

FACTORS THAT MOTIVATE 10TH GRADE JORDANIAN STUDENTS TO LEARN
THE ENGLISH LANGUAGE IN THE ARAB MODEL SCHOOL

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DEDICATION

This study is dedicated to My Beloved Mother and My wife who believes in me and always be there whenever I need them



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In the name of Allah the Most Gracious and The Most Merciful

All praise and due are to Allah and peace and blessings be upon His Messenger

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ABSTRACT

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School and the difficulties that they encounter in learning the English language. A combination of the quantitative and qualitative research designs were adopted in this study. For data collection, a questionnaire on factors of motivation adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was administered to a sample of 80 of 10th grade students who had been selected randomly at the Arab Model School. A semi-structured interview was also conducted with 10 students selected randomly from the sample. The interview was aimed at eliciting in-depth information from students on factors that motivated them to learn the English language and the difficulties they encountered. The findings show that social, parents' encouragement, teacher's style and desire to learn English motivated them to learn the English language. When compared, it was found that more students were instrumentally rather than integratively motivated to learn the English language. The findings support the model by Tremblay and Gardner (1995) that both instrumental and integrative motivations play an important role in influencing second language learning. The limitations of the study and recommendations for future research are also provided. Some implications which are of significance to educators, researchers and the Ministry of Education of Jordan are suggested to help motivate students to learn the English language. It is hoped that the findings of this study would help enhance the teaching and learning of the English language in the Arab Model School.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

Motivation is often regarded as one of the main elements that determine success in foreign or second language learning. Dörnyei (1998) claims that motivation is a key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. In psychology, Kanfer (1998, p.12) defines motivation as "psychological mechanisms governing the direction, intensity, and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action".

Gardner & Lambert (1972) state that there are many variables that affect second language or foreign language learning, such as linguistic input, language exposure, and attitudes towards the target language group, and the target language, language aptitude, language learning strategies, language anxiety, self confidence and motivation. They state that among all these factors, motivation plays a very important role to influence learners' foreign language proficiency.

Motivation refers to the driving force to learn a second language. It can be classified as integrative motivation and instrumental motivation. Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies

the goal to gain some social or economic reward through L2 achievement, thus, referring to a more functional reason for language learning (Gardner & Lambert, 1972).

According to Fisher (1990), there are three major sources of motivation in learning. Firstly, the learner's natural interest such as, intrinsic satisfaction, secondly the teacher and employment, and thirdly success in the task. Intrinsic motivation tackles with acts or behavior to perform the experience of pleasure or curiosity, whereas, extrinsic motivation includes a behavior to receive some extrinsic reward or to avoid punishment and it can serve as a primary source of motivation for low motivated learners.

Crookes and Schmidt (1991) identify three main stages of behavior regarding language learning motivation. First, learners decide to choose and engage in a particular language. Second, they persist or persevere in the learning activity over an extended period of time. Third, they maintain a high learning activity level. In summary, motivation plays a vital role in learning a second language in general and in English language in particular.

In summary, motivation is considered as one of the most important factors in language learning and teaching, and it is difficult for low motivated learners to learn English language as a second language or foreign language.

1.1 Background of the Study

The language contact situation between English and Jordanian Arabic may be traced back to 1920. According to Bader (1995) Jordanians began to be exposed to English towards the end of World War I with the arrival of the British mandate. The British mandate on the area was the major influence that brought English and Jordanian Arabic into rapprochement. English language has constantly gained importance through formal instruction and second language learning in Jordan (Suleiman, 1981).

English language is considered as a second language and as a compulsory school subject in the Hashemite Kingdom of Jordan. Students spend 12 years of schooling before entering the higher learning. Students at preparatory and secondary stages spend between five to six classes in learning English per week.

English language has recently become an issue in the Hashemite Kingdom of Jordan for two reasons. Firstly, the school graduates cannot enroll in institutions of higher learning without passing the Common English Proficiency test *Tawjahi*. Secondly, the Ministry of Higher Education requires that students who want to enroll in universities must pass a placement test that the universities conduct. In other words, the success in learning English might determine one's upward mobility and future.

The Ministry of Education Jordan has shifted from the traditional teaching methods (Grammar Translation) to the communicative language teaching method. Most English language classrooms continue to be places to memorize textbooks rather than practise communication. English is still treated as a school subject that needs to be mastered and tested rather than a tool for communication. English language has become

as a compulsory subject in school and as a language of interaction in most programmes in universities. In other words, English language is offered as a second language (L2) course in secondary schools and as a language for communication in universities. Moreover, English language has become the language of some of the conferences in Jordan.

It is worth mentioning that in spite of the great efforts exerted in the Hashemite Kingdom of Jordan secondary schools to teach English, one can hardly come across fluent school graduates (Ministry of Education of Jordan Report, 2010). Weakness in listening and speaking skills are clearly noted because teachers are "forced" to educate students in a manner which is directed to meet the requirements of the exams (extensive vocabulary and grammatical rules). Because the General Secondary Exam *Tawjahi* is not directed toward the speaking and listening skills of students, the teachers of English find themselves uninterested in preparing students for something which will not be examined. As a result, many students in Jordan secondary schools dislike learning English and consequently attend English lessons to pass the compulsory exams. In other words, most of students need to pass *Tawjahi* exam to go to university or to find job (Ministry of Education of Jordan Report, 2010).

These reasons alongside with other reasons such as, an ever-growing interest in learning English as a prestigious language encourage the students to learn it. It means that students and particularly young generations usually have some kind of positive feelings towards English. Therefore, knowing and learning English has progressively become more prestigious and more popular, particularly among high school and university students.

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School and to investigate the difficulties that they face in learning the English language. Arab Model School is a private school in Amman, the capital of Jordan. It is an independent co-educational day school which offers British and Jordanian educational programmes from preschool (3 years old) through grade 12 for all nationalities.

The school was founded in 1983. Arab Model School aims to establish an educational environment that will contribute towards bringing up the coming generations of youth, endowed with a modern spirit and appreciation of science, since its inception. Arab Model School commits to provide a suitable educational environment that helps their students in developing their talents, skills and creativity. The schools provided the Jordanian and international community with a series of graduates who effectively contributed in building the country, its progress and prosperity, and the progress of the neighboring countries. The total number of the students in the Arab Model School is 2000 students and number of students from age 15 to 16 is 180 students.

In summary, there is a great motivation to learn English as a second language in Jordan. There are many centers for teaching English for students. This study aims to investigate the factors that motivate 10th grade Jordanian students and the difficulties that they face in learning the English language as a second language in the Arab Model School.

1.2 Statement of the Problem

The motivation for using and learning English in Jordan is enhanced by the idea that English language is the language of education and that knowing English means finding jobs easily not only in Jordan but also in the surrounding states particularly in the Gulf States. Zughoul (1985) states that low motivated students who are learning English language will not pass the English language test that the Ministry of Education in Jordan conducts and they will not be able to further their studies at the universities or find jobs. Based on the important role of motivation in learning English language as a second language in Jordanian context, this study aims to investigate the motivational factors that influence Jordanian 10th grade students in English language learning.

1.3 Aim of the Study

The study attempts to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School.

1.4 Objectives of the Study

The objectives of the study are:

- a) To determine the motivational factors that influence 10th grade Jordanian students to learn the English language.
- b) To determine whether integrative motivation influences 10th grade Jordanian students to learn the English language.

- c) To determine whether instrumental motivation influences 10th Jordanian grade students to learn the English language.
- d) To determine whether 10th grade Jordanian students are motivated to learn the English language at an Arab Model school.
- e) To investigate the difficulties that 10th grade Jordanian students face in learning the English language.

1.5 Research Questions

The research questions of the study are as follows:

- a) What are the motivational factors that influence 10th grade Jordanian students to learn the English language?
- b) Does integrative motivation influence 10th grade Jordanian students to learn the English language?
- c) Does instrumental motivation influence 10th grade Jordanian students to learn the English language?
- d) Are 10th grade Jordanian students motivated to learn the English language in the Arab Model School?
- e) What are the difficulties that 10th grade Jordanian students face in learning the English language?

1.6 Significance of the Study

This study will investigate the factors that motivate 10th grade Jordanian students to learn the English language in the Arab Model School. The findings of the study will help provide information on the factors that motivate 10th grade Jordanian students to learn the English language. Teachers can use this information to improve their teaching and learning of the English so that students after passing the placement test *Tajwahi* can further their study at the university and secure themselves a good job. Moreover, this study will provide information to the Ministry of Education of Jordan about the difficulties that 10th grade Jordanian student in the Arab Model School face in learning the English language. The necessary steps can be taken to help teachers and students to motivate them to learn the English language, hence improving their performance.

1.7 Definition of Terms

The following are the definitions of terms used in this study.

1.7.1 Motivation

Gardener and Lambert (1972) define motivation as the emotion and needs that constitute the sources of the drive to expand effort required effort required to learn a second language. Gardener and Lambert find that the learners who study the second language to be in the culture of the group that speaks the language is said to be integratively motivated while students who study the second language for the utilitarian purpose is said to be instrumentally motivated.

1.7.2 Integrative Motivation

Crookes and Schmidt (1991) state that integrative motivation can be characterized by the learners' positive attitudes towards the target language group and the desire to integrate into the target language community.

1.7.3 Instrumental Motivation

Ellis (2008, p.683) defines instrumental motivation from foreign language achievement view as “it appears to be much more powerful in other contexts where learners have little or no interest in the target-language culture and few or no opportunities to interact with its members”.

1.8 Summary

This study aims to investigate the motivational factors that influence 10th grade Jordanian students in learning the English language in the Arab Model School. In this chapter, the following aspects were discussed: overview of the study, background of the study, problem statement, objectives of the study and research questions, the significance of the study, and definition of terms used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School. This chapter reviews literature related to the study and theories and models of motivation. This chapter discusses the following topics: firstly, motivation, secondly, motivation and second language learning (L2), thirdly, integrative and instrumental motivation, fourthly, factors of motivation, theories and models of motivation, and finally, the conceptual framework.

2.1 Motivation

From the psychological point of view, Brown (1980, p. 112) defines motivation as "... an inner drive, impulse, emotion or desire that moves one to a particular action". It is usually defined as "the processes involved in arousing, directing and sustaining behaviour". From the educational point of view, Ormrod (2000, p. 472) claims that "motivation is something that energizes, directs and sustains behaviour; it gets students moving, points them in a particular direction, and keeps them going".

The study of motivation is essentially the study of how and why people initiate actions directed towards specific goals and persists in their attempts to reach these goals.

In relation to goals, motivation is usually distinguished between these two categories - intrinsic and extrinsic.

Gardner (1990) explains and identifies motivation in foreign language learning to have three elements, including firstly, a desire to learn the language. Secondly, effort expended towards learning the language, and thirdly, favourable attitudes towards learning the language. In other words, motivation in learning a foreign language can be considered as a process in which a learner has desire, persistence and a positive attitude to attaining the goal of learning the target language. It is characterized by long-term, quality involvement in learning and commitment to the process of learning.

2.1.1 Motivation and L2 Learning

Second language learning (L2) depends on many social factors especially the relationship between the first language (L1) and second language (L2) communities' factors. Wong-Fillmore (1991) indicates that the success in learning a second language is contingent on the existence of the following conditions: firstly, motivated students realize they need to learn the target language; secondly, target-language speakers support the second language learners, thirdly, frequent social contact between target-language speakers, learners and the effect of learning a foreign language on one's own culture.

Gardner (1985) states that the motivation to learn a second language is influenced by group- related and context-related attitudes, integrativeness and attitudes toward the learning situation respectively. Gardner and MacIntyre (1991) claim that integratively motivated students are more active in language classes, are more likely to participate in

excursions to other cultural communities when given the opportunity and more likely to interact with members of that community when there, and are less likely to drop out of language study in subsequent years.

Many researchers and theorists have discussed that it is important to look at the construction of motivation not only as a single unit but, as a multi-factorial one. Oxford and Shearin (1994) analyze a total of 12 motivational models and those models include multi factors such as, socio-psychology, cognitive development, and socio cultural psychology. In addition, they indicate six factors that impact motivation in language learning. These factors include attitude, beliefs about self, goals for learning, involvements which are the learners actively and consciously participate in the language learning process, environmental support, and personal attitude.

Dörnyei (1994) integrates many motivational components or factors influencing second-language motivational construction in order to understand second language Acquisition (SLA) motivation from an educational perspective. Based on these components, Dörnyei (1994) lists thirty strategies for helping the teachers to understand what motivates their learners in the second language classroom. In Dörnyei's (1994) study, the findings show that not only learners can be influenced by motivation, but also, the teachers, teachers also play vital roles to help students to establish self- confidence and to achieve successes that can crucially influence motivation.

2.1.2 Integrative and Instrumental Motivation

Gardner and Lambert (1972) indicates that a learner who learns with integrative motivation has a genuine interest in the second language community. He or she wants to learn the language in order to communicate with its members and take part in their culture. On the other hand, a learner with instrumental motivation is more interested in how the second language can be used to achieve some other goals, such as obtaining a degree or a good job.

Gardner and Lambert (1972, p.16) hypothesize that “the integratively oriented learner might be better motivated because the nature of his goals is more likely to sustain the long-term effort needed to master a second language”. Gardner and Lambert’s (1972) study about learners of French language in Canada, their study shows that a learner with an integrative motive is likely to achieve better proficiency in language learning than an instrumental one. This is because the integrative motive is considered as rooted in the personality of the learner. Hence he or she is more likely to expend effort to achieve cumulative progress. In this regard, it is important for teachers to create an authentic language learning environment so as to develop learners’ integrative motivation in the target language.

Gardner (1985) developed the Attitude/Motivation Test Battery (AMTB), a multi component motivation test. The test battery (AMTB) consisted of 130 items, which deals with many variables. For example, the attitude towards French Canadians, interest in learning French, anxiety in the French classroom, and intensity of motivation. The Test

Battery aided many researchers in the process of conducting research on motivation as an important variable in language learning

Gardner and Lambert (1972) support the generalization that integrative motivation does facilitate second language learning and is superior to the instrumental one. As Ellis (2008, p. 679) states, “integrative orientation was seen as a more powerful predictor of achievement in formal learning situations than instrumental orientation”. Though instrumental motivation has been found to be a comparatively weak predictor of foreign language achievement, it appears to be much more powerful in other contexts where learners have little or no interest in the target-language culture and few or no opportunities to interact with its members (Ellis, 2008, p. 683)

Gardner and MacIntyre (1991) state that both integrative and instrumental motivations can lead to improved language proficiency, but integratively motivated students can learn more. This sounds reasonable since someone who is oriented to learn a language for integrative reasons might also recognize the instrumental value of learning the language and vice versa. Nevertheless, Brown (2000) maintains that integrative and instrumental motivations are not necessarily mutually exclusive. Most probably, foreign language learning is motivated by a mixture of both orientations.

Lukmani (1972) found that an instrumental motivation was more important than an integrative one among the non-Westernized female learners of L2 (English) in Bombay. Lambert (1974) views integrative motivation as being of more important in formal learning environment than the instrumental one and it was a more powerful predictor of linguistic achievement. Gardner's (1985) model emphasizes on the

integrative motivation and the role of learners' attitudes towards (L2) group in learning the second language. Despite the fact that both kinds of motivation are essential elements of success in learning the second or foreign language, much debate and controversy among researchers and educators have been taking place about which kind of motivation is more important for the second language learners.

In the case of the Arab context, second language learners might preserve their identity by unconsciously selecting to be motivated instrumentally. Aspiration related to integrative motivation might affect their Arab identity and the fear of identifying with English (Western) culture and values may be related to the colony or to the latest American campaign against some countries in the area.

Many studies attempted to explore the learners' integrative and instrumental motivation. Al-Shalabi (1982) investigated Kuwaiti university students' motivation for studying (EFL) English as a foreign language, and he finds that the majority of the students reported themselves as having instrumental motivation for language learning. Moreover, AlMutawa (1994) distributed a questionnaire among 1030 Kuwaiti secondary students and his findings suggested that three quarters of the subjects disagreed that learning English is a means to know and learn the foreign culture. Alam (1988) investigated the purpose of learning English in Saudi Arabian public schools and revealed that the majority of participants were instrumentally motivated and considered English as the language of business and higher education. In summary, integrative motivation and instrumental motivation play a more important role in relation to the students' achievement in foreign language learning and second language learning.

2.2 Factors of Motivation

2.2.1 Social

Second-language learning is a social phenomenon which is normally affected by the social context where it takes place. In the case of learning English in the Arab World in general, religious and socio-cultural factors have been crucial in influencing and shaping the Arab students' motivation for learning the English language. Fillmore (1991) states the motivation toward learning the English language can be affected by the relations and social contact between first language (L1) & second language (L2) communities in terms of learning the target language.

Clement (1980) defines that the fear of assimilation refers to the fear of becoming completely like the other culture and losing one's native language and culture. Thus, the fear of losing heritage and native language may weaken L2 learning motivation. In other words, students who are integratively motivated like to integrate and communicate with the English speakers but not be like them culturally or socially at the expense of their culture and heritage.

Du Bois (1956) postulates that students whose experience are unpleasant with English or its speakers tend to have unfavorable attitudes toward the English speaking countries and their languages. Elbiad (1985) investigates the attitude of high school students toward English in Morocco and the results show that when the respondents were given a choice between English and French, they tend to choose English on the basis that French is considered a colonial language. The negative attitudes of participants toward

French were acquired from their parents who perceived the French as colonizers. In summary, it can be concluded that social and cultural factors work together to shape or at least affect the L2 learners' motivation to learn English language.

Qashoa's (2006) indicates that the success in second language learning is not only correlated with integrative and instrumental motivation but by social factors because motivation-which is a complex construct-interacts with many social variables. He highlighted that 70% of The United Arab of Emirate (UAE) secondary schools students like to learn English to participate in the activities of other cultural groups, to learn about their lifestyles and to exchange with them some social issues.

2.2.2 Teacher's Personality and Teaching Style

As the teacher is the key of the teaching and learning process, his or her role has great impact on the learners' like or dislike for learning the related subject. Marshall (2002) finds strong evidence that educational technology complements what a great teacher does naturally, extends his reach and broadens students' experience beyond the classroom. With ever expanding content and technology choices, from video to multimedia to the Internet, Marshall suggests that there's an unprecedented need to understand the recipe for success, which involves the learner, the teacher, the content, and the environment in which technology is used.

Finocchario (1981) states that..." Motivation is the feeling nurtured primarily by the classroom teacher in the learning situation. The moment of truth – the enhancement of motivation - occurs when the teacher closes the classroom door, greets his students

with a warm welcoming smile and proceeds to interact with various individuals by making comments or asking questions which indicate personal concerns.”

Saunders & Quirke (2002) proposed that the United Arab Emirate (UAE) secondary schooling system remains very traditional with teacher-led classes where memorization is emphasized. In other words, the teacher-centered atmosphere makes the students who can't keep up with classes behave poorly, pay less attention and talk to each other and so on. Moreover, some students feel embarrassed when the teacher asks them to speak in front of their classmates or corrects their mistakes directly.

Qashoa (2006) states that the teacher's personality and methods of teaching can help shape the learner's motivation and attitudes toward learning L2. When the learner comes to the classroom with low intrinsic motivation, he could be motivated extrinsically by the motivational teacher's choice of approaches and personal styles.

2.2.3 Family Background and Socio Economic

Family background (parents' encouragement) plays a vital role in motivating their children to learn second language or foreign language. Lum (1970) indicates that social – economic factor that affecting academic achievement in secondary schools. Lum states that the success group came from a better social – economic background than those in the failure group. Gardner and Lambert (1972) suggest that home influence plays an important part in the achievement of learning second language. Their study shows that parents with positive attitudes toward the other language community encouraged their children more actively to learn that language than parents with less favorable attitudes.

Cheng (1993) in a research carried out in Singapore explains that family support plays vital role in motivating students to learn English. In other words, social –economic status plays an important factor in determining the type of family background. Hardwick (1996) indicates the differences between motivation and learning perception of students’ performance. Hardwick finds that there is a strong relationship between the perception of motivation across and the grade levels. The findings of Hardwick (1996) study suggest that student’s motivation is a potential mediating factor for performance.

Ormrod (2000, p. 151) illustrates “the concept of socioeconomic status encompasses a number of variables, including family income, parents’ occupations, and the degree to which parents have received a formal education”. She maintains that students who have a better socioeconomic background tend to have higher academic achievement than those with a poor one.

Moreover, Ellis (2008, .p 317) hypothesizes that “children from lower socioeconomic groups are less successful educationally than those from higher groups”. The main reason is low-income parents may often be so preoccupied with the basic necessities of life that they have little time to consider how to promote their children’s cognitive development. They might also have poor reading skills and so they can only provide few reading experiences for their children. In addition, students from poor socioeconomic background may have lower aspirations for educational and career achievement too (Ormrod, 2000). Hence, teachers should provide extra support for those students with poor socioeconomic background and encourage them to aim high in their educational and professional goals.

Bartram (2006) claimed that the parents should promote success in language learning. They must both transfer positive attitudes and support appropriate learning practices, such as encouraging their children to seek contact experience with the language, watch foreign programmes on TV, read foreign newspapers etc.

2.2.4 Age and Gender

Motivation normally differs in students' developmental stages and it is necessary to consider their age differences in motivating them to learn. Ryan and Deci (2000) point out that intrinsic motivation is the most important kind and it is defined as the desire to engage in an activity for its inherent satisfaction rather than for some separable consequences. Ormrod (2000) claims that students often become less intrinsically motivated, and more extrinsically motivated, as they progress through the school years. Basically, they will value activities that are more useful to them in their future life and subjects that are not so practical will decrease in popularity.

Ormrod (2000, p. 508) also points out "elementary students tend to attribute their successes to effort and hard work; therefore, they are likely to be relatively optimistic about their chances for success and to work harder when they fail. By adolescence, however, students attribute success and failure more to an ability that is fairly stable and uncontrollable". In relation to foreign language achievement, Ellis (2008, p. 312) states that "learners who commence learning an L2 after the onset of puberty are unlikely to acquire a native-speaker accent, while those who begin after the age of about 15 years are less likely to develop as much grammatical ability as those who begin before". Thus, it

would be more effective for learners to start learning a foreign language as early as possible if better language proficiency is expected to be achieved.

The second aspect is to consider the gender differences in motivation to learn with the learning outcomes. Ellis (2008,p. 313) claims that “women might be better at L2 learning than men; they are likely to be more open to new linguistic forms in the L2 input..... They have more positive attitudes to learning an L2 than males”. In fact, Gardner and Lambert (1972) report that female learners of L2 French in Canada are more motivated than male learners and also have more positive attitudes towards speakers of the target language.

Ormrod (2000, p. 147) states that “boys and girls interpret their successes and failures somewhat differently. Boys tend to attribute their successes to an enduring ability and their failures to a lack of effort. In contrast, girls attribute their successes to effort and their failures to a lack of ability”. Ormrod, (2000, p. 147) further explains that “career aspirations tend to be consistent with gender stereotypes”. That means girls tend to choose careers that will not influence their future roles as wives and mothers. On the contrary, males have higher long-term expectations for themselves. As a result Ormrod (2000) advises teachers to focus their efforts in different directions for male and female students. For boys, teachers may need to stress the relationship of high classroom achievement to their own long-term goals. For girls, more encouragement to consider a wide variety of career options may be considered.

2.2.5 Desire to Learn the English language

English language is a medium to obtain, not only the power and the prestige but pragmatic aims in which they (the people) could maximize their ability to be one of the multilingual and multicultural societies. Some people count English language as a bridge leading to many advantages related to business, commerce, industry, and economic progress.

Clement & Vallerand (2000) states the crucial role that the desire plays in learning L2. They stated that the desire to learn the L2 plays an important role to achieve some practical goal, such as job advancement or course credit and contact with other. Hazaymeh and Omar Mohammad (2004) state many reasons for Jordanians to learn the English language. Firstly, prestige reasons means many members of upper class use many English vocabulary and expressions in their daily speech and it is preferable for them to have English in every aspect of their everyday life. Secondly, for professional reasons, that are to become doctors at hospitals and instructors at universities, they find it more prestigious to use English in their speech to show people around them that they know another language particularly English. Thirdly, a number of Jordanians use English words to fill the gap in Jordanian Arabic. In summary, English language has become a second language in education, medicine, and tourism.

2.3 Theories of Motivation

There have been many theories of motivation in the literature review. The field of foreign language and second language learning motivation research was founded in 1959 by two Canadian social psychologists, Lambert and Gardner. Lambert and Gardner were not linguists but, they became interested in second language learning because of the somewhat unusual Canadian socio-political environment, which is characterized by the co-existence of French- and English-speaking communities. The contribution of their work was that learning a second language is unlike learning any other subject. Dörnyei (2005) states that A learning second language can be influenced positively or negatively by a range of social factors, such as prevailing attitudes toward the language, geo-political considerations, and cultural stereotypes.

The first study related to the second language learning (L2) motivation took place in Canada, and was aimed at identifying and measuring variables that shared variance in common with measures of English-French bilingualism (Gardner & Lambert, 1959). Through the 1960s, 70s, and 80s, language learning motivation research was dominated by the *social psychological approach* of Gardner and his Canadian associates. This approach aims to integrate social psychology and individual psychology in order to explain differences in motivation to master the language of another community.

The social element of the approach was apparent in the “integrative motivation” which proposed that learner’ attitudes toward the L2 and the L2 community would affect their L2 learning behavior. Gardner & Lambert (1959, p. 271) states that the first

“motivation” factor to emerge in a study of Anglophone high-school students studying French as a second language in Montreal was described as “characterized by a willingness to be like valued members of the language community”. Dörnyei (2005) agrees with Gardner’s social psychological approach and also eventually started to be viewed as inadequate in terms of explaining how motivation works in actual language classrooms.

Another shift in L2 motivation discussed by Dörnyei and Ottó’s innovative (1998) process model of L2 motivation. As a result, in the late 1990s, a new, process-oriented period began for L2 motivation research. Dörnyei (1994a), (1994b); Gardner & Tremblay (1994); Oxford & Shearin (1994) increase the interest in making motivation research more relevant to classroom practice. This shift is linked to the move toward a more situated research approach (including the influence of the teacher, classmates, task-partners, and significant others), and to the emphasis on viewing motivation as a process. This is because the investigation of the dynamics of motivation within actual learning situations may uncover the processes by which students become motivated in specific physical classroom environments, which include both educational and social dimensions.

2.4 Models of Motivation

2.4.1 Lambert’s Social psychological Model

Lambert’s model developed in the early 1960s. It was the first social psychological model of SLA. It was designed to account for bilingual development and

proposed that language distinctiveness was part of one's social identity and that a learner was likely to identify strongly with the members of the group whose language he or she was teaching target language group (TL group) in order to achieve native-like proficiency. He investigated developmental changes in French and English among students who differed according to language training. Participants were undergraduate students specialized in French Language, and native French speakers who had lived in an English-speaking country for an average of seven years. His observations marked the foundation of the integrative and instrumental dichotomy (Gardner, 1985).

The theory predicted that if the acquisition of L2 posed no threat to the learner's ethnic identity (i.e. the learner could maintain and use freely his or her L1), the result of the L2 learning process would be 'additive bilingualism' (and positive growth in the learner's social identity). If, however, L2 was learnt as a result of a push to assimilate into the TL culture, the learner was expected to restrict the use of or abandon altogether his or her L1. This detracted from the learner's social identity and resulted in 'subtractive bilingualism'. By taking into account intergroup attitudes and the effect of the language learning (LL) process on one's social identity, Lambert focused on the macro-context of L2 acquisition (Gardner & Lambert, 1959; 1972).

2.4.2 Clément's Social Context Model

Clement's (1980) theory took up the idea that a learner's perception of the relative ethno linguistic vitality of the L2 learning group and the target language (TL)

group might influence the outcomes of the L2 learning process through the operation of primary and secondary motivational processes. Clement (1980, p. 149) states that the relative of ethno linguistic vitality of the two groups existing in a given social milieu influenced a primary motivational process which consisted of two antagonistic tendencies Firstly, integrativeness and secondly, fear of assimilation. Moreover, Clement (1980, p. 149) proposes that motivational process was heavily influenced by characteristics of the social setting; “the predispositions and competence of locutors sharing a common milieu should evidence some resemblance, and thus, influence the collective outcome of communicative competence”.

Conversely, groups with low levels of English language proficiency tend to have high rate of ethnic language maintenance and lower rates of shift to English. Tests of the model revealed that: (1) the primary motivational process operated in multicultural as well as in unicultural settings since there was a direct link between integrativeness and motivation (Clément & Kruidenier, 1983); (2) relative ethnolinguistic vitality was not related to integrativeness, self-confidence or motivation (Clément, 1983); and (3) language aptitude was a better predictor of communicative competence than motivation.

2.4.3 Gardner’s Motivation Theory

Gardner and Lambert (1972) state that the motivation in second language acquisition has become a distinguished research topic, a socio- psychological model on motivation research was advanced and motivation was defined as influenced by attitudes towards and orientations to learn a second language (L2). Since then, many empirical

studies have been conducted within the model in second language learning contexts and the acquisition of a second language has been proven to be enhanced by motivation.

Gardner's social psychological theory of L2 motivation has been used extensively to explore the structure of individual students' motivation, and links between students' existing quantity of motivation and their achievement in the L2. The theory comprises the construct of "integrative motivation" a model of second language acquisition derived from it, and a matching battery of psychometric tests designed to measure a variety of motivational factors (the Attitude/Motivation Test Battery, or AMTB). Gardner's theory has four distinct areas. Firstly, a general learning model, labeled the socio-educational model. Secondly the construct of integrative motive. Thirdly, Attitude/Motivation Test Battery (AMTB). Fourthly, an extended L2 motivation constructs.

2.4.3.1 The socio-educational model

Gardner's socio-educational model incorporates four major constructs: (a) social milieu, (b) individual differences, (c) language acquisition context, and (d) outcomes. The first construct, the social milieu, consists of the cultural beliefs of the language learner context; involve the importance and perception of the second language to the second language learners (Gardner, 1985).

The second construct involves individual differences of learners. These individual differences include variables such as anxiety, intelligence, language aptitude,

and motivation. The third construct is the context of the second language learning, such as formal and informal. The fourth construct is the outcome of a specific language learning process, linguistic and nonlinguistic.

The model places a primary role to the aptitude and motivation constructs as they are seen to have a strong influence on learning: aptitude because the student with higher levels of language aptitude will tend to be more successful at learning the language than students less endowed; and motivation because students with higher levels of motivation will do better than students with lower levels. The remaining variables in the model are seen as playing a secondary function.

Direct lines and dashed lines in the model represent different roles played by individual differences depending on the learning context. Direct continuous lines also link the cultural beliefs to four individual difference variables, which manifest that these beliefs can influence the extent to which variables influence the second language learning achievements.

2.4.3.2 Misconceptions of Gardner's theory

There are two common misconceptions of Gardner's motivation theory (Dörnyei, 2005); 1) that L2 motivation is simply made up of two components and 2) that instrumental motivation is bad while integrative motivation is good. The first one is that L2 motivation is simply the interplay of two components, an "integrative orientation motivation" and an "instrumental orientation / motivation." It is not surprising that misconceptions abound, given that:

- The terms “orientation” and “motivation” have been used somewhat inconsistently in the past by Gardner himself. Gardner, for instance, still mentions both “integrative orientation” and “integrative motivation” but the terms have come to refer to different concepts linked in complex hierarchical relationships.
- Some of the terms used in Gardner’s model sound confusingly similar (e.g., “integrativeness,” and “integrative motive”, integrative orientation).
- The other common misconception is that the theory revolves around a simple dichotomy of the type, “instrumental motivation is bad/integrative motivation is good,” which is probably a consequence of Gardner’s almost exclusive focus on “integrativeness.”

The different meanings of orientation and motivation are accounted for this way: “orientation refers to a class of reasons for learning a second language” and “motivation refers to a complex of three characteristics (effort, satisfaction and desire) which may or may not be related to any particular orientation” (Gardner, 1985,p. 54). Therefore, the integrative and instrumental dichotomy exists at the orientation level rather than the motivation level. This dichotomy is not the key component of motivation, but only functions as “motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental)” (Dörnyei, 1998, p. 123).

2.4.3.3 Strengths and weaknesses of the theory

Being a unifying model to account for interrelations among different variables associated with second language acquisition, Gardner's motivation theory is flexible to incorporate new components emerging from empirical studies and other theories. As more and more empirical studies in different contexts illustrate that more components should be included in motivation construct (Dörnyei, 1990; Clément et al., 1994). Gardner (1983, 1985; Gardner & MacIntyre, 1993; Tremblay & Gardner, 1995) expanded the socio-psychological model to be a socio-educational one to cover these new emerging components and elements borrowed from cognitive studies such as self-efficacy, goal and attributions (Dörnyei, 1994a; Oxford & Shearin, 1994) which demonstrates that Gardner's motivation theory is adaptive to incorporate additional variables without damaging its integrity (Dörnyei, 1998).

Clément & Kruidenier (1985) claimed that though the formality of the learning situation in the theory is precisely defined and is intuitively appealing, the definition is in terms of characteristics of the social milieu. The individual's psychological representation of these characteristics and their particular interaction with motivational processes and language production mechanisms are not clear. In addition, research studies prove that integrative and instrumental motivations are not opposite ends of a continuum, and both were shown to be positively related, affectively loaded goals that can sustain motivation (Oxford & Shearian, 1994; Dörnyei 1994a, 2001). Learning goals have proved to break up into different orientation clusters, the definition of which varied depending upon the socio-cultural setting in which the data were gathered

(Clément & Kruidenier, 1985; Clément et al., 1994; Oxford & Shearian, 1994). Moreover, rooted in second language learning in Canada, Gardner's motivation theory is difficult to be generalized to other situations (Dörnyei , 1994a).

In summary, methodologically and statistically Gardner's theory appears to be very strong. However, its conceptual and contextual aspects are marred by some contradictions and inconsistencies. These perhaps arise from the mixture of different contexts and levels of analyses which, while not explicitly specified, are brought together within one framework. For example, cultural beliefs and integrativeness appear to be truly *macro*-contextual factors since they refer to society at large, whereas attitudes toward the learning situation appear to be a *micro*-contextual factor since they refer specifically to the formal classroom setting. From the perspective of level of analysis, integrativeness is an intergroup level (L2 learning group-TL group) phenomenon, attitudes toward the learning situation are an inter-individual level (student-teacher) phenomenon, and motivation is an individual level phenomenon. In view of this, it could then be argued that Gardner does not use cultural beliefs as a ploy to rescue his theory from disconfirming evidence.

2.5 Conceptual Frame Work of the study

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning English language as a second language in the Arab Model School. These factors are social, parents' encouragements (home background), teacher style, desire to learn the English language, integrative and instrumental motivation factors. Moreover, this study aims to investigate the difficulties or problems that encounter 10th grade Jordanian students to learn the English language as a second language in the Arab Model School.

This study adopts Tremblay and Gardner's (1995) Model of L2 Motivation to investigate the motivational factors that influence Jordanian 10th grade students in learning English language. Figure 2.1 below illustrates the (L2) second language motivation model.

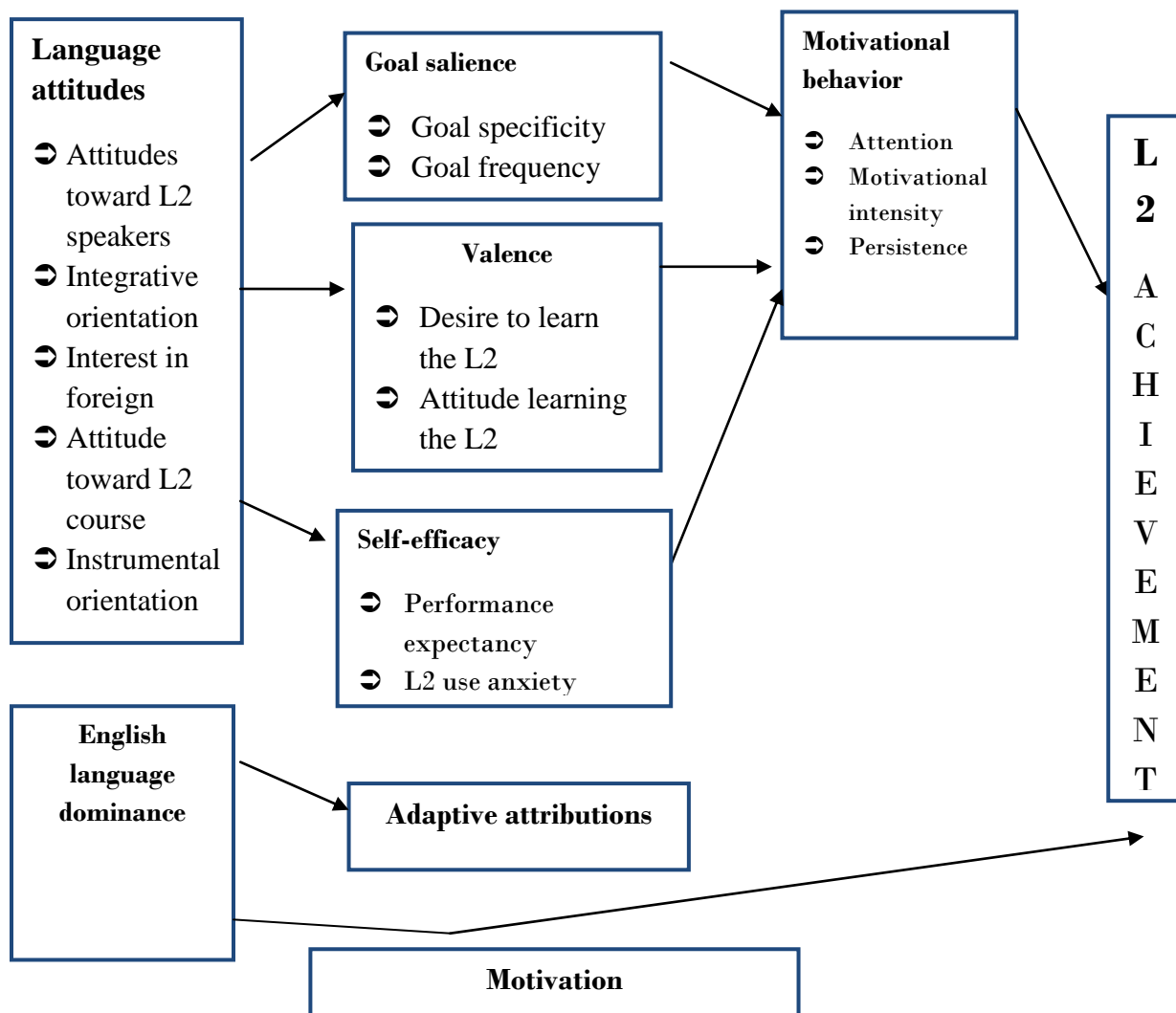


Figure 2.1 Tremblay and Gardner's (1995) Model of L2 motivation

Learner motivation has been the main focus in applied research in L2 learning in Tremblay and Gardner's (1995) extended model of. The overall design of the model suggests that an individual's L2 motivational knowledge base is not only socially grounded but also has cognitive and affective components leading to motivated behavior,

which in turn leads to L2 achievement. The components in the model include “adaptive attributions” and “self-efficacy”. These components comprise “anxiety and “performance expectancy”. The value of component is labeled “valence,” and is assessed using the traditional AMTB scales for “desire to learn the L2,” and “attitudes toward the L2.” Finally, the goal element is termed “goal salience.” It refers to how specific students’ goals are, and to how frequently they use goal-setting strategies.

Tremblay and Gardner (1995) in this model distinguish between integrative motivation and instrumental motivation which influence second language learning. Integrative motivation learners are interested in the social and cultural customs of native speakers of the language they are learning. This study will not take into consideration the effect of age and gender factors in motivating 10th grade Jordanian students to learn the English language.

2.6 Summary

This chapter reviews the literature and past studies on motivation, theories and models of motivation and the proposed framework for this study. Besides, motivation and second language learning (L2), integrative and instrumental of motivation, and factors of motivation are discussed in detail. The discussion provides some background information on the literature related to motivation and the factors that influence the learning of the English language as a second language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The aim of this chapter is to discuss the research method used in this study. Some key methodological issues and considerations concerning the research design are discussed in this chapter. The sample, instruments, data collection procedures and data analysis are discussed in this chapter.

3.1 Research Method

The research method employed in this study comprises a combination of both the quantitative and qualitative approaches. Dörnyei (2001, p. 192) defines quantitative method as an approach that employs categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.

Qualitative method plays a vital role in research design. Robson (1983, p. 231) defines the semi-structured interview as “where the interviewer has worked out a set of questions in advance, but is free to modify their order based upon her perception of what seems most appropriate with a particular interviewee or include additional ones...”.

For the present study, the qualitative and quantitative research designs are adopted to address the five research questions below:

1. What are the motivational factors that influence 10th grade Jordanian students to learn the English language?
2. Does integrative motivation influence 10th grade Jordanian students to learn the English language?
3. Does instrumental motivation influence 10th grade Jordanian students to learn the English language?
4. Are 10th grade Jordanian students motivated to learn the English language at an Arab Model School?
5. What are the difficulties that 10th grade Jordanian students face in learning the English language?

For the first, second, third and fourth research questions, the quantitative design is adopted to determine the factors that motivate them to learn the English language. A questionnaire was adapted from Gardner's (1985) test battery, the ATMB (Attitude/Motivation Test Battery) and it contained items on factors of motivation.

The qualitative method in this study is adopted to gain a deeper insight into the factors of motivation that influenced the students to learn the English language. For this purpose a semi-structured interview was conducted among 10 randomly-selected students from the sample. In addition, the interview was also used to answer the fifth research question, that is, to identify the difficulties or problems that the Arab Model school students face in learning the English language.

3.2 Sample

The sample comprised 80 secondary students (40 males and 40 females) from the Arab Model School in Jordan. It is an urban school in the capital of Jordan Amman. The sample for this study was chosen randomly from the total population (180) of 10th Grade students. Random sampling requires that each unit of population has an equal chance of being selected. Moreover, 10 students randomly-selected from the sample were interviewed to provide a deeper insight into the motivational factors and difficulties that 10th grade Jordanian students face in learning the English language. All the students have been studying English as a school subject for more than eight years. The sample was aged between 15 and 16 years. They will sit for an English placement test next year and those who pass the *Tawjahi* test will be promoted to the final level that is, the 12th grade before pursuing their studies at universities in Jordan.

3.3 Instruments

Two instruments were used to address the research questions: a questionnaire and a list of questions for the semi-structured interview. Both these instruments aimed at obtaining information on factors that motivate students in learning the English language as well as the problems that they faced. Each of these instruments is described below.

3.3.1 Questionnaire

In this study a questionnaire was used to investigate the factors that motivate Jordanian 10th grade students in learning the English language as a second language in

the Arab Model School. This questionnaire which contains 41 items was adapted from Gardner's (1985) Motivation Test Battery (AMTB) and then translated into the Arabic language (see Appendix A). The translated items were checked by two Arabian students who are studying Master of Applied Linguistics in University of Utara Malaysia to ensure that they represented the actual meaning of the items in the test battery.

The questionnaire in the current study consists of two parts. Part 1 is on bio data. Part 2 consists of 3 sections. The total numbers of items in part 2 are 41 items. (Appendix A).

Part 1 consists of 4 items. These items focus on the bio data of students. The information requests information on the following: name (optional), class, age and sex.

Part 2 of the questionnaire consists of **3 sections**: Table 3.1 below summarizes the types of items in the questionnaire.

Table 3.1 Items in the Questionnaire

Part 2	Items	Item No.	No. of items
Section 1	Factors of Motivation	1-17	17
Section 2	Integrative Motivation	18-29	12
Section 3	Instrumental Motivation	30-41	12
Total no. of items			41

Section 1 of the questionnaire consists of 17 items. The 17 items are statements on factors that motivate the students in learning the English language. The students rated the items by using a 5-point Likert scale from 1 "strongly disagree" to 5 "strongly agree ". The 17 items in the questionnaire are categorized under the four factors as follows:

1. Social (Items 1 to 4).
2. Parents' encouragement (Items 5 to 9).
3. Teacher's style. (Items 10 to 13).
4. Desire to learn English (Items 14 to 17).

Section 2 This section consists of 12 items on integrative motivation. These items aim to investigate whether the students are integratively motivated with the target language, culture, community, and their way of life (Research question 2). The students rated the items by using a 5-point Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree".

Section 3 of the questionnaire consists of 12 items on instrumental motivation. This section aims to measure the Jordanian 10th grade students' instrumental reasons for studying English language as a second language (Research question 3). The students in this section rated the items by using a Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree".

3.3.2 Interview

A semi-structured interview was conducted with 10 students (five males and five females) who were randomly selected from the sample. The interview was conducted to gain a more in-depth understanding of the factors that motivate the students to learn the English language and the problems faced by students in learning the language. The interview answered the fifth research question (What are the difficulties that 10th grade Jordanian students face in learning the English language?). (Appendix B).

3.3.3 Piloting the Questionnaire

This questionnaire was piloted with five students who had the same characteristics of the sample. Piloting the questionnaires before the actual data collection process is useful to prevent potential errors that could go unnoticed. Piloting the questionnaire helps to revise the items accordingly.

3.4 Procedure

The students' particulars were kept confidential and it was optional for their names to be written on the questionnaire. The questionnaire was administered by the researcher to the sample. 80 students completed the questionnaire in the class. Moreover, the students were encouraged to ask questions at any time during the process of distributing the questionnaire. The students took 15 to 20 minutes to respond to the questionnaire.

After the students had completed the questionnaire, the interview was conducted with 10 students individually. This interview aims to investigate the factors of motivation in detail and the problems that they faced in learning the English language. The 10 students answered the questions in English, and occasionally in Arabic language (the students' mother tongue) if necessary. Each interview began with the researcher explaining the purpose of the interview and asking for permission to record it. The interview was then transcribed into the English language. The students took 10 minutes to answer the semi-structured questions.

3.5 Data Analysis

The responses in the structured questionnaire were entered into the SPSS spread sheet. The answers for the negative items were reversed. To answer the first, second and third research questions on motivational factors, descriptive statistics was computed. The frequencies, percentages, and percentage means were computed for sections 1, 2 and 3 of the questionnaire according to the research questions.

For the interview, the responses were analyzed based on key words. The analyses of findings were used to support the findings from the questionnaire.

3.6 Summary

This chapter discusses the research methodology of the present study. This includes the research design, sample, instruments, procedures, and approaches used to analyze the data. This study adopts the quantitative and qualitative research design to answer all the five research questions of the study accordingly.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Overview

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School. In this chapter, the findings will be discussed to address the five research questions of the study. The responses from the questionnaire on factors of motivation, integrative and instrumental motivation were analyzed using the SPSS program and descriptive statistics that is, frequencies, percentages, and percentage means were used to answer the first four research questions. The responses of the students in the interview were analyzed using key words and word counts to address the fifth research question. In this chapter, the findings are analyzed and discussed in detail to address each research question accordingly. For each research question, the discussion will encompass findings based on the responses from the questionnaire and interview.

4.1 Analysis of findings Research question 1

What are the factors that motivate 10th grade Jordanian students to learn the English language?

To address the first research question, the findings from the questionnaire and interview were analyzed. Section 1 of the questionnaire consists of 17 items on four main factors of motivation as follows:

1. Social,
2. Parents' encouragement,
3. Teacher's style, and
4. Desire to learn the English language.

Students were requested to state the extent to which they agreed or disagreed that these factors had an influence on learning the English language.

4.1.1. Factor 1: Social factor

4.1.1.1 Findings of the questionnaire

In section 1 of the questionnaire, there are four items on the social factor. Based on students' responses, the frequencies, percentages and percentage means were computed for the Strongly Agree (SA), Mostly Agree (MA) categories as well as for the sum of the Strongly Agree (SA) and Mostly Agree (MA) category that is the Total Agree (SA+MA) category. These measures were used to address the first research question. Table 4.1 below summarizes the findings of students who agreed that the social factor motivated them to learn the English language.

Table 4.1 Descriptive statistics of students who agreed that social was a motivating factor

Social Factor	Items. No.	Strongly Agree	Mostly Agree	Total Agree
		(SA)	(MA)	{SA+MA}
		Percentage/Frequency	Percentage/Frequency	Percentage/Frequency
	1	40.0% (32)*	35.0% (28)*	75.0% (60)*
	2	10.0% (8)	27.5% (22)	37.5% (30)
	3	61.3% (49)**	38.8% (31)**	100.0% (80)**
	4	61.3% (49)**	38.8% (31)**	100.0% (80)**
	Total %	172.6%	140.1%	312.5%
	Percentage mean	43.2%	35.0%	78.2%

** Highest percentage

*Second highest percentage

The findings in Table 4.1 show that 43.2% of the students strongly agreed (SA) while 35.0% mostly agreed that the social factor motivated them to learn the English language. For the Total Agree category, which is the sum of {SA+MA}, 78.2% of students agreed that the social factor influenced them to learn the English language.

For the Total Agree category, two items, that is item 3 (I don't think you need to learn English because nowadays almost everything is translated or dubbed) and item 4 (for me it's not important to speak another language other than Arabic) obtained the highest percentages, that is 100% each. The lowest percentage was for item 2 (I think people will respect me more if I can learn English well), that is 37.5%.

4.1.1.2 Findings of the interview

Question 4: What motivates you to learn the English language?

Two of the students stated that they learnt the English language for social and prestige reasons, that is they felt proud of speaking English in front of their friends, and that English reflects the language of the learned. Below are some transcripts of the students' responses.

Respondent 8 mentioned:

Ah... I think... I need to learn the English language because I have some friends who always show off in front of me... so, why don't I do the same to them.

Respondent 10 stated:

Well... I think that I need to learn the English language because it is the language of the educated people here in Jordan.

4.1.2 Factor 2: Parents' encouragement

4.1.2.1 Findings of the questionnaire

For the parents' encouragement factor, there are five items in section 1 of the questionnaire. The frequencies, percentages and percentage means of students who agreed that parents' encouragement is a motivating factor, were computed for the Strongly Agree (SA), Mostly Agree (MA) and the Total Agree (SA+MA) categories. The findings are summarized in Table 4.2 below.

Table 4.2 Descriptive statistics of students who agreed that parents' encouragement is a Motivating factor

Parents' Encouragement Factor	Items. No.	Strongly Agree (SA)	Mostly Agree (MA)	Total Agree {SA+MA}
		Percentage/ Frequency	Percentage/ Frequency	Percentage/ Frequency
	5	36.3% (29)	45.0% (36)**	81.3% (65)
	6	53.8% (43)*	41.3% (33)*	95.1% (76)**
	7	56.3% (45)**	30.0% (24)	86.3% (69)
	8	46.3% (37)	37.5% (30)	83.8% (67)
	9	52.5% (42)	38.8% (31)	91.3%(73)*
	Total%	245.2%	192.6%	437.7%
	Percentage mean	49.0%	38.5%	87.5%

** Highest percentage

* Second highest percentage

The findings in Table 4.2 show that 49.0% of the students strongly agreed (SA), while 38.5% mostly agreed that parents' encouragement motivated them to learn the English language. For the Total Agree category, 87.5% of the students agreed that parent's encouragement motivated them to learn the English language.

For the Total Agree category item 6 (my parents feel that it is very important for me to learn English) had the highest percentage that is 95.1%. This was followed by item 9 (my parents encouraged me to practice my English as much as possible), that is 91.3%. The lowest percentage was obtained for item 5 (my parents try to help me to learn English), that is 81.3%.

4.1.2.2 Findings of the interview

Question 4: What motivates you to learn the English language?

Four of the students stated that the main reasons which motivated them to learn English was parents' encouragement. They claimed that their parents wanted them to learn English for the following reasons:

1. To pass *Tawjahi*,
2. To be able further their studies at the university,
3. To get a job since English is the language of the working sector, and
4. They wanted the students to be like the other family members who can also speak English.

Some of the students' responses are presented below.

Respondent 2 stated:

My parents always say that English is very important for my professional life, and if I learn English language I can pass Tawjahi exam then I can get good job in the future.

Respondent 5 commented:

Well... my parents always motivate me to be good in English. All my brothers study in universities and they can speak English so my parents want me to be like them.

4.1.3 Factor 3: Teacher's style

4.1.3.1 Findings of the questionnaire

For the above factor, there are four items in section 1 of the questionnaire. Teacher's style refers to the way that he or she teaches, presents his materials to the students and his or her personality traits. The frequencies, percentages and the percentage means of the Strongly Agree (SA), Mostly Agree (MA) and Total Agree {SA+MA} categories were computed to examine whether students agreed that teacher's style motivated them to learn the English language. The findings are summarized in Table 4.3 below.

Table 4.3 Descriptive statistics of students who agreed that teacher's style is a motivating factor

Teacher's Style Factor	Items. No.	Strongly Agree (SA)	Mostly Agree (MA)	Total Agree {SA+MA}
		Percentage/ Frequency	Percentage/ Frequency	Percentage/ Frequency
	10	33.8% (27)	26.3% (21)	60.0% (48)
	11	35.0% (28)*	41.3% (33)**	76.3% (61)*
	12	22.5% (18)	31.3% (25)	53.8% (43)
	13	45.0%(36)**	37.5% (30)*	82.5% (66)**
	Total%	136.3%	136.4%	272.6%
	Percentage mean	34.1%	34.1%	68.2%

** Highest percentage

* Second highest percentage

In Table 4.3, the findings show that 34.1% of the students strongly agreed (SA) while 34.1% mostly agreed (MA) that teacher's style motivated them to learn the English language. For the Total Agree category, 68.2% find that teacher's style had an influence on them to learn the English language.

For the Total Agree category, the highest percentage was 82.5% for item 13 that is (I really like my English teacher). Item 13 refers to the teacher's personality and not the method that he or she uses in the classroom. This was followed by 76.3% for item 11 (my English teacher has a dynamic and interesting teaching style). The lowest percentage was obtained for item 12 (my English teacher is a great source of inspiration to me), that is 53.8%. Here, this item refers to the teacher's personality which inspires students to become motivated to learn the English language.

4.1.3.2 Findings of the interview

Question 3: What do you think about the way or method that your English teacher teaches English?

For the above question in the interview, seven students (2, 3, 5, 7, 8, 9, and 10) claimed that they liked their teacher's way of teaching because he or she used many technology devices such as the computer, cassettes, and videos as well as group discussions and drilling activities. In short, students implied that their teacher's way of teaching by integrating technology motivated them to learn the English language. Three of the students (1, 4 and 6) mentioned that teacher's style did not motivate them to learn English because their teachers used to be angry and stressed when they asked questions during the lessons. They claimed that they cannot understand what he or she explained because they were afraid of the teacher. Below are some transcripts of the students' responses.

Respondent 5 mentioned:

Frankly... my teacher always attracts our attention to learn the English language by using group discussion method, a lot of drills, and using videos to improve our listening skill.

Respondent 8 stated:

Well ... my teacher helps me to learn the English language ah... he uses cassettes for improving our listening skill and computer for practising some grammar activities.

Respondent 1 stated:

My teacher does not motivate me to learn English because whenever any student asks him to repeat his explanation he becomes angry which makes me reluctant in asking questions regarding what I don't understand.

Question.5: What do you think about your teacher's presentation? Why?

All the ten students mentioned that they liked their teacher's presentation because their teacher used to begin every English lesson by warming them up with the new topic for the day's lesson, and at the same time revise briefly what they had learnt in their previous class. Moreover, they claimed that they liked their teacher's presentation for the following reasons:

1. Their teacher didn't use the Arabic language in the classroom.
2. Their teacher asked them a lot of questions and allowed them to discuss them in groups.

In short, they stated that their teachers' presentations motivated them to learn the English language. Below are some transcripts of the students' responses.

Respondent 4 stated:

Frankly, my teacher motivates me to learn the English language because he warms us up for the new topic that we will discuss and he doesn't speak in Arabic language.

Respondent 10 stated:

Well... My teacher motivates me to learn the English language because he usually revises what we learnt in previous classes and attracts our attention by discussing and introducing new topic ah I like my teacher presentation because he asks us a lot of questions and allows us to discuss these questions in group.

Question.6: What do you think about the text books or materials used in the classroom?

All the 10 students mentioned that they liked their English textbooks. In addition, they claimed that English textbooks motivated them to learn the English language because they contain stories, songs, and pictures and cover all English language skills. They also mentioned that their text books motivated them to learn the English language because some of the contents or topics were related to real situations outside the classroom. The conversations and dialogues in the textbooks could be applied to their daily lives. They contain many songs and pictures which were interesting. These books also cover all the language skills which the students found useful. Some of the students' responses are presented below.

Respondent 1 said:

Well ... I like my English textbooks ah... our textbooks are suitable for our level. I mean... In my opinion, our textbooks include all English language skills (reading, writing, speaking and listening) and it contains many songs and pictures that are related to our lesson which motivate me to learn the English language.

Respondent 5 mentioned:

Good... it contains a lot of pictures, songs, and topics. Well... it covers different English language skills (reading, writing, speaking and listening). In case of listening, there are short dialogues, long conversations that are related to our daily lives.

Respondent 10 mentioned:

Well ... I like my English textbooks ah... it is very good; my textbooks cover all English language skills.

Question.7: What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?

All the 10 students interviewed mentioned that they enjoyed learning English whenever their teacher used teaching aids like cassettes for listening activities, computers and videos for listening and speaking activities. Moreover, they also said that their teacher carried out group work discussions in his or her teaching. These teaching aids motivated them to learn the English language. Some of the students' responses are presented below.

Respondent 7 said:

I like the teaching aids that my teacher uses in the classroom. My teacher usually asks us to watch a video then encourage us to speak and take our ideas in consideration. Moreover, he uses cassette to practise some listening activities.

Respondent 8 mentioned:

My teacher takes us every week to the computer lab to practise some speaking and listening exercises ah... I like the aids that he uses in teaching because these aids motivate me to learn English”.

4.1.4 Factor 4: Desire to learn English Language

4.1.4.1 Findings of the questionnaire

There were 4 items in section 1 of the questionnaire which requests students to express the extent of their agreement or disagreement whether desire to learn the English motivated them to learn English. The frequencies, percentages, and percentage means for the Strongly Agree (SA), Mostly Agree (MA) and Total Agree (MA+SA) categories were computed to examine whether desire to learn the English language was a motivating factor. Table 4.4 below summarizes the findings.

Table 4.4 Descriptive Statistics of students who agreed that desire to learn the English Language is a motivating factor

Desire to learn English language Factor	Items. No.	Strongly Agree (SA)	Mostly Agree (MA)	Total Agree {SA+MA}
		Percentage/ Frequency	Percentage/ Frequency	Percentage/ Frequency
	14	20.0% (16)	26.3% (21)*	46.3% (37)*
	15	53.8% (43)**	32.5% (26)**	86.3% (69)**
	16	52.5% (42)	26.3% (21)*	78.8% (63)**
	17	67.5% (54)**	18.8% (15)	86.3% (69)**
	Total%	193.8%	103.9%	297.7%
	Percentage mean	48.5%	26.0%	74.5%

** Highest percentage;

* Second highest percentage

The findings in Table 4.4 show that 48.5% of the students strongly agreed (SA), while 26.0% mostly agreed (MA) that desire to learn the English language was a motivating factor to learn the language.

For the Total Agree category, 74.5% of the students agreed that desire to learn English language motivated them to learn the English language. Item 15 (I want to learn English so well that it will become natural to me), and item 17 (I wish I were fluent in English) all had the highest percentage, that is, 86.3% each. The lowest percentage obtained was for item 14 (If it were up to me, I would spend all of my time learning English), that is 46.3%.

4.1.4.2 Findings of the interview

Question.4: What motivates you to learn the English language?

Four of the students admitted that the reason that motivated them to learn the English language was they wanted to speak the English language fluently and pass the English language test. In addition, they claimed that they had many friends from America and therefore wanted to speak English like them. Some of the students' responses are presented below.

Respondent 1 mentioned:

Well... I need to speak the English language fluently, frankly that helps me to discuss many topics with my teacher and friends in the classroom.

Respondent 7 stated:

Well ... I learn English language to pass English test, another issue I have many friends from America so I need to speak the English language like them.

4.1.5 Summary of findings

The overall findings of all the four factors of motivation are summarized in Table 4.5 below. The highest and lowest percentages were compared across the four factors.

Table 4.5 Descriptive statistics on factors of motivation that influenced students to learn the English language

Factors of Motivation	Strongly Agree (SA)	Mostly Agree (MA)	Total Agree {SA+MA}
	Percentage/ Frequency	Percentage/ Frequency	Percentage/ Frequency
Social	43.2% (35)	35.0% (28)*	78.2% (63)*
Parents' Encouragement	49.0%(39)**	38.5% (31)**	87.5% (70)**
Teacher's Style	34.1% (27)	34.1% (27)	68.2% (54)
Desire to learn English	48.5% (39)*	26.0% (20)	74.5% (59)
Total %	174.8%	133.6%	308.4%
Percentage mean	43.7%	33.4%	77.1%

**Highest percentage

*Second highest percentage

The findings in Table 4.5 show that for the Total Agree category, although all the factors were important in motivating students to learn the English language, the most popular factor was parents' encouragement which received the highest percentage, that is, 87.2% followed by social, 78.2% and desire to learn the English language, 74.5%.

The findings show that among all the factors, parents' encouragement played the most important role in motivating students to learn the English language. A number of reasons were quoted from the interview on why parent's motivated them to learn the English language. Some of the reasons were that their parents' wanted them to learn English to pass the *Tawjahi* and go to universities.

The second most important factor is the social factor. The findings from the interview suggest that the students were interested in learning the English language for two reasons. They felt that learning English language would help upgrade their social status and prestige.

The third highest percentage was obtained for desire to learn the English language. Students said that they had a desire to learn English to speak it fluently and pass the English test (*Tawjahi*).

The lowest percentage was obtained for teachers' style. The students agreed that teacher's style motivated them to learn the English language. From the interview, students stated that their teacher used many technological aids to motivate them to learn English. The teacher also used group discussions method in teaching which students said was interesting.

4.2 Analysis of Findings Research question 2

Does integrative motivation influence 10th grade Jordanian students to learn the English language?

Section 2 of the questionnaire consists of 12 items on integrative motivation. Students were requested to state the extent to which they agreed or disagreed (using the five-point Likert scale) with items on integrative motivation that have an influence on them to learn the English language.

4.2.1 Findings of the questionnaire

Based on the students' responses, the frequencies, percentages and percentage means were computed for the Strongly Agree (SA), Mostly Agree (MA) categories as well as for the Sum of the Strongly Agree (SA) and Mostly Agree (MA) categories that is the Total Agree (SA+MA) category. Table 4.6 below summarizes the findings of students who agreed that they were integratively motivated to learn the English language.

Table 4.6 Descriptive statistics of students who were integratively motivated

Integrative Motivation Factor	Items. No.	Strongly Agree	Mostly Agree	Total Agree
		(SA)	(MA)	{SA+MA}
		Percentage/Frequency	Percentage/Frequency	Percentage/Frequency
	18	45.0% (36)**	36.3% (29)	81.3% (65)
	19	33.8% (27)	46.3% (37)	80.1% (64)
	20	22.5% (18)	37.5% (30)	60.0% (48)
	21	35.0% (28)	47.5% (38)*	82.5% (66)*
	22	38.8% (31)*	41.3% (33)	80.1% (64)
	23	27.5% (22)	20.0% (16)	47.5% (38)
	24	27.5% (22)	41.3% (33)	68.8% (55)
	25	35.0% (28)	52.5% (42)**	87.5% (70)**
	26	32.5% (26)	47.5% (38)*	80.0% (64)
	27	30.0% (24)	36.3% (29)	66.3% (53)
	28	28.8% (23)	16.3% (13)	45.1%(36)
	29	38.8% (31)*	38.8% (31)	77.6% (62)
	Total%	395.2%	461.6%	856.8%
	Percentage mean	32.9%	38.5%	71.4%

**Highest percentage

*Second highest percentage

The findings in Table 4.6 show that 32.9% of the students strongly agreed (SA), while 38.5% mostly agreed (MA) that integrative motivation influenced them to learn the English language. For the Total Agree category, 71.4% of the students agreed that integrative motivation played an important role to help them to learn the English language.

For the Total Agree category, item 25 (studying English is important to me because it will enable me to get to know various cultures) had the highest percentage that is 87.5%. This was followed by item 21 (studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups),

that is 82.5%. The lowest percentage was obtained for item 28 (I am learning English because I would like to go and live in America, Australia, Britain or another English-speaking country), that is 45.1%.

4.2.2 Findings of the interview

Question .1: How do you feel about learning the English language? Why?

The 10 students who were interviewed stated that they liked learning the English language because it is an international language. Moreover, they mentioned that the English language enabled them to interact with friends and people from other cultural groups who speak the English language. In addition, they indicated that they liked to learn the English language to watch and listen to English films, participate in the debate and chat rooms with multi cultural people via the Internet. In short, they enjoyed learning the English language. Below are some transcripts of the students' responses.

Respondent 1 stated:

Well.... I like learning English language because it is international language. ah.... I have many friends from America and I need to learn English to communicate with them easily

Respondent 6 mentioned:

I am so happy, well... I like watching and listening to English films I need English language to understand their culture and their life style.

Respondent 9 commented:

Ah... English language is enjoyable language. Well... Learning English enables me to express my opinion and participate in the debate and chat rooms with multi cultural people via the Internet.

4.2.3 Summary of findings: Research question 2

The findings of the study show that most (71.4%) of the 10th grade Jordanian students in the Arab Model School agreed that the integrative motivation influenced them to learn the English language. The findings suggest that the students were integratively motivated towards the target language community and culture. From the interview, the students stated that they enjoyed communicating with friends who speak the English language and to know more about the British and American cultures and their lifestyles.

4.3 Analysis of Findings Research question 3

Does instrumental motivation influence 10th grade Jordanian students to learn the English language?

Section 3 of the questionnaire consists of 12 items on instrumental motivation. Students were requested to state the extent to which they agreed or disagreed (using the five-point Likert scale) with items on instrumental motivation that influences them to learn the English language.

4.3.1 Findings of the questionnaire

Based on the students' responses, the frequencies, percentages and percentage means were computed for the Strongly Agree (SA), Mostly Agree (MA) categories as

well as for the Sum of the Strongly Agree (SA) and Mostly Agree (MA) categories that is the Total Agree (SA+MA) category. Table 4.7 below summarizes the findings of students who were instrumentally motivated to learn the English language.

Table 4.7 Descriptive statistics of students who were instrumentally motivated

Instrumental Motivation Factor	Items. No.	Strongly Agree	Mostly Agree	Total Agree
		(SA)	(MA)	{SA+MA}
		Percentage/Frequency	Percentage/Frequency	Percentage/Frequency
	30	47.5% (38)	30.0% (24)	77.5% (62)
	31	51.3% (41)**	42.5% (34)*	93.8% (75)**
	32	46.3% (37)	40.0% (32)	86.3% (69)
	33	18.8% (15)	31.3% (25)	50.1% (40)
	34	43.8% (35)	43.8% (35)**	87.6% (70)*
	35	40.0% (32)	43.8% (35)**	83.8% (67)
	36	48.8% (39)*	32.5% (26)	81.3% (65)
	37	43.8% (35)	27.5% (22)	71.3% (57)
	38	42.5% (34)	37.5% (30)	80.0% (64)
	39	45.0% (36)	40.0% (32)	85.0% (68)
	40	41.3% (33)	43.8% (35)**	85.1% (68)
	41	40.0% (32)	41.3% (33)	81.3% (65)
	Total%	509.1%	454.0%	963.1%
	Percentage mean	42.4%	37.8%	80.2%

**Highest percentage

*Second highest percentage

The findings in Table 4.7 show that 42.4% of the students strongly agreed (SA), while 37.8% mostly agreed that instrumental motivation influenced them to learn the English language. For the Total Agree category, 80.2% of the students agreed that instrument motivated them to learn the English language.

For the Total Agree category item 31 (studying English can be important for me because it will make me a more knowledgeable person) had the highest percentage, that

is 93.8%. This was followed by item 34 (studying English can be important for me because I will be able to search for information and materials in English on the Internet), that is 87.6%. The lowest percentage was obtained for item 33 (studying English can be important for me because other people will respect me more if I know English), that is 50.1%.

4.3.2 Findings of the interview

Question 2: Do you enjoy learning English? Why?

The 10 students who were interviewed stated that they enjoyed learning English because it is a language of science and technology and an international language. It is also used as a language of communication and when accessing information in the internet. Learning English can help them get a professional job such as a doctor or engineer. Below are some transcripts of students' responses.

Respondent 1 mentioned:

Yes, I do, I would like to be a doctor so I must learn the English language. In fact, I learn English because it is the key for getting a profitable job.

Respondent 7 commented:

Yes, of course. Well... I would like to chat with my friends. As we know that English language is language of internet and technology, so if don't know English language I will not be able to make chatting with them.

Respondent 8 indicated:

Yes, I do, I would like to join the faculty of medicine or engineering so, if I can't speak and write English well, it will be impossible for me to fulfill my ambitions.

4.3.3 Summary of findings: Research question 3

The findings of the study show that most (80.2%) of 10th grade Jordanian students in the Arab Model School agreed that they were instrumentally motivated to learn the English language. They need to learn English to get a good job, become a knowledgeable person and pursue a higher education at the university.

4.4 Analysis of Findings Research question 4

Are 10th grade Jordanian students motivated to learn the English language in the Arab Model School?

4.4.1 Findings of the questionnaire

Descriptive statistics of students who were integratively and instrumentally motivated are summarized in Table 4.8 below. The highest and lowest percentages of students who were integratively and instrumentally motivated are compared.

Table 4.8 Descriptive statistics of students who were integratively and instrumentally motivated

Integrative and Instrumental Motivation Factors	Items. No.	Strongly Agree (SA)	Mostly Agree (MA)	Total Agree {SA+MA}
		Percentage/Frequency	Percentage/Frequency	Percentage/Frequency
	18-29	32.9% (26)*	38.5% (30)**	71.4% (57)*
30-41	42.4% (34)**	37.8% (30)*	80.2% (64)**	
Total%	75.3%	76.3%	151.6%	
Percentage Mean	37.6%	38.2%	75.9%	

**Highest percentage

*Second highest percentage

The findings in Table 4.8 show that for the Total Agree category, 75.9% of the students agreed that integrative and instrumental motivated them to learn the English language. When compared, more students (80.2%) were instrumentally motivated than those who were integratively motivated (71.4%).

4.4.2 Summary of findings: Research question 4

The findings of the study show that more (80.2%) of the 10th grade Jordanian students in the Arab Model School agreed that they were instrumentally motivated than those who were integratively motivated to learn the English language. The findings suggest that integrative and instrument motivation influenced them to learn the English language to get a good job in the future, and to communicate with people who speak English.

4.5 Analysis of Findings Research question 5

What are the difficulties that 10th grade Jordanian students face in learning the English language?

4.5.1 Findings of the interview

The findings of the interview in this study are summarized below to answer research question five. The interview section consists of two questions (Question 8 and 9) on the problems that 10th grade Jordanian students face in learning the English language.

Question 8: What do you think are your weakness (es) in learning the English language?

All the ten students stated that their weakness was in vocabulary learning. They claimed that they could not memorize every single word to understand lessons and comprehension passages and cannot understand the meaning and associations between sentences. In addition, they said that they were also weak in speaking and written skills for the following reasons:

1. They had many ideas but they cannot connect between them.
2. They cannot express their ideas correctly.

Below are some transcripts of students' responses.

Respondent 1 stated:

Well... I have weakness in vocabulary; I cannot remember every single word ah... I must memorize thousands of words to understand lessons and reading comprehension passages.

Respondent 5 mentioned:

Frankly, I have problem in writing. I cannot make connection between sentences. I don't know. May be I don't have enough vocabulary. I have a lot of ideas but I cannot connect between these ideas.

Students 8 mentioned:

I have weakness in speaking I have a lot of ideas but I can not express my ideas in correct way , another issue I have weakness in vocabulary , I always ask my teacher about meaning of some words.

Question 9: What are the difficulties or problems that you face in learning the English language?

All the ten students stated that the problems faced them in learning the English language were vocabulary, speaking, and structural difficulties. Moreover, they claimed that they had a negative attitude towards learning the English language for the following reasons:

1. Their parents asked them to learn English to pass the English language tests and to go to universities. As a result, they hated learning the English language.
2. Some topics in their textbooks reduced their self confidence. In short, they claimed that some topics are irrelevant to their interests or were difficult to understand.
3. Some methods that their teachers used in the classroom created a negative attitude towards learning English. They added that their teacher did not allow them to discuss every exercise. As result, they had a negative attitude towards learning the English language.

Below are some transcripts of the students' responses.

Respondent 5 mentioned:

I have problem with vocabulary load ah... I don't know the way to keep the words in my memory for along time. Well... I am learning English just only to pass the exam.

Respondent 6 indicated:

Frankly, my parents always ask me to learn English to pass the Tawjahi exam and to get good job ah... that make me hate learning the English language.

Respondent 1 indicated:

I have problems in grammar ah... as you know there are structural differences between English and Arabic language. Another issue I have problem in speaking ... well ... I have a lot ideas but I don't know how can I connect between them correctly.

Respondent 10 mentioned:

Well ... the thing that causes me problems in learning the English language is the topics in our textbooks that are irrelevant to our interests and sometimes difficult to understand.

Respondent 2 stated:

Frankly, my problem is my teacher method ah... my teacher does not discuss all activities in our textbook. Well... that made for negative attitude towards learning the English.

4.5.2 Summary of findings. Research question 5

The findings show that 10th grade Jordanian students had problems in vocabulary, and structural differences. Some topics in their text were irrelevant. They had a negative attitude towards learning English because their parents asked them to learn English to pass the exams and to further their studies at the university. Moreover, they stated that they had a negative attitude towards learning the English Language as a result of their teachers' method of teaching.

4.6 Discussion

In this section, the findings will be discussed to answer the five research questions.

4.6.1 Research question 1 Factors of motivation

What are the motivational factors that influence 10th grade Jordanian students to learn the English language?

Four factors of motivation were investigated in this study. They were social, parents' encouragement, teacher's style, and desire to learn the English language. The findings of this study show that most students agreed that the social factor was the most important in influencing them to learn the English language. They learnt the English language for prestige and social reasons. The findings support Qashoa's (2006) study who stated that the success in second language learning is affected by social factors. He highlighted that 70% of The United Arab of Emirate (UAE) secondary schools students

like to learn English to participate in the activities of other cultural groups, to learn about their lifestyles and to exchange social issues.

Parents' encouragement was selected as the second most important factor in motivating 10th grade Jordanian students to learn the English language. Parents encouraged their children to learn the English language for pass *Tawjahi* test and to go to the university. The findings support Bartram (2006) study on the important role that parents play in motivating their children to learn a foreign language. Bartram highlighted that the parent should to promote their children's success in language learning. They must both transfer positive attitudes and support appropriate learning practises, such as encouraging their children to seek contact experience with the language, watch foreign programmes on TV, read foreign newspapers etc.

Teachers' style was the third most important factor selected by students which influenced them to learn the English language. They mentioned that their teachers' style motivated them when he or she used technological aids, and conducted group discussions in the classroom. These findings support Qashoa (2006) study. He stated that the teacher's role (personality and methods) shapes the learner's motivation and attitudes toward learning L2. When the learner comes to the classroom with low intrinsic motivation, he could be motivated extrinsically by the motivational teacher's choice of approaches and personal styles. Desire to learn the English language was the least important factor which influenced students to learn English. The reasons why students had a desire to learn English include were to speak English language fluently and pass *Tawjahi* test.

4.6.2 Research question 2

Does integrative motivation influence 10th grade Jordanian students to learn the English language?

The findings in research question two show that the students agreed that the integrative factor motivated them to learn the English language. Moreover, they enjoyed learning the English language to communicate with friends who speak the English language and to know more about the British and American cultures and their lifestyles. The findings support the conceptual model of the study by Tremblay and Gardner (1995) who highlighted that integrative motivation learners are interested in social and cultural customs of native speakers of the language they are learning, in this case, the British and the Americans.

4.6.3 Research question 3

Does instrumental motivation influence 10th grade Jordanian students to learn the English language?

In this respect, the students agreed that instrumental motivation influenced them to learn the English language. The study by Al-Shalabi (1982) supports these findings. He indicated that the majority of Kuwaiti university students reported themselves as having instrumental motivation for language learning.

4.6.4 Research question 4:

Are 10th grade Jordanian students motivated to learn the English language in the Arab Model School?

The findings of the study show that the students agreed that the integrative and instrumental factors motivated them to learn the English language. These findings support Brown's (2000) study who maintained that integrative and instrumental motivations are not necessarily mutually exclusive. Foreign language learning is motivated by a mixture of both orientations. Gardner and Lambert (1972) highlighted through their study that integrative motivation was a crucial than instrumental motivation in enhancing second language learning. However, this study revealed the opposite. The students stated that instrumental motivation was more important than instrumental motivation because most probably to pass *Tawjahi* test and go to the university.

4.6.5 Research question 5

What are the difficulties that 10th grade Jordanian students face in learning the English language?

The findings from questions 8 and 9 in the interview showed that the students had problems in vocabulary and structural differences. In addition, they claimed that they had a negative attitude towards learning the English language because some topics in their textbooks are irrelevant or difficult to understand, and some methods that their teachers used in the classroom made them hate learning the English language. These findings support Keblawi's (2005) study on the factors that affect negatively on learning the

English language in Palestine high schools. He highlighted that grammar, vocabulary and teachers' methods are the main problems that foreign language learners faced in learning the English language. Moreover, these findings support Dornyei (2001) study on the problems that secondary students in Budapest in learning L2. Dornyei categorized nine problems that face L2 learners. Some of the main problems were teaching method, negative attitude towards the L2, and course books.

4.7 Summary

The findings in this study show that social, parents' encouragement, teacher's style, and desire to learn English influenced the students to learn the English language. Most of them were also instrumentally and integratively motivated to learn the language. The students found instrumental motivation to be more important than integrative motivation. This could be because the 10th grade Jordanian students need to learn the English language to pass *Tawjahi* test and further their studies. There were many problems that they faced in learning the English language such as vocabulary load, differences in sentence structure, some methods that the teacher used in the classroom and the negative attitudes towards learning the English language.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This study aims to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School and to investigate the difficulties that they encounter in learning the English language. This chapter summarizes the major findings of the study in the order of the research questions. Conclusion, limitations, and recommendations are also discussed.

5.1 Overview of findings

The findings of the study are summarized according to the research questions as follows:

5.1.1 Research question 1

What are the motivational factors that influence 10th grade Jordanian students to learn the English language?

As mentioned in chapter 4, the findings show that the 10th grade Jordanian students agreed that the social factor, parent's encouragement, teacher's style and desire to learn the English language influenced them to learn the English language. Based on the students' responses, the findings show that parents' encouragement obtained the highest

percentage for the Total Agree category (that is 87.5%). The students mentioned that their parents' encouraged them to learn the English language to pass the *Tawjahi* and further their studies at the university. The findings support Bartram's (2006) study, who highlighted that the parents can help their children to learn a foreign language by motivating them to read newspapers and watch programmes in the target language on TV.

The second most popular factor is the social factor (that is, 78.2%). The findings suggest that the social factor plays an important role in motivating the 10th grade Jordanian students in learning the English language for social and prestige reasons. The students mentioned that they learn English because Jordanian society will respect them more if they know the English language and to show off in front of their friends. The findings support Qashoa's (2006) study, who highlighted that the United Arab of Emirate (UAE) secondary schools students need to learn the English language to participate in the activities of other cultural groups, and to learn about their lifestyles. In short, the (UAE) secondary school students learnt English to know more about western society and their lifestyles.

The desire to learn the English language obtained the third highest percentage for the Total Agree category (74.5%). In the interview conducted, the respondents mentioned that they had the desire to learn the English language for many reasons such as, to speak the English language fluently, to pass English tests, and to find a good job in the future. This finding supports Clement & Vallerand's (2000) study. They highlighted that the desire to learn the second language (L2) plays an important role in helping them to

achieve some practical goals such as finding a good job in the future, to pass the courses, and to make contact with people who speak English.

The finding also shows that teachers' style obtained the lowest percentage for the Total Agree category (that is 68.2%). The findings from the interview suggest that the students find their teachers' style as a motivating factor for them to learn English because he or she used many technological aids such as the group discussion method and the computer to practise some listening activities. As a result, the students found that their teachers' style motivated them to learn the English language because he or she allowed them to speak in front of their classmates and their teachers used many technology aids. The findings support Qashoa's (2006) study, who highlighted that teaching methods and personal style of the teacher in the classroom play an important role to motivate the L2 learner.

5.1.2 Research question 2

Does integrative motivation influence 10th grade Jordanian students to learn the English language?

The findings in this study show that the students agreed that they are integratively motivated to learn the English language as a second language. They claimed that English language is a very important language because it allows them to speak, communicate, interact with English people and helps them to know more about British and American culture and their lifestyles. The findings support the conceptual model of the study by

Tremblay and Gardner (1995) that integratively motivated learners are interested in social and cultural customs of native speakers of the language they are learning.

5.1.3 Research question 3

Does instrumental motivation influence 10th grade Jordanian students to learn the English language?

As mentioned in chapter 4, the findings show that most (80.2%) of the students are instrumentally-motivated to learn the English language. The students claimed that they need to learn English to get a good job in the future, and to pass the English language tests. These findings support Alam's (1988) study who investigated the purpose of learning English in Saudi Arabian public schools. He revealed that the majority of participants were instrumentally-motivated and considered English as the language of business and higher education. The findings support Lukmani's (1972) study who found that instrumental motivation was more important than integrative motivation among the non-Westernized female learners of L2 (English) in Bombay.

5.1.4 Research question 4

Are 10th grade Jordanian students motivated to learn the English language in the Arab Model School?

Based on the students' responses in the questionnaire, the findings show that the students agreed that integrative and the instrumental factors of motivation influenced them to learn the English language. Moreover, the findings show that more students

(80.2%) claimed that instrumental motivation motivated them to learn the English language as compared to integrative motivation. These findings support Brown's (2000) study. Brown maintained that integrative and instrumental motivations are not necessarily mutually exclusive. Foreign language learning is motivated by a mixture of both orientations. These findings differed from the findings of Gardner and Lambert (1972) in their study. They highlighted that integrative motivation was more crucial than instrumental motivation in enhancing second language learning. In short, the 10th grade Jordanian students are instrumentally motivated to learn the English language because they need to learn the English language to pass English tests and further their studies at the university.

5.1.5 Research question 5

What are the difficulties that 10th grade Jordanian students face in learning the English language?

The findings from the interview suggest that the 10th grade Jordanian students had weaknesses and problems in learning the English language. These include vocabulary load and structures differences. In other words, the students mentioned that they are not able to memorize every single word to understand the lessons. Their problems in grammar or structure were a result of differences between English and Arabic language. In addition, they claimed that they had a negative attitude towards learning English. One reason was that their parents asked them to learn English to pass the English language tests as a result, that makes them hate learning the English language. Some topics in their

textbooks made them hate learning English they claimed that some of these topics are difficult to understand or irrelevant to their interest. Some methods that their teachers used in the classroom made them hate to learn the English language such as, they claimed that their teachers don't discuss every activity in the textbook so that make hate learning English.

5.2 Limitations and Recommendations

The present study has some limitations associated with sampling. First, the limited number of students in the sample means that the findings of this study cannot be generalized to Jordanian students in general, but to the 10th Grade students in the Arab Model School only. .

The motivational needs of private school students may differ from public school students. It should be noted that the findings might not be applicable to the public school context. For future studies, the sample can be selected from private and public schools to provide more information on the motivational needs of students.

This study focused only on six motivational factors that influenced the 10th grade Jordanian students in learning the English language. Therefore, further studies could be carried out on other motivational factors such as aptitude, intelligence and teaching strategies among Jordanian public and private schools students in learning the English language as a second language.

The present study did not investigate the cultural factor. Further studies may need to focus on the cultural factor and this can be done by investigating Jordanian students

residing in Western English-speaking countries and the factors that influence them to learn English.

Another important limitation in this study is that gender differences were not investigated in this study. Future studies may focus on gender (males and females) and the motivation factors that influence them to learn English.

As an effort by the Ministry of Education of Jordan to enhance the teaching and learning of the English Language, courses can be conducted for English teachers to teach them ways on how to motivate their students to learn the English language as a second language. Teachers can also introduce more sophisticated teaching aids and incorporate the use of technology in their effort to motivate students to learn the language.

5.3 Conclusion

This study was conducted to investigate the factors that motivate 10th grade Jordanian students in learning the English language in the Arab Model School. The findings show that the students were motivated to learn English because of the social factor, parent's encouragement, teachers' style and the desire to learn English language. More students were instrumentally rather than integratively motivated to learn the English language. This was because they needed to learn English to pass the English test to find a good job in the future. Furthermore, the findings in this study revealed that THE students faced many problems and weakness in learning the English language because of some subject-related aspects such as vocabulary load, structural differences, and some methods that their teacher used in the classroom. Overall, the findings of this study

support the model by Tremblay and Gardner's (1995) that instrumental and integrative motivation play an important role in motivating students to learn the English language.

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Appendix A

Questionnaire for Students

Dear Respondents

I am doing my MA at University Utara Malaysia (Applied Linguistics Program). This questionnaire is designed to get the opinions or views of students on learning the English language. I would appreciate it if you could spare some time and thought in completing the questionnaire. Please try to answer all of these questions. Your response will be treated as confidential and used for research purposes only.

Thank you.

Qusai Al_Lafi
MA student
College of Arts and Sciences

PART 1

Instructions: Put a tick (/) in the appropriate boxes provided and fill in the blank where necessary.

1. Name (الاسم).....

2. Class (الصف).....

3. Age (العمر)

4. Sex الجنس

Male ذكر

Female أنثى

PART 2

Section 1

Below are statements about your experience of learning English language in the classroom. Please show the extent of your agreement or disagreement of each item by writing the number of your choice of answer from the list below in the corresponding empty boxes in the right - hand column:

(من البيانات أدناه حول تجربتك في تعلم اللغة الانجليزية في غرفة الصف، من فضلك بين مدى اتفاقك أو اختلافك بكتابة رقم الإجابة التي اخترتها في المربعات الفارغة أدناه)

1. Strongly disagree لا أوافق بشده
2. Mostly disagree لا أوافق
3. Neither agree nor disagree لا رافض ولا متفق
4. Mostly agree أوافق
5. Strongly agree أوافق بشدة

NO.	Items	
1	I learn English because it can add to my social status. أتعلم اللغة الانجليزية لأنها تضيف لي مكانة اجتماعية	
2	I think people will respect me more if I can learn English well. أعتقد بأن الناس سوف يحترموني أكثر إذا تعلمت اللغة الانجليزية بشكل جيد	
3	I don't think you need to learn English because nowadays almost everything is translated or dubbed. لا أعتقد بأنك بحاجة لتعلم اللغة الانجليزية, لأن كل شيء في هذه الأيام مترجم أو مدبلج	
4	For me it's not important to speak another language other than Arabic. بالنسبة لي ليس من المهم التحدث بلغة أخرى غير اللغة العربية	
5	My parents try to help me to learn English. يحاول والداي مساعدتي لتعلم اللغة الانجليزية	
6	My parents feel that it is very important for me to learn English. يشعر والداي بأن من الأهمية لي تعلم اللغة الانجليزية	

7	My parents feel that I should continue studying English all through my life. يشعر والداي بأنني يجب أن استمر في دراسة اللغة الانجليزية في كافة مراحل حياتي	
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1. Strongly disagree لا أوافق بشده
2. Mostly disagree لا أوافق
3. Neither agree nor disagree لا رافض ولا متفق
4. Mostly agree أوافق
5. Strongly agree أوافق بشدة

NO.	Items	
8	My parents urge me to seek help from my teacher if I am having problems with my English. يحتني والدي لطلب المساعدة من مدرسي إذا كان لدي مشكلة في اللغة الانجليزية	
9	My parents encourage me to practice my English as much as possible. يشجعني والداي لممارسة اللغة الانجليزية قدر الإمكان	
10	My English teacher is better than any of my other teachers. مدرس اللغة الانجليزية أفضل من المدرسين الآخرين	
11	My English teacher has a dynamic and interesting teaching style. مدرس اللغة الانجليزية لديه أسلوب تدريسي "ديناميكي" ومثير للإهتمام	
12	My English teacher is a great source of inspiration to me. مدرس اللغة الانجليزية مصدر إلهامي	
13	I really like my English teacher. حقاً، أحب مدرس اللغة الانجليزية	
14	If it were up to me, I would spend all of my time learning English. لو كان الأمر متروكاً لي، أود أن أقضي كل وقتي في تعلم اللغة الإنجليزية	
15	I want to learn English so well that it will become natural to me. أريد تعلم اللغة الانجليزية بشكل جيد، بحيث تصبح طبيعية بالنسبة لي	
16	I would like to learn as much English as possible. أود تعلم اللغة الانجليزية أكثر قدر ممكن	
17	I wish I were fluent in English. أتمنى أن أكون طلقاً في اللغة الانجليزية	

Section 2

Below are statements about your experience of learning English language in the classroom. Please show the extent of your agreement or disagreement of each item by writing the number of your choice of answer from the list below in the corresponding empty boxes in the right-hand column:

(من البيانات أدناه حول تجربتك في تعلم اللغة الانجليزية في غرفة الصف، من فضلك بين مدى اتفاقك أو

اختلافك بكتابة رقم الإجابة التي اخترتها في المربعات الفارغة أدناه)

1. Strongly disagree لا أوافق بشده

2. Mostly disagree لا أوافق

3. Neither agree nor disagree لا رافض ولا متفق

4. Mostly agree أوافق

5. Strongly agree أوافق بشدة

NO.	Items	
18	Studying English can be important to me because it will allow me to be more at ease with other people who speak English. أتعلم اللغة الانجليزية لأنها تمكنني من التعرف على الشعوب الناطقة بها	
19	Studying English can be important for me because it will allow me to meet and converse with more and varied people. أتعلم اللغة الانجليزية من مقابله ومحادثه شعوب متنوعة	
20	Studying English can be important for me because it will enable me to better understand, and appreciate British and American art and literature. أتعلم اللغة الانجليزية لأنها تساعدني على تذوق الفن والأدب البريطاني والأمريكي	
21	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups. أتعلم اللغة الانجليزية لأنها تمكنني من فهم الثقافات الأجنبية والمشاركة فيها	
22	It is important for me to know English in order to know the life of the English-speaking nations. من المهم بالنسبة لي أن أعرف اللغة الانجليزية من أجل معرفة حياة الأمم الناطقة بها	
23	Studying English is important to me so that I can understand English pop music. أتعلم اللغة الانجليزية لأنها تمكنني من فهم موسيقى "البوب" الانجليزية	

24	The more I get to know native English speakers, the more I like them. كلما تعرفت على المزيد من الناطقين باللغة الانجليزية ،أصبحت مثلهم	
25	Studying English is important to me because it will enable me to get to know various cultures. أتعلم اللغة الانجليزية لأنها تمكنني من التعرف على الثقافات المختلفة	
26	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances. أتعلم اللغة الانجليزية لأنها تمكنني من البقاء على اتصال مع الأصدقاء والمعارف الأجبيين	
27	I would like to know more about native English speakers. أود أن أعرف المزيد عن الناطقين باللغة الانجليزية	
28	I am learning English because I would like to go and live in America, Australia, Britain or another English-speaking country. أتعلم اللغة الانجليزية لأنني أود أن أذهب للعيش في أمريكا،استراليا،بريطانيا،أو أي بلد أخرى ناطقة باللغة الانجليزية	
29	I would study English even if it were not required by my school or university أود تعلم اللغة الانجليزية،حتى لو لم يكن هناك حاجة من قبل مدرستي أو جامعتي	

Section 3

Below are statements about your experience of learning English language in the classroom. Please show the extent of your agreement or disagreement of each item by writing the number of your choice of answer from the list below in the corresponding empty boxes in the right - hand column:

(من البيانات أدناه حول تجربتك في تعلم اللغة الانجليزية في غرفة الصف، من فضلك بين مدى اتفاقك أو

اختلافك بكتابة رقم الإجابة التي اخترتها في المربعات الفارغة أدناه)

1. Strongly disagree لا أوافق بشده
2. Mostly disagree لا أوافق
3. Neither agree nor disagree لا رافض ولا متفق
4. Mostly agree أوافق
5. Strongly agree أوافق بشدة

NO.	Items	
30	Studying English can be important for me because I'll need it for my future career. أتعلم اللغة الانجليزية لأنها تساعدني في اختيار وظيفة المستقبل	
31	Studying English can be important for me because it will make me a more knowledgeable person. أتعلم اللغة الانجليزية لأنها تجعلني شخص متطلع و متقف	
32	Studying English can be important for me because it will someday be useful in getting a good job. أتعلم اللغة الانجليزية لأنها تُسهل علي إيجاد وظيفة جديدة	
33	Studying English can be important for me because other people will respect me more if I know English. أتعلم اللغة الانجليزية لأنها تجعل الآخرين يحترمونني أكثر إذا كنت أعرف اللغة الانجليزية	
34	Studying English can be important for me because I will be able to search for information and materials in English on the Internet. أتعلم اللغة الانجليزية لأنها تمكنني من البحث عن المعلومات والمواد باللغة الانجليزية عن طريق الانترنت	

35	Studying English can be important for me because I will learn more about what's happening in the world. أتعلم اللغة الانجليزية لأنها تمكنني من معرفة المزيد حول ما يحدث في العالم	
36	Studying English can be important for me because language learning often gives me a feeling of success. أتعلم اللغة الانجليزية لأن تعلمها يُشعرنى بالنجاح	
37	Studying English can be important for me because language learning often makes me happy أتعلم اللغة الانجليزية لأن تعلمها غالباً ما يُشعرنى بالسعادة.	
38	Studying English is important to me because an educated person is supposed to be able to speak English. أتعلم اللغة الانجليزية لأنه من المفترض أن الشخص المتعلم أن يكون لديه القدرة على التحدث باللغة الانجليزية	
39	Studying English is important to me so that I can understand English-speaking films, videos, TV or radio. (أتعلم اللغة الانجليزية لأنها تُمكنني من فهم الأفلام الناطقة باللغة الانجليزية، الفيديو، التلفزيون والراديو)	
40	Studying English is important to me so that I can read English books. أتعلم اللغة الانجليزية لأنها تمكنني من قراءة الكتب الانجليزية	
41	Studying English is important because it will enable me to get to know people from different parts of the world. أتعلم اللغة الانجليزية لأنها تمكنني من التعرف على اشخاص جدد من انحاء مختلفة من العالم	

Appendix B

Semi-structured questions for the Interview

1. How do you feel about learning the English language? Why?
2. Do you enjoy learning English? Why?
3. What do you think about the way or method that your English teacher teaches English?
4. What motivates you to learn the English language?
5. What do you think about your teacher's presentation? Why?
6. What do you think about the textbooks or materials that are used in the classroom?
7. What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?
8. What do you think are your weakness (es) in learning the English language?
9. What are the difficulties or problems that you face in learning English language?

Appendix C

Transcriptions of Interview Recording

Respondent 1

Researcher: **Q.1. How do you feel about learning the English language? Why?**

Respondent: Well.... I like learning English language because it is international language, ah... I have many friends from America and I need to learn English to communicate with them easily.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: Yes, I do, I would like to be a doctor so I must learn the English language. I learn English because it is the key for getting a profitable job.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: Ah... not good. My teacher does not motivate me to learn English because whenever any student asks him to repeat his explanation he becomes angry which makes me reluctant in asking questions regarding what I don't understand.

Researcher: **Q.4. What motivates you to learn English language?**

Respondent: Well... I need to speak the English language fluently. Frankly, that helps to discuss many topics with my teacher and friends in the classroom.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: I like his teaching presentation. My teacher speaks slowly and that makes me understand every single word. Well... my teacher always helps me to speak in front of my colleagues, and he takes my ideas into consideration.

Researcher: **Q.6. What do you think about the text books or materials used in the classroom?**

Respondent: Well ... I like my English textbooks ah... our textbooks are suitable for our level. I mean... In my opinion, our textbooks include all English language skills (reading, writing, speaking and listening) and it contains many songs and pictures that are related to our lesson which motivate me to learn the English language.

Researcher: **Q.7. What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?**

Respondent: Good, in fact, my teacher uses group work method, and let us speak in the class. Moreover, he respects our ideas.

Researcher: **Q.8. What do you think are your weakness (es) in learning the English language?**

Respondent: Well... I have weakness in vocabulary; I cannot remember every single word ah... I must memorize thousands of words to understand the lessons and reading comprehension passages.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: I have problems in grammar ah... as you know there are structural differences between English and Arabic language. Another issue I have problem in speaking ... well I have a lot ideas but I don't know how can I connect between them correctly.

Respondent 2

Researcher: **Q.1. How do you feel about learning the English language?**

Respondent: Mm... I like learning the English language. Well, it is language of internet and technology. I have many friends from America and I would like to learn English to make chatting with them.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: Yes, I do.

Researcher: **Why?**

Researcher: I think that English language is language of communication in the world, and it can help me to find good job in the future.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: Good, frankly, my teacher motivates me to learn the English

language because he warms us up for the new topic that we will discuss and he doesn't speak in Arabic language.

Researcher: **Q.4. What motivates you to learn the English language?**

Respondent: My parents always say that English is very important for my

professional life, and if I learn English language I can pass *Tawjahi* exam then I can get good job in the future.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: I like my teacher presentation ah... My teacher always uses open discussion method.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: In fact, it is good. It contains a lot of grammar activities and covers all English language skills. Most of the reading and listening texts in our English textbooks are relevant to our interests.

Researcher: **Q.7. What do you think about the teaching aids that the teacher use in the classroom to teach the English language?**

Respondent: Good, ah... my teacher uses group work method, and uses cassette

to help us to practice some listening drills. Well...last time, my teacher asked us to listen to short dialogue, then to answer the questions in our activity book.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: Frankly, my weakness point is vocabulary. Well... I need a lot of

vocabularies to speak and write.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: Frankly, my problem is my teacher method ah... my teacher does not discuss all activities in our textbook. Well... that made for negative attitude towards learning the English.

Respondent 3

Researcher: **Q.1. How do you feel about learning English language?**

Respondent: well, I enjoy learning English language. Mm...I like English language because it is language of chat.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do.

Researcher: Why?

Respondent: I like English songs so I need to understand its words, and another issue , I have a lot of friends from America , I need to contact with them .

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: I like it, my teacher uses group discussion.

Researcher: **Q.4. What motivate you to learn English language?**

Respondent: frankly, my parents motivate me to learn English language. They always tell me if you learn English, you will pass *Tawjahi* test, and then you can go to the university.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Good, my teacher always warms us up and uses group method. Frankly, his way in teaching motivates me to learn the English language.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Excellent, it is suitable for our level, and most topics attract us to learn English. Well ... last week my teacher discussed with us topic about traditions and customs in Jordanian society.

Researcher: **Q.7. What do you think about the teaching aids that the teacher use in the classroom to teach the English language in the classroom?**

Respondent: I like the teaching aids that my teacher uses in the classroom. In fact, my teacher always takes us to the computer lab to practice some listening and speaking exercises.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: well, my weakness point is vocabulary and speaking. Frankly, I can not use the suitable expression in certain situation .

Researcher: **Q.9. What are the difficulties or problems that you face in learning the English language?**

Respondent: Mm ... I have problem in speaking. I can understand what my teacher says but I can not express my ideas correctly. Another issue, my parents, always ask my to learn the English language to pass the English test then go university that makes me hate learning the English language.

Respondent 4

Researcher: **Q.1. How do you feel about learning English language?**

Respondent: I like learning the English language. As we know, English language is language of internet and chat, so I need to learn English to communicate with friends.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do.

Researcher: why?

Respondent: I would like to get good job in the future. Well ... learning English is a guarantee for future jobs in Jordan.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: I will say frankly, my teacher becomes so confused, if there is noisy in the classroom and every thing become overlapping especially, in grammar activities. Well ... the method that he uses does not

motivate to learn the English language ah... I hate his way in teaching.

Researcher: **Q.4. What motivate you to learn English language?**

Respondent: well ... my Parents. Another issue I always watch English movies so, I need to learn English to know more their lifestyles.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Frankly, excellent, my teacher motivates me to learn the English language because he warms us up for the new topic that we will discuss and he doesn't speak in Arabic language.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: it is good, it covers all English language skills (reading, writing, speaking and listening) and a lot of activities.

Researcher: **Q.7. What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?**

Respondent: Good, my teacher usually uses cassette to practice some listening activities. Well... my teacher asks us to listen to short and long conversation then answer the questions in our text books. Well ... I like the aids that my teachers use in the classroom. Frankly, these aids motivate me to learn the English language.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: Frankly, my weakness point is vocabulary. Another issue, I have a lot of ideas but I can not connect these ideas correctly.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: I have problem with structural difference and vocabulary. Another issue, my parents always asks me to learn the English language to pass the English language tests (Tawjahi) and to enrol in one of Jordanian university, and they always say if you would like to get good job in the future, you must learn English. Really, that makes me hate learning the English language.

Respondent 5

Researcher: **Q.1. How do you feel about learning the English language?**

Respondent: I like learning the English language. In fact, if I learn the English language, my parents will increase my pocket money.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do.

Researcher: why?

Respondent: Because it is international language ah.. If I know English I can communicate with friends easily.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: Excellent, frankly... my teacher always attracts our attention to learn the English language by using group discussion method, a lot of drills, and using videos to improve our listening skill.

Researcher: **Q.4. What motivate you to learn English language?**

Respondent: Well... my parents always motivate me to be good in English. All my brothers study in universities and they can speak English so my parents want me to be like them.

Researcher: **Q.5. What do you think about teacher presentation?**

Respondent: Good, I like my teacher presentation ah... my teacher always warms us up, and he always tries to cover all drills in the textbooks. My teacher always gives us clear instructions about the topic that we want to cover in that day.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Good... it contains a lot of pictures, songs, and topics. Well... it covers all English language skills (reading, writing, speaking and listening). In case of listening, there are short dialogues, long conversations that are related to our daily lives.

Researcher: **Q.7. What do you think about the teaching aids that the teacher use in the classroom to teach the English language?**

Respondent: Great, ah...my teacher usually takes us to computer lab to practice some listening activities.

Researcher: **Q.8. What do you think are your weakness (es) in learning the English language?**

Respondent: Frankly, I have problem in writing. I cannot make connection between sentences. I don't know. May be I don't have enough vocabulary. I have a lot of ideas but I cannot connect between these ideas correctly.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: I have problem with vocabulary ah... I don't know the way to keep the words in my memory for along time. Well... I am learning English just only to pass the English language exams.

Respondent 6

Researcher: **Q.1. How do you feel about learning the English language?**

Respondent: I am so happy, well... I like watching and listening to English films. I need English language to understand their culture and their lifestyles.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do. I would like buy new car in the future so I need to find good job and as we know all good jobs require English language. Another issue, I dream of being a doctor so how will I cope up with new medical innovations and developments without learning English.

Researcher: **Q.3.What do you think about the way or method that your English teacher teaches English?**

Respondent: Not good, sometimes, my teacher uses old fashion way in teaching so my teacher makes me hate English language. Sometimes, he speaks a lot and asks us to listen with participation. Really, I hate this way

Researcher: **Q.4. What motivate you to learn the English language?**

Respondent: well... to find good job, and to show off in front of my family and friends.

Researcher: **Q.5. What do you think about teacher presentation?**

Respondent: Great, my teacher usually warms us up, and revises the previous topics, well... My teacher presents in logical manner.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Good, and suitable for our level. In our text books there are many topics can spark off other ideas.

Researcher: **Q.7. What do you think about the teaching aids that the teacher use in the classroom to teach English language in the classroom?**

Respondent: ah... very Good, my teacher takes us to computer lab to practice some listening and speaking skills activities.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: Frankly, my parents always ask me to learn English to pass the *Tawjahi* exam and to get good job ah... that make me hate learning the English language.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: Frankly, my parents always ask me to learn English to pass the *Tawjahi* exam and to get good job ah... that make me hate learning the English language.

Respondent 7

Researcher: **Q.1. How do you feel about learning English language?**

Respondent: Generally, I like learning the English language, because I like English songs and films.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: Yes, of course. Well... I would like to make chatting with my friends. As we know that English language is language of internet and technology, so if don't know English language I will not be able to make chatting with them.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: I like the method that my teacher uses in the classroom ah... my teacher usually uses open discussion method to improve our speaking skill. Well in speaking activities our teacher allows me to speak in front of my classmates. Ah... that motivates me to learn the English language.

Researcher: **Q.4. What motivate you to learn English language?**

Respondent: Well ... I learn English language to pass English test, another issue I have many friends from America so I need to speak the English language like them.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Excellent, I like his way in teaching. He always warms us up and he avoids using Arabic. Well... his way motivates me to learn the English language.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Frankly, it is good; it covers a lot of topics, and contains many drills. Well... our textbooks cover reading passages, listening exercises, and explanation for grammatical activities.

Researcher: **Q.7. What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?**

Respondent: I like the teaching aids that my teacher uses in the classroom. My teacher usually asks us to watch a video then encourage us to speak and take our ideas into consideration. Moreover, he uses cassette to practise some listening activities.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: Frankly, vocabulary when I write paragraph, I discover that I need 6 or 8 new words to connect between sentences so, I always ask my teacher .

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: I have problem in learning English language because, my parents ask me to learn English to find good job in the future, but frankly, that makes for me a negative attitude towards learning the English language. I have also another problem which is vocabulary.

Respondent 8

Researcher: **Q.1. How do you feel about learning the English language?**

Respondent: Mm...I am so happy. In my opinion ... English language is language of the world.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent Yes, I do, I would like to join the faculty of medicine or engineering so, if I can't speak and write English well, it will be impossible for me to fulfill my ambitions .

Researcher: **Q.3.what do you think about the way or method that your English teacher teaches English?**

Respondent: Well ... Good. My teacher helps me to learn the English language ah... he uses a cassette for improving our listening skill and computer for practising some grammar activities.

Researcher: **Q.4. What motivates you to learn English language?**

Respondent: Ah... I think... I need to learn the English language because I have some friends who always show off in front of me... so, why don't I do the same to them.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Great ah... my teacher covers all topics, and tries to revise what we had achieved previously. Well... my teacher tries to attract us to speak in the class.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Excellent. In fact, it contains a lot of speaking and listening activities. Well our textbooks contain many songs, pictures, and conversations. Really, that motivates me to learn the English language.

Researcher: **Q.7. What do you think about the teaching aids that the teacher use in the classroom to teach the English language?**

Respondent: Excellent, ah... I like the aids that my teacher uses in the classroom. My teacher takes us every week to the computer lab to practise some listening exercises.

Researcher: **Q.8. What do you think are your weakness (es) in learning the English language?**

Respondent: I have weakness in speaking I have a lot of ideas but I can not express my ideas in correct way.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: Really, my parents ask me to learn English to pass the English language test. Ah... this issue makes me so confused and makes me hate English language.

Respondent 9

Researcher: **Q.1. How do you feel about learning the English language?**

Respondent: Ah... English language is enjoyable language. Well... Learning English enables me to express my opinion and participate in chatting rooms.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do. English language is language of internet ah... I like English films. Well... learning English to know more about American and British society and their lifestyles.

Researcher: **Q.3. Do you think about the way or method that your English teacher teaches English?**

Respondent: Good, Mm..., my teacher uses group discussion. My teacher gives us questions and let us to discuss in group.

Researcher: **Q.4. What motivate you to learn English language?**

Respondent: Well... my parents motivate me to learn the English language because they think that most educated people in Jordan can speak English language so I should be like them. Another issue, I would like to get good job in the future.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Great, I like his way in presentation. Well... my teacher speaks in English and avoids speaking in Arabic language. My teacher always starts the class with questions and lets us discuss these questions in groups.

Researcher: **Q.6. What do you think about the text books or materials that use in the classroom?**

Respondent: Good, it contains a lot of songs and stories, it suitable for our demands.

Researcher: **Q.7. What do you think about the teaching aids that the teacher uses in the classroom to teach English language?**

Respondent: I like the method that my teacher uses in the classroom. My teacher usually uses cassettes to practice listening activities. Mm..., last week my teacher took us to computer lab to listen to some conversations about life style in America and in England.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: actually, my weakness point is vocabulary, I need a lot of vocabulary to speak and write in correct way.

Researcher: **Q.9. What are the difficulties or problems that you face in learning English language?**

Respondent: frankly, my parents always ask me to learn the English to pass Tawjahi and further my study in the university, really, that make me hate learning the English language.

Respondent 10

Researcher: **Q.1. How do you feel about learning English language?**

Respondent: really, I like learning the English language ah.. English language is language of communication with people so, I like learning English.

Researcher: **Q.2. Do you enjoy learning English? Why?**

Respondent: yes, I do.

Researcher: why?

Respondent: English Language is language of internet and I like English stories.

Researcher: **Q.3. What do you think about the way or method that your English teacher teaches English?**

Respondent: Good, my teacher uses group discussion and sometimes uses individual work method. Ah... In case of reading skill my teacher asks us to read the passage quickly then asks us about the main ideas.

Researcher: **Q.4. What motivates you to learn English language?**

Respondent: Well... I think that I need to learn the English language because it is the language of the educated people here in Jordan and to find good job in the future.

Researcher: **Q.5. What do you think about teacher presentation? Why?**

Respondent: Excellent, Well... My teacher motivates me to learn the English language because he usually revises what we learnt in previous classes and attracts our attention by discussing and introducing new topic ah I like my teacher presentation because he asks us

a lot of questions and allows us to discuss these questions in groups.

Researcher: **Q.6. What do you think about the text books or materials that used in the classroom?**

Respondent: Well ... I like my English textbooks ah... it is very good; my textbooks cover all English language skills.

Researcher: **Q.7. What do you think about the teaching aids that the teacher uses in the classroom to teach the English language?**

Respondent: Excellent, in fact, I like the teaching that my teacher uses in the classroom. Well ... my teacher always takes us to computer lab to practice some listening exercises.

Researcher: **Q.8. What do you think are your weakness (es) in learning English language?**

Respondent: well, my weakness point is writing. In fact I can't put the sentences in correct order, another issue I have problem in vocabulary I can not remember every single word.

Researcher: **Q.9. What are the difficulties or problems that you face in learning the English language?**

Respondent: Well ... the thing that causes me problems in learning the English language is the topics in our textbooks that are irrelevant to our interests and sometimes difficult to understand.

