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كلية التربية  
المجلة التربوية  
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**Attitude, Motivation, and Difficulties involved in Learning the  
English Language and Factors that Affect Motivation in  
Learning It**

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and Factors that Affect Motivation in Learning It**

**This study aims to find students' attitudes, motivation, and difficulties  
involved in learning the English language and the factors affecting  
motivation in learning it.**

A research questionnaire that included the independent and dependent variables under study was designed. All the dependent variables had been classified into seven sections, each section dealing with some specific objective. The reliability and validity of the research questionnaire items were tested. On the basis of expert opinions of three professors of public authority of applied education and training in Kuwait University, the questionnaire was modified accordingly. The questionnaire was circulated to about 200 students who have taken different English courses. Of these, 107 questionnaires were returned. Data analysis was done on 107 subjects using the SPSS software package.

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**Importance of the Study**

**In this study, the researcher has tried to study the students' attitudes, motivations, and difficulties involved in learning the English language and the factors affecting their motivation to learn it. Findings from this study will add to our understanding of this area of knowledge and increase the knowledge base in this area of research (i.e., motivation). Based on the results of this study, appropriate changes can be recommended in teaching methods, teaching strategies, class courses, and learning strategies. Various techniques can be designed and implemented to motivate the students to learn English.**

**Introduction**

The second language acquisition theory ensures the crucial importance of a further affective variable, motivation, which is actually a cluster of factors that energize behavior and give it direction. There is a need to point out the importance of activating learners' motivation. Motivation involves the learners' reasons for attempting to acquire the second language. But precisely what creates motivation is the crux of the matter. In the early work of Gardner and Lambert (1972), motivation was seen to be divided into two very general orientations: integrative and instrumental.

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**Instrumental motivation** refers to a desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc.

**Integrative motivation** refers to a desire to learn a language in order to communicate with people of another culture who speak it; the desire is also there to identify closely with the target language group.

**Motivation and learning**

Motivation and reasons for learning English are very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning science in the new curriculum reform movement. There is a need to consider students' motivation within the subject content and the classroom contexts of curriculum, instruction, and teachers.

Many students get lessons in a passive way, without reflecting much about what they are hearing. They work on assignments mostly just to get them over with rather than to learn something from them. Even if they are concerned about meeting the class requirements and getting acceptable grades, many students lack interest in the content they are learning. They see it as a material to be learned in order to pass tests or complete assignments, but not as an input

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that can enrich the quality of their lives or help them understand and respond to present and potential challenges in daily living.

Students who approach a task with motivation to learn think about the meanings and implications of the task and not just about meeting its requirements. They want to understand the content presented, be able to relate it to their prior knowledge, and “make it their own” by being able to discuss it in their own words.

**Motivation of learning a second language**

In the area of second language acquisition, students learn a language not simply to understand it, to accomplish a task, or to appear more able than others; they learn a second/foreign language for instrumental reasons, such as for career promotion (Dornyei, 1990; Gardner, 1985) or integrative reasons, such as making friends with the people who speak the language (Oxford & Shearin, 1994). Such social-educational model of language learning, developed by Gardner and Lambert (1959, 1972), postulated two major motivation orientations for language learning: integrative and instrumental. Integrative motivation is identified with positive attitudes toward the target language group and potential for integrating into that group, or at least an interest in meeting and interacting with members of the group. Instrumental orientation refers to

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more functional reasons for learning a language, such as to pass a required examination or to get a better job or promotion.

**Purpose of the study**

**The basic objective of this research study is to find answers to the following questions:**

- What is the students' attitude toward learning the English language?
- What is the students' integrative motivation toward learning the English language?
- What is the students' instrumental motivation toward learning the English language?
- How do teachers' attitude and teaching behavior in class affect the students' motivation toward learning English?
- How do class courses affect the motivation of students toward learning the English language?
- What are the outcomes of motivation in changing and adopting new learning strategies toward learning English?
- What are the various difficulties and negative feelings faced by students while learning the English Language?
- How can teachers and class courses be related with attitude toward English language, integrative motivation, and instrumental motivation?

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- What are the relationships between these various independent and dependent variables? **The researcher tested statistically significant differences in various dependent variables with respect to some independent variables, which she feels are more important.** In this study, the various independent variables are age, grades in English, mother's education, father's education, mother's 'level' of English, father's 'level' of English, TV programs watched, communicating in English in the house, and communication in English with friends. The various dependent variables are overall attitude toward English, integrative motivation, instrumental motivation, teachers' attitude and teaching behavior in class, class courses, learning strategies, and difficulties/negative feelings faced by students while learning the language.

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**Review of literature**

Early empirical studies have shown that integrative motivation is important for successful acquisition of a second language (Gardner, 1972; Lambert, Gardner, Barik, & Tunstall, 1972) and for the intention to continue studying the language (Clement, Gardner, & Smythe, 1977); the literature showed that instrumental orientation did not seem to be related to successful language learning (Gardner, 1979). Studies in the 1980s, however, found that integrative motivation may not be the strongest predictor for language learning (Gardner, 1988; Gardner & McIntyre, 1991; Au, 1988). Furthermore, studies in the 1990s have suggested that motivation for learning a second language may not be as simple as the integrative-instrumental dichotomy; other motivation components can also play an important role: desire for knowledge, a new challenge, need for achievement (Dornyei, 1990), intellectual stimulation, and personal challenge (Oxford & Shearin, 1994).

**Statistical analysis**

To answer the various research questions mentioned above, the researcher has prepared questionnaires that were circulated to the students of the college who are studying English as a second language. The researcher has received completed and fully filled questionnaires only from 107 students.



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**Independent and demographic variables**

**Age of students:** Sixty-five students (60.7%) were in the 18–19 age group and 42 (39.3%) were in the 20–21 category.

**Average grades of students in the secondary level:** Thirty-four (31.8%) students were “up to average level” and 73 (68.2%) students were “above average level.”

**Average grades of students in English:** Fifty-two (48.68%) students were “up to average level” and 55 (51.4%) students were “above average.”

**Medium of instruction:** For 102 (95.3%) students, the medium of instruction was Arabic; for five (4.7%) students, it was English.

**Mother’s level of education:** The highest educational qualification for 40 (37.4%) mothers was ‘up to elementary.’ Thirty-six (33.6%) mothers reached “either intermediate or secondary” and only 31 (29%) mothers were university graduates.

**Father’s level of education:** The highest educational qualification for 19 (17.8%) fathers was ‘up to elementary.’ Thirty-nine (36.4%) fathers reached “either intermediate or secondary” and only 49 (45.8%) fathers were university graduates.

**Mother’s level of English:** Forty-nine (45.8%) mothers had an ‘up to average level’ of English, whereas 58 (54.2%) mothers had a level of English that was “above average.”

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**Father's level of English:** Thirty-seven (34.6%) fathers' level of English was 'up to average' and 70 (65.4%) fathers had "above average."

**TV programs the students watch:** Fifty (46.7%) students watched TV programs which are in English and 57 (53.3%) students watched TV programs which are in Arabic.

**Communicating in English in the house:** Sixty (56.1%) students said that they communicated "less than average" in English with family members, whereas 47 (43.9%) students communicated in English with their family members at an "average rate & more."

**Communicating in English with friends:** Sixty-eight (63.6%) students said that they communicated "less than average" in English with friends, whereas 39 (36.4%) students communicated on "average & more" in English with friends in their day-to-day life.

**Various levels of English courses that the students were studying:**

- Sixteen (15.0%) students were studying "Remedial Course (99).
- Forty-three (40.2%) students were studying "General English Course (101).
- Fourteen (13.1%) students were studying "Laboratory Science Course (109).

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- Thirty-four (31.8%) students were studying “Medical Records – General Course (111).

**Dependent variables**

All dependent variables were rated using a five-level Likert scale where 1 represents ‘strongly disagree;’ 2 represents ‘disagree;’ 3, ‘no opinion;’ 4, ‘agree;’ and 5, ‘strongly agree.’

All the dependent variables were classified into various sections. The dependent variables for each section were added together and their average scores taken. Thus, these various total scores represent an overall average opinion of students regarding each of these sections. The various “sections” with their average scores called “Total scores” represented by TOT1 – TOT7 are as follows.

- Section 1 (consisting of 8 items) is represented by TOT1: attitudes toward learning the English language.
- Section 2 (20 items) is represented by TOT2: integrative motivation toward learning the English language.
- Section 3 (10 items) is represented by TOT3: instrumental motivation toward learning the English Language.
- Section 4 (11 items) is represented by TOT4: factors such as teacher affecting positively students’ motivation toward learning English.

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- Section 5 (15 items) is represented by TOT5: factors such as class course affecting positively students' motivation toward learning English.
- Section 6 (11 items) is represented by TOT6: outcome of motivation in changing and adopting new learning strategies toward learning the English language.
- Section 7 (12 items) is represented by TOT7: difficulties and negative feelings faced by students while learning English.

**Results of various statistical analyses**

The results of statistical analyses are presented in the tables. All important results have been discussed in detail. **The statistically significant differences and interpretation of results are written in APA format:**

**Table 1** shows the overall mean, standard deviation, 95% confidence interval of means, and Cronbach's alpha of the various sections represented by TOT1–TOT7.

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**Table (1)**

**Mean, Standard Deviation, 95% Confidence Interval of Means & Cronbach's  
Alpha for Various Dependent Variables Represented by TOT1-TOT7**

Dependent Variable	Mean	Standard deviation	95% Confidence interval of mean		Cronbach's Alpha
			Lower limit	Upper limit	
TOT1: Attitudes toward learning the English language	4.098	.564	3.990	4.206	.804
TOT2: Integrative motivation toward learning the English language	4.292	.464	4.203	4.381	.886
TOT3: Instrumental motivation toward learning the English language	4.206	.561	4.098	4.313	.818
TOT4: Factors such as 'teacher' affecting positively motivation toward learning the English language	4.065	.737	3.924	4.207	.930
TOT5: Factors such as 'Class Course' affecting positively motivation toward learning the English language	3.891	.605	3.775	4.007	.883
TOT6: Outcome of motivation in changing and adopting new 'learning strategies' toward learning the English language	3.883	.683	3.752	4.014	.888
TOT7: Difficulties and negative feelings faced by students while learning the English Language.	2.935	.855	2.771	3.098	.897

**Results and discussion (Table 1)**

Table 1 shows that, on average, the overall “attitudes toward learning the English language” ( $M=4.098$ ,  $SD= 0.564$ ), “integrative motivation toward learning the English language” ( $M=4.292$ ,  $SD= 0.464$ ), and “instrumental motivation toward learning the English language” ( $M=4.206$ ,  $SD= 0.561$ ) were very positive. The mean values showed that the average opinions of all students regarding these three issues fell between ‘agree’ and ‘strongly agree.’

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Overall, the students agreed that “factors such as ‘teacher’ affect positively student motivation toward learning English” ( $\underline{M}=4.065$ ,  $\underline{SD}= 0.737$ ). This is also supported by the mean value of TOT4. Also, students also found it almost agreeable that “factors such as ‘class course’ affect positively student motivation toward learning English” ( $\underline{M}=3.891$ ,  $\underline{SD}= 0.605$ ). This is seen on the mean value of TOT5.

Generally, the students have changed their learning strategy of English language because of the motivation they got from teachers and the various class courses that they have attended. The mean value of TOT6, which represents “outcome of motivation in changing and adopting new ‘learning strategies’ toward learning the English language” ( $\underline{M}=3.883$ ,  $\underline{SD}= 0.683$ ) supports this opinion.

Overall, students have mixed opinions regarding “difficulties and negative feelings” that they face toward learning the English language. The students are divided almost equally on this issue. The mean value of TOT7 ( $\underline{M}=2.935$ ,  $\underline{SD}= 0.855$ ) reflects this opinion.

The various values of Cronbach’s alpha ( $\alpha$ ) for the various sections, TOT1–TOT7, showed very high internal consistency ( $\alpha > 0.8$ ) among various variables of each section. Section 4, which represents “factors such as

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‘Teacher’ affecting positively in motivation toward learning English” showed the highest value of internal consistency ( $\alpha = 0.930$ ).

Table 2 shows the Pearson correlation coefficients among various dependent variables (TOT1–TOT7) representing various sections.

**Table (2)  
Pearson Correlation Coefficients for TOT1–TOT7**

SUBDOMAIN	TOT 1	TOT 2	TOT 3	TOT 4	TOT5	TOT6	TOT7
TOT1: Attitudes toward learning the English language							
TOT2: Integrative motivation toward learning the English language	.491* * $p < .0001$						
TOT3: Instrumental motivation toward learning the English language	.426* * $p < .0001$	.715* * $p < .0001$					
TOT4: Factors such as 'Teacher' affecting positively student motivation toward learning English	.447* * $p < .0001$	.546* * $p < .0001$	.476* * $p < .0001$				
TOT5: Factors such as 'Class Course' affecting positively student motivation toward learning English	.489* * $p < .0001$	.540* * $p < .0001$	.475* * $p < .0001$	.670* * $p < .0001$			
TOT6: Outcome of motivation in changing and adopting new 'learning strategies' toward learning English	.671* * $p < .0001$	.474* * $p < .0001$	.459* * $p < .0001$	.284 $p = .003$	.473** $p < .0001$		
TOT7: Difficulties and negative feelings faced by students while learning English	-.374* * $p < .0001$	-.188 $p = .05$	-.085 $p = .381$	-.087 $p = .374$	-.223 $p = .02$	-.242 $p = .01$	

\*\* Correlation was significant at the 0.002 level (2-tailed).

The value of significance ( $p$ ) is shown for cells where it is more than 0.002.

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**Results and discussion (Table 2)**

Table 2 shows the Pearson correlation coefficients among various dependent variables (TOT1–TOT7) representing various sections.

These coefficients were calculated for the seven subdomains (sections). Using the Benferroni approach to control Type I error across all 21 correlations, a *p* value less than .002 ( $.05 / 21 = .002$ ) was required for significance. The results of all 21 correlations are presented in Table 2. It shows that 15 out of 21 correlations were statistically significant at .002.

There was a high correlation between any two dependent variables (subdomains) related to students learning the English language. It showed a high correlation between TOT1 and (TOT2, TOT3, TOT4, TOT5, and TOT6). All six correlations were around 0.5 with ( $p < .0001$ ). This means that, as the attitude of the student increases, integrative or instrumental motivation also increases, or vice versa. If the attitude toward learning English increases, the student gets much more in 'class courses' and also from teachers during the teaching sessions. And, if the attitude toward learning English increases, the students get much more benefits by changing their 'learning strategies,' thus helping them more in learning the English language.

A high correlation was seen between TOT2 and (TOT3, TOT4, TOT5, and TOT6). All four correlations were around 0.5 with ( $p < .0001$ ). This means



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that, as 'integrative motivation toward learning English' increases, the students get much more from 'class courses' and also from teachers during the teaching session. Also, if the 'integrative motivation towards learning English' increases, the students get much more benefits by changing their 'learning strategies' and this helps them more in learning the English language.

There was high correlation between TOT3 and (TOT4, TOT5, and TOT6). All three correlations were around 0.5 with ( $p < .0001$ ). This means that, as 'instrumental motivation toward learning English' increases, the students get much more from the 'class courses' and also from teachers during lessons. Also, if 'instrumental motivation toward learning English' increases, the students get much more benefits by changing their 'learning strategies,' thereby helping them more in learning the English language.

There was also a high correlation between TOT4 and TOT5 ( $r = .67, p < .0001$ ) and between TOT5 and TOT6 ( $r = .473, p < .0001$ ). This means that teachers and class courses help each other in motivating students to learn English. Since teachers and class courses were highly correlated with each other, the better the performance of teachers, the more the students will be benefited with class courses and the more they will be motivated to 'change and adopt learning strategies' toward English language learning.

There was a negative and medium but statistically significant correlation between TOT1 and TOT7 ( $r = - .374, p < .0001$ ). This means that

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the greater the difficulties, the more the students' attitudes increase toward learning the English language. Thus with his/her attitude, the student tries to overcome the various difficulties he/she is facing.

**Hypotheses testing**

The following tables show the relationships between various independent and dependent variables and the statistically significant difference with respect to various independent variables on various dependent variables. The various independent variables are age, grades, mother's education, father's education, mother's level of English, father's level of English, and TV programs watched. The various dependent variables are TOT1: overall attitude toward learning English, TOT2: integrative motivation, TOT3: instrumental motivation, TOT4: teachers' attitude and their teaching behavior in class, TOT5: class courses, TOT6: learning strategies, and TOT7: difficulties and negative feelings faced by students while learning English. The various research null hypotheses based on the research questions will be tested on the basis of the various independent and dependent variables.

**t test with respect to age**

**Research hypothesis:** There is no statistical significant difference with respect to 'age' on various dependent variables represented by TOT1–TOT7.

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In the following section, the independent sample t test was conducted to evaluate whether the mean value of the test variable for ‘age: 18-19 years’ differs significantly from the mean value of the test variable for ‘age: 20-21 years.’ The various test variables represent the various issues related with ‘learning the English language’ and are shown below. **All the results are shown in Table 3 and are presented in the APA format.**

**Table 3**  
**t-test with respect to ‘age’**

Variable	Age in years	N	Mean	S.D.	t	df	Significance (two-tailed)
TOT1	18-19	65	4.08	0.54	- 0.351	105	.726
	20-21	42	4.12	0.60			
TOT2	18-19	65	4.31	0.47	0.411	105	.682
	20-21	42	4.27	0.46			
TOT3	18-19	65	4.26	0.51	1.179	105	.241
	20-21	42	4.13	0.63			
TOT4	18-19	65	4.02	0.75	- 0.725	105	.470
	20-21	42	4.13	0.73			
TOT5	18-19	65	3.88	0.61	- 0.298	105	.767
	20-21	42	3.91	0.60			
TOT6	18-19	65	3.92	0.74	0.653	105	.515
	20-21	42	3.83	0.59			
TOT7	18-19	65	2.95	0.89	0.250	105	.803
	20-21	42	2.91	0.81			

\*\*Significant difference exists at (.005); \*significant difference exists at (.05); descriptions of TOT1–TOT7 already defined above.

**Results and discussion (t test with respect to age)**

An independent sample t test was conducted to evaluate the hypothesis that there is no statistical significant difference at (.05) between two categories of students with respect to age, ‘Age: 18-19 years’ and ‘Age: 20-21 years’ in

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their various issues related to learning the English language. All seven issues related to 'learning English' are represented by 'TOT1–TOT7.' The hypothesis was accepted for all seven issues related to learning English. Thus, no significant difference existed between two categories of students with respect to their age for TOT1–TOT7. The mean and standard deviation for the two age groups for each of the seven variables related to 'learning the English language' are shown in Table 3. It shows that the younger students (age: 18-19) were 'motivated toward learning English' more than the older students (age: 20-21). 'Attitudes toward English learning' were more positive in the younger students than in the older students. Factors such as "teachers" or "class room" affected more the motivation of older students than that of the younger ones. 'Outcome of motivation in changing and adopting new learning strategies toward learning the English Language' was more in the younger students than in older students. 'Difficulties and negative feelings faced by students toward learning English' were more in younger students than in older ones.

**t test with respect to grades in English**

**Research hypothesis:** There is no statistical significant difference with respect to 'grades in English' on various dependent variables represented by TOT1–TOT7.

In the following section, the independent sample t test was conducted to evaluate whether the mean value of the test variable for 'grades in English: up

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to average' differs significantly from the mean value of the test variable for 'grades in English: above average'. The various test variables represent the various issues related with 'learning the English language' and are shown below. All results are shown in Table 4 and are presented in the APA format.

**Table 4**  
**t test with respect to 'grades in English'**

Variable	Grades in English in years	N	Mean	S.D.	t	df	Significance (two-tailed)
TOT1	Up to Average	52	3.81	0.50	-5.965**	105	$P < .0001$
	Above Average	55	4.37	0.48			
TOT2	Up to Average	52	4.17	0.48	-2.652**	105	$P = .009$
	Above Average	55	4.40	0.42			
TOT3	Up to Average	52	4.04	0.63	-3.001**	105	$P = .003$
	Above Average	55	4.36	0.44			
TOT4	Up to Average	52	3.93	0.74	-1.868	105	$P = .065$
	Above Average	55	4.19	0.72			
TOT5	Up to Average	52	3.77	0.65	-1.966	105	$P = .052$
	Above Average	55	4.00	0.54			
TOT6	Up to Average	52	3.55	0.70	-5.459**	105	$P < .0001$
	Above Average	55	4.19	0.50			
TOT7	Up to Average	52	3.35	0.73	5.489**	105	$P < .0001$
	Above Average	55	2.54	0.78			

\*\*Significant difference exists at (.01); \*significant difference exists at (.05); descriptions of TOT1 TOT7 are as previously given.

**Results and discussion (for t test with respect to 'grades in English')**

An independent sample t test was conducted to evaluate the hypothesis that there is no statistically significant difference at (.05) between two categories of students with respect to their grades in English in the various

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issues related to learning English. The first category of students had 'up to average' grades in English and the second set had 'above average' grades. All seven issues related to 'learning English' are represented by 'TOT1-TOT7'. The hypothesis was rejected in five out of seven issues related to learning English. A significant difference existed at (.01) between two categories of students with respect to 'grades in English' for the various issues represented by

TOT1 {for which  $t(105) = -5.965, p < .0001$ },

TOT2 {for which  $t(105) = -2.652, p = .009$ }

TOT3 {for which  $t(105) = -3.001, p = .003$ }

TOT6 {for which  $t(105) = -5.459, p < .0001$ } and

TOT7 {for which  $t(105) = -5.489, p < .0001$ }.

The hypothesis was accepted for two out of seven issues related to learning English, and thus it shows that no significant difference existed at (.01) between two categories of students with respect to their grades in English for issues represented by TOT4 and TOT5.

The t value, significance (two-tailed), degrees of freedom, mean and standard deviation for two categories of students with respect to 'grades in English' for each of the seven dependent variables related to 'learning English' are shown in Table: 4.

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The students whose grades in English were 'above average' were 'motivated toward learning the English Language' **significantly more at (.01)** than those whose grades in English were 'up to average.' 'Attitudes toward English learning' was **significantly more at (.01)** for students whose grades in English were 'above average' than the students whose grades were 'up to average.' Factors such as "teachers" or "class room" affecting motivation were more for students whose grades in English were 'above average' than those whose grades in English were 'up to average'. 'Outcome of motivation in changing and adopting new learning strategies toward learning English' was **significantly more at (.01)** for students with 'above average' grades than students with 'up to average' grades. 'Difficulties and negative feelings faced by students while learning English' were **significantly less at (.01)** for students whose grades in English were 'above average' than those who got 'up to average' grades.

**t test with respect to 'TV programs watched'**

**Research hypothesis:** There is no statistically significant difference with respect to 'TV programs the students watch' on various dependent variables represented by TOT1–TOT7.

In the following section, the independent sample t-test was conducted to evaluate whether the mean value of the test variable 'TV Programs you

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watch: English Programs' differs significantly from the mean value of the test variable for 'TV Programs you watch: Arabic Programs.' The various test variables represent the various issues related to 'learning the English language' and are shown below. All the results are shown in Table 5 and are presented in the APA format.

**Table 5**

**t test with respect to 'TV Programs you watch'**

Variable	TV programs you watch in years	N	Mean	S.D.	t	df	Significance (two-tailed)
TOT1	English Programs	50	4.25	0.48	2.637**	105	<u>P</u> = .01
	Arabic Programs	57	3.97	0.60			
TOT2	English Programs	50	4.44	0.42	3.152**	105	<u>P</u> = .002
	Arabic Programs	57	4.16	0.47			
TOT3	English Programs	50	4.36	0.48	2.709**	105	<u>P</u> = .008
	Arabic Programs	57	4.07	0.60			
TOT4	English Programs	50	4.12	0.81	0.715	105	<u>P</u> = .476
	Arabic Programs	57	4.02	0.67			
TOT5	English Programs	50	3.95	0.54	0.999	105	<u>P</u> = .320
	Arabic Programs	57	3.84	0.66			
TOT6	English Programs	50	4.11	0.54	3.365**	105	<u>P</u> = .001
	Arabic Programs	57	3.68	0.74			
TOT7	English Programs	50	2.82	0.82	-1.284	105	<u>P</u> = .202
	Arabic Programs	57	3.03	0.88			

\*\*Significant difference exists at (.01); \*significant difference exists at (.05); Descriptions of TOT1 to TOT7 are earlier given;

**Results and discussion (t test with respect to 'TV programs watched'**

An independent sample t test was conducted to evaluate the hypothesis that there is no statistically significant difference at (.05) between two categories of students with respect to 'TV programs that they watch' in their various issues related to learning the English language. The first category of



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students were those who watch 'English programs on TV channels' and the second category included those who watch 'Arabic programs on TV channels.'

All seven issues related to 'learning English' were represented by 'TOT1-TOT7'. The hypothesis was rejected for four out of seven issues. A significant difference existed (at .01) between two categories of students with respect to 'TV programs watched' for the issues represented by

TOT1 {for which  $t(105) = 2.637, p = .01$ }

TOT2 {for which  $t(105) = 3.152, p = .002$ }

TOT3 {for which  $t(105) = 2.709, p = .008$ } and

TOT6 {for which  $t(105) = 3.365, p = .001$ }.

The hypothesis was accepted for three out of seven issues related to learning the English language. No significant difference existed (at .01) between two categories of students with respect to 'TV programs they watch' for issues represented by TOT4, TOT5, and TOT7.

The t value, significance (two-tailed), degrees of freedom, mean, and Standard deviation for two categories of students with respect to 'TV programs watched' for each of the seven dependent variables related to 'learning English' are shown in Table 5.

The students who watch 'English programs on TV channels' were 'motivated toward learning the English language' significantly more at (.01) than students who watch "Arabic programs". 'Attitudes toward English

**Attitude, Motivation, and Difficulties involved in Learning the English Language and Factors that Affect Motivation in Learning It** learning' was **significantly more at (.01)** in students who watch 'English programs' than those who watch "Arabic programs.' Factors such as "teachers" or "class room" affecting motivation were more in students who watch 'English programs' than students who watch 'Arabic programs'. 'Outcome of motivation in changing and adopting new learning strategies toward learning the English language' was **significantly more at (.01)** in students who watch 'English programs' than students who watch "Arabic programs'. 'Difficulties and negative feelings faced by students while learning EnglishI were more in students who watch 'Arabic programs' than students who watch "English programs.'

**t test with respect to 'communicating in English in the house'**

**Research hypothesis:** There is no statistically significant difference with respect to 'communicating in English in the house' on various dependent variables represented by TOT1–TOT7.

In the following section, the independent sample t-test was conducted to evaluate whether the mean value of the test variable 'communicating in English in the house: less than average' differs significantly from the mean value of the test variable 'communicatign in English in the house: average & more.' The various test variables represent the various issues related to 'learning the English language' and are shown below. **All results are shown in**

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Table 6 and are presented in the APA format.

**Table 6**

**t test with respect to 'communicating in English in the house'**

Variable	Communicating in English in the house	N	Mean	S.D.	t	df	Significance (two-tailed)
TOT1	Less than Average	50	3.96	0.63	- 2.908**	105	<i>P</i> = .004
	Average & more	57	4.27	0.41			
TOT2	Less than Average	50	4.23	0.49	- 1.617	105	<i>P</i> = .109
	Average & more	57	4.37	0.41			
TOT3	Less than Average	50	4.05	0.63	- 3.522**	105	<i>P</i> = .001
	Average & more	57	4.41	0.37			
TOT4	Less than Average	50	4.02	0.72	- 0.675	105	<i>P</i> = .501
	Average & more	57	4.12	0.77			
TOT5	Less than Average	50	3.79	0.61	- 1.933	105	<i>P</i> = .056
	Average & more	57	4.02	0.58			
TOT6	Less than Average	50	3.57	0.69	- 6.247**	105	<i>P</i> < .0001
	Average & more	57	4.28	0.41			
TOT7	Less than Average	50	3.09	0.85	2.206*	105	<i>P</i> = .030
	Average & more	57	2.73	0.83			

\*\*Significant difference exists at (.01); \*significant difference exists at (.05);  
 Descriptions of TOT1 to TOT7 already defined above.

**Results and discussion (for t test with respect to 'communicating in English in the house')**

An independent sample *t* test was conducted to evaluate the hypothesis that there is no statistically significant difference at (.05) between two categories of students with respect to their 'Communicating in English in the house' in their various issues related to learning English. The first category of students communicate in English with their family members at times 'less than average' and the second category of students communicate in English at times

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described as 'average & more'. All the seven issues related to 'learning the English language' are represented by 'TOT1-TOT7.' The hypothesis was rejected for four out of seven issues related to learning English. A significant difference existed (at .01) between two categories of students with respect to their 'communication in the English Language in the house' for issues represented by

TOT1 {for which  $t(105) = -2.908, p = .0041$ }

TOT3 {for which  $t(105) = -3.522, p = .001$ } and

TOT6 {for which  $t(105) = -6.247, p < .0001$ }

and a significant difference existed (at .05) between two categories of students with respect to their 'Communication in the English language in the house' for the issue represented by TOT1 {for which  $t(105) = 2.206, p = .030$ }.

The hypothesis was accepted for three out of seven issues. No significant difference existed (at .05) between two categories of students with respect to their 'Communication in the English language in the house' for issues represented by TOT2, TOT4, and TOT5.

The t value, significance (two-tailed), degrees of freedom, mean, and standard deviation for two categories of students with respect to their 'communicating in English in the house' for each of the seven dependent variables related to 'learning the English language' are shown in Table 6.

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Students who try to speak in English with their family members on 'average or more' have got 'instrumental motivation toward learning English' **significantly more at (.01)** than students who speak in English in the house 'less than average.' 'Outcome of motivation in changing and adopting new learning strategies toward learning English Language' was **significantly more at (.01)** among students who speak in English 'average or more' than those who talk in English 'less than average.' Thus, students who speak more often in English in the house face **significantly less (at .05)** 'difficulties and negative feelings toward learning English' than students who speak in English 'less than average.'

**Recommendations:**

**All the important findings of this research study will be communicated to teachers who can directly implement teaching strategies and/or to (2) researchers who can do further research on any topic that will bring about an improvement in teaching strategies, class courses, etc. This will help change the students' attitudes toward learning the English language. Making various English courses more interesting will be important to motivate students to embrace the language more readily while studying these courses.**

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