the College of Computer Science are presented in Table 2.

Table 2.

Pearson Correlation Coefficients computed among the concerned measures of Attitudes/ Motivation and the only criterion variable (Achievement in English).

Predictor Variables	Achievement in English
Attitudes towards Learning English	.10
Interest in Foreign Languages	-.003
Integrative Orientation	.02
Instrumental Orientation	-.38
English Class Anxiety	-.59**
Perceived Parental Encouragement	.29
Motivational Intensity	.13
Desire to Learn English	.14
English Course-Evaluation	.23
English Course-Difficulty	.20
English Course-Utility	.10
English Course-Interest	.15

College of Computer Science N = 21 Level of Significance

- $p < .05$
- ** $p < .01$
- *** $p < .001$

As can be seen from the data presented in Table 2, there is a significant negative correlation between English classroom anxiety and EFL achievement. This indicates that a level of anxiety experienced in the classroom affects learning negatively. The results show a modest and positive association between motivational intensity, desire to learn English, English course evaluation English-course-difficulty, English-course-utility, English course-interest one the one hand and the achievement in English on the other. These findings extend and

lend empirical support to the conclusion reached by earlier researchers that attainment in learning a second language is related to students' motivational intensity, desire to learn the language and attitudes towards the course (eg. Burstall, 1970; Gardner 1979, Gordon 1980; Naiman et al 1978). The results demonstrated a modest and negative correlation between instrumental orientation and the students' achievement in English and an insignificant but positive correlation between integrative orientation and achievement in English. These suggest that those students who were more instrumentally oriented achieved less and vice versa. Further, the results showed a very insignificant correlation between attitudes towards learning English, interest in foreign languages and achievement in English, suggesting that learners' attitudes towards learning English, their interest in foreign languages have an insignificant negative impact on their performance in the English language. The modest negative correlation between parental encouragement as perceived by the learners affects their achievement in English slightly negatively.

Table 3 demonstrates the results of the study conducted with students from the College of Arts.

Table 3.

Pearson Correlation Coefficients computed among the concerned measures of Attitudes/ Motivation and the only criterion variable (Achievement in English).

Predictor Variables	Achievement in English
Attitudes towards Learning English	.27
Interest in Foreign Languages	.39
Integrative Orientation	.15
Instrumental Orientation	.31
English Class Anxiety	-.41
Perceived Parental Encouragement	.009
Motivational Intensity	.39
Desire to Learn English	.21
English Course-Evaluation	.25
English Course-Difficulty	.39
English Course-Utility	.28
English Course-Interest	.31

College of Arts N = 17 Level of Significance

- $p < .05$
- $**p < .01$
- $***p < .001$

As can be observed from the data presented in Table 3, there is no significant association between any of the attitude/ motivation measures and the students' achievement in English. However, the results show a modest positive correlation between interest in foreign languages, integrative orientation, instrumental orientation, motivational intensity, desire to learn English, English course-evaluation, English course-difficulty, English course-utility, English course-interest on the one hand and the students achievement in English on the other. This suggests that those who are interested in learning foreign languages have a favorable orientation towards learning a language, strong motivation and

desire to learn and positive attitudes towards English course attain a relatively higher grade in English. These findings lend support to the conclusion reached by earlier researchers (eg. Gardner and Santos 1970; Gardner and Lambert, 1972; Cooper and Fishman 1977; England 1984; Feenstra and Gardner, 1968; Clement, Gardner and Smythe, 1980). The results also showed a modest negative association between English class anxiety and the learners' attainment in English indicating that a level of anxiety experienced in the classroom situation affects learning negatively. These findings corroborate the findings of earlier researchers (eg. Burstall, 1970; Gardner 1979; Gordon, 1980; Naiman et al. 1978).

However, the results showed a modest negative association between attitudes towards learning English and their eventual achievement in the language. This is inconsistent with most of the available research in the field, and needs to be further verified in a future research. The results showed an insignificant correlation between perceived parental encouragement and the learners' achievement in English, which suggests that parental encouragement as perceived by the students may slightly affect their performance in the foreign language in question.

Results of the research conducted with the samples from the College of Education are presented in Table 4.

Table 4 .

Pearson Correlation Coefficients computed among the concerned measures of Attitudes/ Motivation and the only criterion variable (Achievement in English).

Predictor Variables	Achievement in English
Attitudes towards Learning English	.14
Interest in Foreign Languages	.47
Integrative Orientation	.46
Instrumental Orientation	.44
English Class Anxiety	-.42
Perceived Parental Encouragement	.50*
Motivational Intensity	.24
Desire to Learn English	.55*
English Course-Evaluation	.23
English Course-Difficulty	.40
English Course-Utility	.09
English Course-Interest	.21

College of Education N = 17 Level of Significance

- $p < .05$
- ** $p < .01$
- *** $p < .001$

As can be noted from the data presented in Table 4, there is a significant and positive correlation between the learners' desire to learn English and their achievement in the language. The correlation analysis also showed a significant and positive association between perceived parental encouragement and their eventual level of achievement. The findings suggest that the students who have a strong desire to learn English and have a feeling that their parents encourage them to learn English are relatively better learners of the language than those who do not possess these attributes. These findings are consistent with the available experimental evidence (eg. Gardner, 1966; Feenstra, 1967; Gardner and Lambert, 1972; Clement, Gardner and Smythe, 1980).

The results of the study as presented in Table 4 demonstrated a relatively low positive correlations of English course-utility and English course-interest with achievement in English suggesting that the students' attitudes towards the course do not significantly affect their performance. The current results also show a modest positive relationship between the measures of interest in foreign languages, integrative orientation, instrumental orientation, motivational intensity, attitudes towards learning English and achievement in English, indicating the fact that these predictor variables may affect the learners' achievement in English but not significantly. The negative non-significant correlation between English class anxiety and eventual achievement in English suggests that anxiety-experienced in the classroom may also affect achievement negatively but not significantly.

Overall results of the survey conducted with four colleges of the King Saud University are presented in Table 5.

Table 5.

Pearson Correlation Coefficients computed among the concerned measures of Attitudes/ Motivation and the only criterion variable (Achievement in English).

Predictor Variables	Achievement in English
Attitudes towards Learning English	-.08
Interest in Foreign Languages	.30**
Integrative Orientation	.25*
Instrumental Orientation	.21
English Class Anxiety	-.43***
Perceived Parental Encouragement	.20
Motivational Intensity	.33**
Desire to Learn English	.37***
English Course-Evaluation	.11
English Course-Difficulty	.10
English Course-Utility	.08
English Course-Interest	.08

College of Engineering, N = 84 Level of Significance

* $p < .05$

Computer Science,

** $p < .01$

College of Arts,

*** $p < .001$

College of Education.

The results of the correlation coefficients reported in Table 5 revealed a significant positive association between the students' interest in foreign languages, integrative orientation, motivational intensity, desire to learn English and achievement in English. These findings suggest that those who are interested in learning foreign languages, integratively oriented and have a strong motivation and desire to learn English achieved a relatively a higher score than those who lack those attributes and lend further support to the available experimental research (eg. Gardner and Lambert, 1959; Gardner 1960; Feenstra and Gardner, 1968; Clement, Gardner and Smythe 1980; Gardner, Lalonde and Moorcroft, 1985).

The results further show a low positive relationship between English course-evaluation, English course-difficulty, English course-utility and English course-interest on the one hand and achievement in English on the other. This suggests that these predictor measures do not significantly affect their achievement. The results suggest a modest positive association between instrumental orientation, perceived parental encouragement and attainment in English indicating the fact that these predictor measures to some extent affect the learners' performance in the language though not significantly.

In focusing on the effect of English class anxiety, the current result shows that classroom anxiety as felt by the learners affects their attainment negatively and significantly. This corroborates the findings of the earlier research that anxiety has a significant impact on students achievement in the second language classroom (eg. Clement, Major, Gardner and Smythe, 1977; Gardner, Smythe, Clement and Glikman, 1976; Gardner, 1979).

The insignificant negative association of attitudes towards learning English with achievement in English suggests that the learners' attitudes towards learning English as measured in this study affect their performance slightly negatively. This seems to be unusual and needs further investigation in a future research.

CONCLUSION

Eighty-four King Saud University undergraduates completed an attitudinal/ motivational test battery and teacher awarded grades for those students which served as a measure of their achievement in English. In the light of the findings presented a number of conclusions can be drawn. Analysis of the data revealed that learners who have a strong motivation and desire to learn the language are usually more proficient than those with less motivation and desire. The result of the current study demonstrates that the students investigated are generally integratively oriented towards learning English, and integrative orientation is a better predictor of proficiency than instrumental orientation. Therefore, English language educators should be sensitive to individual differences in attitudinal/ motivational influences and be conscious of the types of attitudes/ motivation which activate the learner.

The present investigation demonstrates that the students' personal experience in the language learning situation tends to affect their proficiency in

the target language. Attention must be given to the influence of these psychological factors in the English language curriculum and in teaching methods.

The present research showed that the amount of anxiety experienced in the classroom significantly affect the learners' proficiency. Improvement of the psychological settings in the English language classroom will contribute to an improvement in English language learning. English language teachers should be aware of the factors that create negative and positive feelings so that they can work towards eliminating the negative and capitalize on the positive elements in the students' learning experience.

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Students Questionnaire: Part I

You are about to read statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. Please indicate your opinions about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with the statement.

After reading the sample statement, circle the alternative below the statement which best express your feeling.

E.g., Blue is my favourite colour.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

In answering this question, you should have circled one of the above alternative. Some people would circle “Strongly Disagree”, others would circle “Strongly Agree”. And still others would circle one of the alternatives in between. The one you have circled shows your feelings based on everything you know and have heard. Note, there is no right and wrong answer. All that is important is you express personal feeling.

Learning English is really great.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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1. If I were visiting a foreign country I would like to be able to speak the language of the people.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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2. Studying English is important to me because it will allow me to be more at ease with people.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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3. It embarrasses me to volunteer answers in our English class.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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4. My parents try to help me with my English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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5. Studying English is important for me because I'll need it for my future career.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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6. I hate English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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7. I wish I could speak another language perfectly.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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8. Studying English is important for me because it will allow me to meet and converse with more people and with more varied people.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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9. I never feel quite sure of myself when I am speaking in our English class.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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10. My parents think I should devote more time to my English studies.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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11. Studying English is important for me because it will make me more knowledgeable person.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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12. I really enjoy learning English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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13. I want to read the literature of another country in the original language rather than in translation.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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14. Studying English is important to me because I think it will help me to get a good job one day.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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15. My parents positively encourage me to study English

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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16. I always feel that the other students speaking English better than I do.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

17. Studying English is important for me because it will enable me to understand and appreciate English art and literature better.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

18. I would rather spend my time on subjects other than English.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

19. I get nervous and confused when I am speaking in my English class.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

20. I often wish I could read newspapers and magazines in another language.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

21. Studying English is important for me because other people will respect me more if I know a foreign language.

Strongly	Moderately	Neutral	Moderately	Strongly
disagree	disagree		agree	agree

22. My parents show considerable interest in anything to do in with my English course.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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23. English is important part of the university programme.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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24. I am afraid the other students will laugh at me when I speak English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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25. Studying English is important for me because it will enable me to better understanding people from other countries and their culture .

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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26. My parents encourage me to practice my English as much as possible.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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27. My parents have stressed the importance English will have for me when i leave the university.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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28. I would really like to learn a lot of foreign languages.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
----------------------	------------------------	---------	---------------------	-------------------

29. I plan to learn as much English as possible.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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30. My parents feel that I should really try to learn English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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31. Learning English is waste of time.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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32. I would study a foreign language at the university even if it were not required.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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33. I think that learning English is dull.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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34. I think I would enjoy meeting and listening to people who speak other languages.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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35. My parents urge me to seek help from my teacher when I am having problems with my English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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36. I love learning English.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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37. Studying a foreign language is an enjoyable experience.

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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Students Questionnaire : Part II

Please answer the following items by circling the letter of the alternative which appears most applicable to you. You are requested to be as accurate as possible since the success of this investigation depends upon it. Remember you are to circle one letter only.

- 1. I actively think about what I have learned in English class:**
 - a. Very frequently
 - b. Hardly ever
 - c. From time to time.
- 2. During English classes, I would like:**
 - a. To have a combination of English and Arabic spoken.
 - b. To have as much Arabic as possible spoken.
 - c. To have only English spoken.
- 3. If English were not taught in school, I would:**
 - a. Pick up English in everyday situation(e.g. by reading English books and newspapers, trying to speak it whenever possible.
 - b. Not bother learning English
 - c. Try to obtain lessons in English somewhere else.
- 4. I find studying English:**
 - a. Not interesting at all
 - b. No more interesting than most subjects.
 - c. Very interesting.
- 5. If there were a local English TV station, I would:**
 - a. Never watch it
 - b. Turn it on occasionally
 - c. Try to watch it often

- 6. Compared to my other courses, I like English:**
- More than most others
 - About average
 - Less than most others
- 7. When I hear an English song in the radio, I:**
- Listen to the music, paying attention to the easy words.
 - Listen carefully and try to understand all the words.
 - Change the station.
- 8. If there were an English club in my university, I would:**
- Attend meetings from time to time.
 - Be most interested in joining.
 - Definitely not join.
- 9. Considering how I study English, I can honestly say that I :**
- Do enough work to get by.
 - Will pass on the basis of sheer luck or intelligence.
 - Really try to learn English.
- 10. If it were up to me whether or not to take English:**
- Would definitely take it.
 - Would drop it
 - Don't know whether I would take it or not.
- 11. When it comes to English homework, I :**
- Put some effort into, but not as much as I could.
 - Work very carefully, making sure I understand everything.
 - Just skim over it.

12. If the opportunity arose and I know enough English, I would watch

English TV programmes:

- a. Sometimes
- b. As often as possible
- c. Never

13. When I am in an English class, I:

- a. Volunteer answers as much as possible.
- b. Answer only the easier questions.
- c. Never say anything.

14. If there were English-speaking families in my neighbourhood, I would:

- a. Never speak English with them
- b. Speak English with them sometimes
- c. Speak English with them as much as possible.

15. After I get my English assignments back, I:

- a. Always rewrite them correcting my mistakes.
- b. Just throw them in my desk and forget them.
- c. Look them over but don't bother to correct mistakes.

16. If I had the opportunity and knew English, I would read English magazines and newspapers:

- a. As often as I could
- b. Never
- c. Not very often

17. If I had the opportunity to see an English play, I would:

- a. Go if I had nothing else to do.
- b. Definitely go.
- c. Not go.

18. When I have a problem understanding something we are learning in

English, I:

- a. Immediately ask the teacher for help
- b. Only seek help just before the exam
- c. Just forget about it.

19. If I had the opportunity to speak English outside school, I would:

- a. Never speak it.
- b. Speak English most of the time, using Arabic only if necessary.
- c. Speak it occasionally using English / Arabic whenever possible.

Students Questionnaire: Part III

The purpose of this part of the questionnaire is to determine your ideas and impressions about your English Course. In answering this section, you will be asked to rate these impressions on a number of scales. Place a check mark (___) along the scales as you think it applies to your English Course. You are to rate each impression on each of the scales in order. For instance, if you think that our English Course is extremely interesting, place your mark (___) in the first space and so on.

Students Questionnaire: Part III

My English Course

- | | | |
|-----------------|---------------------------------|---------------|
| 1. meaningful | : ___ : ___ : ___ : ___ : ___ : | meaningless |
| 2. enjoyable | : ___ : ___ : ___ : ___ : ___ : | unenjoyable |
| 3. absorbing | : ___ : ___ : ___ : ___ : ___ : | monotonous |
| 4. effortless | : ___ : ___ : ___ : ___ : ___ : | hard |
| 5. nice | : ___ : ___ : ___ : ___ : ___ : | awful |
| 6. interesting | : ___ : ___ : ___ : ___ : ___ : | boring |
| 7. good | : ___ : ___ : ___ : ___ : ___ : | bad |
| 8. simple | : ___ : ___ : ___ : ___ : ___ : | complicated |
| 9. agreeable | : ___ : ___ : ___ : ___ : ___ : | disagreeable |
| 10. fascinating | : ___ : ___ : ___ : ___ : ___ : | uninteresting |
| 11. valuable | : ___ : ___ : ___ : ___ : ___ : | worthless |
| 12. necessary | : ___ : ___ : ___ : ___ : ___ : | unnecessary |
| 13. appealing | : ___ : ___ : ___ : ___ : ___ : | unappealing |
| 14. useful | : ___ : ___ : ___ : ___ : ___ : | useless |
| 15. elementary | : ___ : ___ : ___ : ___ : ___ : | complex |
| 16. pleasurable | : ___ : ___ : ___ : ___ : ___ : | painful |
| 17. educational | : ___ : ___ : ___ : ___ : ___ : | uneducational |
| 18. rewarding | : ___ : ___ : ___ : ___ : ___ : | unrewarding |
| 19. easy | : ___ : ___ : ___ : ___ : ___ : | difficult |
| 20. satisfying | : ___ : ___ : ___ : ___ : ___ : | unsatisfying |
| 21. important | : ___ : ___ : ___ : ___ : ___ : | unimportant |
| 22. pleasant | : ___ : ___ : ___ : ___ : ___ : | unpleasant |
| 23. exciting | : ___ : ___ : ___ : ___ : ___ : | dull |
| 24. clear | : ___ : ___ : ___ : ___ : ___ : | confusing |
| 25. colourful | : ___ : ___ : ___ : ___ : ___ : | colourless |