

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

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And it is acceptable in form and content and that a satisfactory knowledge of the field is covered by the project paper.

Name of Supervisor: **DR, SAROJINIK KRISHNAN**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **DECLARATION**

I hereby declare that this project paper is my original work except for quotations and citations which have been duly acknowledged and that it has not been previously or concurrently submitted for any other degree at Universiti Utara Malaysia or other institutions.

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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**



## ***Acknowledgment***

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 10<sup>th</sup> 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 10<sup>th</sup> 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.



## **TABLE OF CONTENT**

	<b>PAGE</b>
APPROVAL	iii
DECLARATION	iv
PERMISION TO USE	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF REFRENCES	xii
LIST OF APPENDICES	xii

## **CHAPTER 1 INTRODUCTION**

1.0	Overview	1
1.1	Background of the study	3
1.2	Problem Statement	6
1.3	Study Aims	6
1.4	Research Objectives	6
1.5	Research Questions	7
1.6	Significance of the Study	8
1.7	Definition of Terms	8

1.8	Summary	9
<b>CHAPTER 2 LITERATURE REVIEW</b>		
2.0	Overview	10
2.1	Motivation	10
2.1.1	Motivation and L2 Learning	11
2.1.2	Integrative and Instrumental Motivation	13
2.2	Factors of Motivation	16
2.2.1	Social	16
2.2.2	Teacher's Personality and Teaching Style	17
2.2.3	Family Background and Socio Economic	18
2.2.4	Age and Gender	20
2.2.5	Desire to Learn the English language	22
2.3	Theories of Motivation	23
2.4	Models of Motivation	24
2.4.1	Lambert's Social psychological Model	24
2.4.2	Clément's Social Context Model	25
2.4.3	Gardner's Motivation Theory	26
2.4.3.1	The socio-educational Model	27
2.4.3.2	Misconceptions of Gardner's theory	28
2.4.3.3	Strengths and weaknesses of the theory	30
2.5	Conceptual Frame Work of the study	32

2.6 Summary	34
-------------	----

### **CHAPTER THREE RESEARCH METHODOLOGY**

3.0 Overview	35
3.1 Research Method	35
3.2 Sample	37
3.3 Instruments	37
3.3.1 Questionnaire	37
3.3.2 Interview	39
3.3.3 Piloting the Questionnaire	40
3.4 Procedure	40
3.5 Data Analysis	41
3.6 Summary	41

### **CHAPTER FOUR FINDINGS AND DISCUSSION**

4.0 Overview	42
4.1 Analysis of findings Research question 1	42
4.1.1 Factor 1: Social factor	43
4.1.1.1 Findings of the Questionnaire	43
4.1.1.2 Findings of the Interview	45
4.1.2 Factor 2: Parents' encouragement	45
4.1.2.1 Findings of the Questionnaire	45

4.1.2.2 Findings of the Interview	47
4.1.3 Factor 3: Teacher's style	48
4.1.3.1 Findings of the Questionnaire	48
4.1.3.2 Findings of the Interview	49
4.1.4 Factor 4: Desire to learn English Language	53
4.1.4.1 Findings of the Questionnaire	53
4.1.4.2 Findings of the Interview	54
4.1.5 Summary of findings : Research question 1	55
4.2 Analysis of Findings Research question 2	57
4.2.1 Findings of the Questionnaire	57
4.2.2 Findings of the Interview	59
4.2.3 Summary of findings: Research question 2	60
4.3 Analysis of Findings Research question 3	60
4.3.1 Findings of the Questionnaire	60
4.3.2 Findings of the Interview	62
4.3.3 Summary of findings: Research question 3	63
4.4 Analysis of Findings Research question 4	63
4.4.1 Findings of the Questionnaire	63
4.4.2 Summary of findings: Research question 4	64
4.5 Analysis of Findings Research question 5	65
4.5.1 Findings of the Interview	65
4.5.2 Summary of Findings Research question 5	68

4.6 Discussion	68
4.6.1 Research question 1: Factors of motivation	68
4.6.2 Research question 2	70
4.6.3 Research question 3	70
4.6.4 Research question 4	71
4.6.5 Research question 5	71
4.7 Summary	72

## **CHAPTER FIVE CONCLUSION AND RECOMMENDATIONS**

5.0 Introduction	73
5.1 Overview of findings	73
5.1.1 Research question 1	73
5.1.2 Research question 2	75
5.1.3 Research question 3	76
5.1.4 Research question 4	76
5.1.5 Research question 5	76
5.2 Limitations and Recommendations	78
5.3 Conclusion	79

## LIST OF TABLES

Table 3.1	the Items in the Questionnaire	38
Table 4.1	Descriptive statistics of students who agreed that social was a motivating factor	44
Table 4.2	Descriptive statistics of students who agreed that parents' encouragement is a Motivating factor	46
Table 4.3	Descriptive statistics of students who agreed that teacher's style is a motivating factor	48
Table 4.4	Descriptive Statistics of students who agreed that desire to learn the English Language is a motivating factor	53
Table 4.5	Descriptive statistics on factors of motivation that influenced students to learn the English language	55
Table 4.6	Descriptive statistics of students who were integratively motivated	58
Table 4.7	Descriptive statistics of students who were instrumentally motivated	61
Table 4.8	Descriptive statistics of students who were integratively and instrumentally motivated	64

## **LIST OF FIGURES**

Figure 2.1	The Conceptual framework: Tremblay and Gardner's (1995) Model of L2 motivation	32
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<b>LIST OF REFERENCES</b>	81
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### **APPENDICES**

❖ APPENDIX: A	86
❖ APPENDIX: B	93
❖ APPENDIX: C	94