Motivation and Attitudes of Sudanese Students towards Learning English and German

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Motivation and attitudes are considered as hypothetical psychological constructs in explaining both the process and outcome of second/foreign language learning. The taxonomy and categorization of second/foreign language motivation into integrative and instrumental motivation has long been established and dominated L2 motivation research in different educational contexts. According to Lambert (1972), Integrative motivation reflects an interest in learning another language because of a sincere and personal interest in the people and culture represented by the other language group. Instrumental motivation on the other hand, refers to the pragmatic and functional orientations in learning a foreign language. Gardner (1985) claimed that integrative motivation is the most important and predictable factor of excelling in a second language than the instrumental motivation. Nevertheless, this assumption that stresses the importance of integrative motivation over the instrumental one in predicting the level of success in learning a second language, has rather been challenged, and a set of controversial findings have been reported.

This study sought to compare and investigate the motivational and attitudinal orientations of Sudanese undergraduate students towards learning English and German; in relation to the target language in question and gender differences. In addition, it intended to examine if there would be any correlation between students’ level of motivation and attitudes, and their self-assessed achievement in the target language. The sample of this study composed of 221 students from the Faculty of Biowissenschaften, Pharmazie und Psychologie, Universität Leipzig.
Arts, University of Khartoum, Sudan. 148 students from the department of English language, and 73 students from the department of German language have participated in the survey. Based on Gardner’s Attitude/Motivation Test Battery (AMTB), a survey scale has been constructed to measure students’ motivation and attitudes.

The findings of the empirical investigation revealed that Sudanese students were relatively highly motivated and had favorable attitudes towards learning English and German, respectively. In line with the established literature in the field, the results demonstrated that Sudanese students were more instrumentally motivated to learn English. On the other hand, the students in the German department had more positive attitudes towards the German community and culture in comparison to the students of the English department. Gender differences have also been identified in the department of English only; where female students had a significantly higher level of motivation and were rather more integratively motivated to learn English than their male counterparts. Finally, the study could not indicate any correlation between students’ level of motivation and attitudes, and their achievement in the target language.
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<td>Attitude/Motivation Test Battery</td>
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<tr>
<td>CPH</td>
<td>Critical Period Hypothesis</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ESP</td>
<td>English for Specific Purposes</td>
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<td>FL</td>
<td>Foreign Language</td>
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<td>SRL</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>TAT</td>
<td>Thematic Apperception Test</td>
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<td>UG</td>
<td>Universal Grammar</td>
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Chapter I

Introduction

1.1 Research Background

Motivation and attitudes are considered as substantial psychological constructs in explaining both the process and outcome of second language learning (e.g., Gardner, 1985, 2001, 2010; Noels, 2005; Kleppin, 2001, 2002; Dörnyei, 2003; Riemer, 2001; Al-Busairi, 1990). Gardner and Lambert (1972) – who first empirically investigated the motivational factors in second language acquisition – found that L2 achievement is related not only to the individual learner’s linguistic aptitude or general intelligence but also to the learner’s motivation and interest in learning the target language.

Traditionally, language learning motivation can be divided into two types: integrative motivation – the desire to integrate oneself with the target culture; and instrumental motivation – the desire to learn a language in order to meet a specific language requirement such as for employment (Nakata, 2006). More precisely, integrative orientation relates to a positive disposition to learn about, interact with, or become closer to the target language community, while instrumental orientation concerns the potential utilitarian value of target language proficiency such as obtaining a better job or passing an examination. One of the Gardner’s main ideas is that the integrative motivation plays an important role in second language acquisition. It is directly and positively related to second language achievement more than instrumental motivation. However, the significance of integrative motivation reflects a rather controversial set of findings.

On the other hand, Students’ attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success in
learning a language (Candlin & Mercer, 2001) and that a learner’s attitudes affect the development of motivation (Spolsky, 1989). This implies an interrelationship between attitudes and motivation, as Brown (1994) asserts that it seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation, and in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency.

Individual differences also play a significant role in learning a language. For instance, factors like age, gender, language background and peer influences and parental level of education are some of the variables that influence language acquisition and attitudes (Merisou-Strom, 2007). For example, Ellis (1994) found that female students have better attitudes towards second language acquisition compared to male students. Female students are found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature compared to male students. Additionally, Siti (2008) suggests that students’ attitudes correlate with their proficiency level in the target language.

Accordingly, the present study aimed at exploring the significance of motivational and attitudinal factors in learning foreign languages, namely English and German among Sudanese undergraduate students from a psycholinguistic and interdisciplinary perspective.

1.2 Statement of the Problem

In today’s global, competitive and open world, the demand for foreign languages is obviously increasing. Language proficiency and communication skills are crucial conditions in the workplace. As Lin (2013) asserts that with ever-increasing globalization, language skills are becoming increasingly important and are highly
necessary for those who want to keep pace with the global community. Furthermore, foreign languages are means of cultural exchange and would therefore help promoting better mutual understanding and friendship across nations. Additionally, learning a foreign language is different from learning other subjects, since it might also involve adopting certain behavioral patterns and cognitive attributes from another socio-cultural community. In this regard, Williams (1994) postulates that: “There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person’s whole social being: it is part of one’s identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rule, or a grammar; it involves an alteration of self-image, the adaptation of new social and cultural behaviors and ways of beings, and therefore has a significant impact on the social nature of the learner” (p. 77).

The situation of foreign languages in Sudan is rather complicated and fluctuated. Sudan is a multicultural and multilingual afro-arabic country with a considerable number of local languages, dominated by Arabic as lingua franca, and language planning was an area of dispute in Sudan prolonged conflicts. One of these language policies was the decision of the abrupt Arabization of education and government at the beginning of the 90s, where Arabic language has been the medium of instruction instead of English language. This philosophy according to Siddieck (2011) immediately led to decrease of English language as the number of years in the primary education stage was decreased from 12 years to 11, and the number of English language periods was decreased from 8 periods per week to only 4. Furthermore, postgraduate studies are encouraged and supported in country at the
new opened Universities at the cost of the cultural and educational exchange with the western countries.

However, Sudan has in the last decade adopted more open and favorable attitudes towards multilingualism and openness towards the international community, especially after the peace agreement between South and North Sudan. The ever growing number of international organizations throughout the country, has led to an increasing demand for foreign languages than ever before. It has also long been established that political, social and economic factors play a substantial role in promoting second/foreign languages learning. Thus, in light of the current socio-economic changes in the whole region, and in Sudan especially, attitudes and policies towards foreign languages are assumed to be influenced by these factors. Additionally, Germany has been playing a profound role in Sudan in the recent years at the political, economic and educational levels, which might foster the role of German language. The interest in German language is anticipated to grow, where for instance a new department of German language was established at Sudan University of Science and Technology, which reflects Sudanese students’ interest in studying German. Moreover, most of the available studies on foreign language learning in Sudan have been focusing mainly on English language, and there is lack of empirical studies about other foreign languages, especially German language. Thus, the current study attempts to bridge the gap and investigate and compare between the two languages in terms of psycholinguistic orientations.
1.3 Research Questions

The study attempted to scientifically and objectively answer the following posed questions:

1. What is the level of motivation and attitudes of Sudanese University students toward learning English and German as foreign languages?

2. Are there any substantial differences in motivation and attitudes toward learning English and German among Sudanese students?

3. What are the attitudes of Sudanese students toward the English and German speaking community and culture?

4. Are Sudanese students instrumentally or integratively motivated towards learning English and German?

5. Are there any significant differences between male and female students regarding their motivation and attitudes towards the target language?

6. Is there any significant correlation between students’ academic achievement, and their motivation and attitudes in learning English and German?

1.4 Research Objectives

The overall objective of the study was to investigate and compare the attitudes and motivation of Sudanese University students toward learning English and German as foreign languages from psycholinguistic perspective. Additionally, it aimed at achieving the following specific objectives:

1. To examine whether or not and to what extent are the attitudes and motivation of Sudanese students could be interpreted along the variables of gender, target language and academic performance.

2. To further our theoretical understanding of the substantial role of socio-psychological variables, namely; language attitudes and motivation in foreign
language learning, in the light of the gathered empirical data, which can be applied in future educational policies regarding foreign/second languages learning in Sudan or even in other similar contexts.

3. To enrich the psycholinguistic and interdisciplinary studies in Sudan and pave the way for further empirical investigations.

1.5 Research Hypotheses

The hypotheses of this dissertation were initially formulated and operationalized in the following testable phrases:

1. Sudanese university students are relatively highly motivated in learning English and German.

2. Sudanese students have relatively positive attitudes toward learning English and German, and consequently towards the English and German culture.

3. Sudanese students are instrumentally motivated in learning English and German.

4. There are statistically significant differences between the English language learners and German language learners regarding their motivation and attitudes.

5. Sudanese students statistically differ in their motivation and attitudes toward learning English and German according to gender.

6. There is statistically significant correlation between students’ motivation and attitudes toward learning English and German, and their overall academic performance.

1.6 Research Significance

A great deal of research, especially in Sudan and in the Arab world has been conducted on students and learners of English as a foreign language, which it has usually been regarded as a global lingua-franca. Therefore, research on motivation
and attitudes towards English as an international language, has at times implicated a controversial set of findings; contrary to the traditional theoretical conceptualization of motivation and attitudes, which have been suggested by Gardner in the socio-educational model. Furthermore, the accessibility and internationality of English language, makes its learning process different from other foreign languages, which are still more likely associated with a particular cultural community. Thus, the current study contributes to a growing body of research on motivation and attitudes. Furthermore, it provides new insight in this area, by incorporating German, which has not been yet widely investigated in Sudan, and as such it is anticipated that empirical research on a foreign language like German, might have significant pedagogical contributions in investigating foreign languages other than English, and consequently further enhance alternative approaches in addressing the impact of motivational and attitudinal factors in second language acquisition.

The significance of this study also stems from its psycholinguistic, comparative and interdisciplinary approach in investigating the motivational and attitudinal factors in foreign language learning among Sudanese undergraduate students post-arabization, with special reference to the English and German languages.

The findings of the proposed study will stimulate a reappraisal of appreciating the role of the psychological factors in foreign language learning. Therefore, it is anticipated that the outcomes of this study would be utilized in language pedagogy, syllabus design, and foreign language reform in Sudan, regarding foreign languages in general, and English and German languages more specifically.

1.7 Methodology of Investigation

1.7.1 Participants: the participants of this study are Sudanese undergraduate students enrolled at the Departments of English and German languages at the faculty of Arts,
University of Khartoum in Sudan. The sample size composed of 221 students, 148 participants were drawn from the Department of English language, and 73 from the Department of German language have participated in this survey.

1.7.2 Instruments of Data Collection: based on Gardner’s (1985) Attitudes and Motivation Test Battery (AMTB) and current literature and available scales, two structured questionnaires were developed to investigate students’ motivation and attitudes toward learning English and German. The items were graded in a 5-point Likert scale. The motivation scale composed of two subscales: instrumental motivation and integrative motivation, the attitudes scale also comprised two sections to measure the attitudes toward the language and toward the language speaking community. The students’ performance was self-assessed and indicated by the participants. Additionally, a preliminary section was included to get data about the demographic and other variables such as gender, study level, language background and so forth.

1.8 Definition of Key Terms

The key terms and concept, which have been used in this study were defined and operationalized as follows:

1.8.1 Motivation: Gardner (1985) refers to L2 learning motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10).

1.8.2 Integrative and instrumental motivation: according to Brown (1994), instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. An integrative motive is employed when learners wish to
integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society. (P. 153)

1.8.3 Attitudes: in Longman Dictionary of Language Teaching and Applied Linguistics (2010) language attitudes are defined as follows: the attitudes which speakers of different languages or language varieties have towards each others’ languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language (p. 314).

Myers (1993) defines attitudes as “a favorable or unfavorable evaluative reaction towards something or someone, exhibited in one’s beliefs, feelings, or intended behavior” (p. 112).

1.9 Thesis Setup and Structure

This study consists of five chapters: the first one is an introductory chapter, which tries to contextualize the main thematic of the study in the light of relevant literature, stating the problem and research background, and highlighting the significance of the study in general, and its relevance to the investigated research population more specifically. The methodology of investigation involving the sample size and measures of investigation used are briefly outlined, as well as defining the key terms and concepts of the study.

The second chapter deals with the theoretical framework of the study by reviewing relevant literature. This chapter comprises five sub-sections: the first section deals with the concept of motivation and its classifications in second language learning. Gardner’s socio-educational model of L2 motivation, which is
considered as the general framework of the current study is critically discussed in the light of subsequent empirical research findings and alternative conceptualizations in the field of L2 motivation research. The second section introduces the concept of attitude as another psychological factor that is closely related to motivation. The third section deals with both concepts of attitudes and motivation, examining the interrelationship between these constructs, and their role in L2 achievement. In addition, a number of empirical studies on L2 motivation and attitudes from different educational contexts are reported. The fourth section gives a general background of second language acquisition, explaining the main concepts in this area, reviewing Kashan’s theory of L2 acquisition, and discussing the variables that might influence L2 acquisition, with special reference to age of acquisition and gender differences. The fifth and last sub-section of the literature review, provides a brief overview of the socio-linguistic characteristics of Sudan, followed by the situation of foreign languages teaching/learning in the country.

The third chapter provides a detailed account of the methods of investigation, describing the sample characteristics, elaborating on the procedures used in developing the instruments of data collection, and issues of validity and reliability are also discussed.

The fourth chapter outlines the results of the research according to the statistical analysis of the obtained data. In the fifth chapter, the findings of the research are analytically discussed and interpreted in the light of the theoretical framework, and possible explanations are also provided. Finally, based on the research findings, conclusions have been postulated, and theoretical and practical implications are proposed.
Chapter II

Theoretical Framework

2.1 The Concept of Motivation

The term ‘motivation’ derives from the Latin word ‘movere’ which means to move (Eccles & Wigfield, 2002). Thus, the study of motivation is basically the study of action, where motivation can be operationalized as goal-directed behavior, and hence the study of motivation is essential in understanding the psychology and behavior of the learner. However, motivation is a hypothetical broad term involving many concepts and as such there is no single definition of the term (see e.g., Scheidecker & Freeman, 1999). Dörnyei (1994) asserts that L2 motivation is an eclectic, multifaceted construct; thus, it needs to include different levels to integrate the various components. Furthermore, Manolopoulos-Sergi (2004) states that motivation as a concept is complicated itself, and it is difficult to conceptualize as well. He further provides two reasons for this difficulty; the first being that motivation has an abundance of definitions and the second one is that there is an excessive number of motivation theories, each of which is connected to various psychological perspectives on human behavior. This complexity is due to the fact that motivation as a dynamic psychological variable can not be observed directly, but can rather be inferred from the overt behavior. Nevertheless, motivation is a key factor in language learning and the importance of motivation in human activity has long been emphasized in the field of social psychology and education (e.g., Zahran, 1990; Brown, 1994; Ehrman & Oxford, 1995; Gardner et al., 1997; Dörnyei, 2005).

In L2 motivation research, motivation is defined by Gardner (19985) as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (p. 10). Whereas, Pintrich and
Schunk (1996) state that “motivation is the process whereby goal-directed activity is instigated and sustained” (p. 71). However, recent research has considered the temporal dimension of motivation, as a dynamic and not stable construct that change over time. Accordingly, from a process-oriented perspective of motivation, Dörnyei and Otto (1998) attempt to conceptualize motivation as “a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes, whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out” (p. 64).

2.1.1 Categorization of Motivation into Integrative and Instrumental

In the literature of second/foreign language learning, motivation has always been categorized into two broad types, namely integrative motivation and instrumental motivation. Integrativeness is a key concept in the socio-educational model, but the exact meaning of the term integrative motivation has rather been used in an ambiguous way, and not clearly defined across different studies. For instance, Lambert (1974) asserts that integrative motivation reflects an interest in learning another language because of “a sincere and personal interest in the people and culture represented by the other language group” (p. 98)

According to Gardner (1985) integrative motivation, which has also been termed as the integrative motive, is an overarching construct that consists of three components: motivation, orientation and integrativeness. Thus, according to Gardner’s view; the whole concept of L2 motivation (apparently excluding only instrumental motivation) is labeled as integrative motivation in the socio-educational model.
Gardner (2001) describes integrative motivation as follows:

“The variable integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one’s original group), but more commonly it might well involve integration within both community (p. 5).

However, this conceptualization of integrative motivation has been questioned, especially in foreign language learning contexts. In this respect, Dailey (2009) points out that due to the change in global languages, there is no model community to identify with, consequently leading to a broader classification of integrative motivation. In the same context, Dörnyei (2010) further supports this claim by
stating that, in many language learning situations, and especially with the learning of world languages such as English or French, it is not at all clear who, ‘owns’ the L2, and this lack of a specific L2 community undermines Gardner’s theoretical concept of integrativeness. Similarly, McClelland (2000) argues for redefining the concept of ‘integrativeness’ that emphasizes the integration with the global community, rather than identification with native speakers of the target language community and culture, highlighting the necessity to reappraise Gardner’s concept of integrative motivation to fit the perception of English as an international language.

Instrumental motivation, on the other hand emphasizes the importance of the functional and utilitarian reasons for learning the language, such as getting a better job or passing an entry exam. Dörnyei et al. (2006) conceptualize instrumental motivation as follows

“instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency, and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. Thus, it subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (p. 12).

**2.1.2 The Role of Motivational Type in Second Language Achievement**

Motivation is one of the potential factors in second/foreign language proficiency; positive correlations between motivation and second language outcome variables in many different contexts have been reported (e.g., Schmidt et al., 1996; Clement et al., 1994; Brown et al., 2001). Gardner and his associates have claimed that integrative motivation is the most important, and predictable factor of excelling in a second language than the instrumental motivation. However, this claim has at times been questioned and challenged in light of subsequent empirical research in different
contexts than the Canadian English-French bilingual context. In this regard, Ellis (1994) postulates that:

“Integrative motivation has been shown to be strongly related to L2 achievement. It combines with instrumental motivation to serve as a powerful predictor of success in formal contexts. Learners with integrative motivation are more active in class and are less likely to drop out. However, integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self-confidence or friendship” (p. 513).

Furthermore, Dörnyei (1994) argues that affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment. In an empirical investigation, Liu (2007) found that Chinese students had positive attitudes towards learning English and were highly motivated to learn English; however, they were more instrumentally motivated than integratively.

Instrumental motivation, on the other hand was more prominent in foreign-language settings (Samimy & Tabuse, 1992). This implies that the context of foreign language learning tends to be instrumentally oriented, since there is no opportunity to interact and identify with the language speaking community, whereas integrative motivation is more applicable in second-language learning settings, where there is a direct access to the language-speaking community. Under some conditions, both integrative and instrumental orientations can be equally influential on language achievement in foreign-language situation. In this respect, Dörnyei (1990) argues that instrumental drives and need for achievement may be useful until intermediate
level; however, in order to get beyond this point, that is, to really learn the language, one has to be integratively motivated.

Interestingly, in a study conducted later by Gardner and MacIntyre (1991), which entitled: “an instrumental motivation in a language study: who says it is not effective?”, they realize the influential role of instrumental orientations in language learning. Their study investigated the effects of integrative and instrumental motivation on the learning of French/English vocabulary. The results demonstrated that both integrative and instrumental motivation facilitated learning. Other results indicated instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning, but this distinction disappeared when the incentive was removed. Both integratively and instrumentally motivated students spent more time thinking about the correct answer than those not so motivated, suggesting that both elements have an energizing effect.

2.1.3 Intrinsic and Extrinsic Motivation in Self-Determination Theory (SDT)

Self-Determination Theory (SDT) as has been proposed by Deci and Ryan (1985) is one of the most important theories in motivational psychology in general, and in the field of second language motivation, more specifically (for a detailed account see e.g., Deci & Ryan, 1999; Ryan & Deci, 2000). This theory distinguishes between two types of motivation namely intrinsic and extrinsic motivation, however, these various motivations can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic). Intrinsic motivation refers to motivation to perform a task because of personal interest, satisfaction and need for fulfillment. On the other hand, extrinsic motivation refers to the motivation to perform a task in order to achieve a certain goal such as a job promotion and arrive at an instrumental end.
Self-determination theory stresses the importance of the learner’s autonomy and thus it was originally thought that extrinsic motivation implies a lack of self-determination. For instance, Deci and Ryan (1985) claim that self-determination “is integral to intrinsically motivated behavior and is also in evidence in some extrinsically motivated behaviors”. This suggests that self-determination is not just a capacity, but also a need which involves “a basic, innate propensity to be self-determining that leads organisms to engage in interesting behaviors, which typically has the benefits of developing competencies, and of working toward a flexible accommodation with the social environment” (ibid, p. 38).

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*Figure 2.2 Continuum of self-determination (Deci & Ryan, 2002)*

This categorization of motivation into intrinsic and extrinsic motivation could likely be related to the notions of integrative and instrumental motivation in Gardner’s socio-educational model. In this respect, Dickinson (1995) highlights the possibility of reinterpreting Gardner’s distinction between integrative and instrumental motivation in language learning in terms of a more general distinction of intrinsic and extrinsic motivation.
2.1.4 Importance of Motivational Strength and Intensity in Foreign Language Learning

Other perspectives of motivation research try to highlight the importance of motivational strength and intensity for successful language learning, instead of the preoccupation with the types of motivation as termed integrative and instrumental motivation. Motivational intensity refers to the goal-directed effort that learners expend to learn a foreign language and their persistence in learning (e.g., Gardner et al., 1997). In this respect, Ely (1986) emphasizes the importance of investigating the strength of learner’s motivation. There is therefore a need to draw the researchers’ attention to the investigate the level of motivation and to find out to what extent learners are motivated or demotivated in learning the target language; instead of the dichotomizing view of motivation into integrative and instrumental. For instance, Gardner (2006) points out that students with higher levels of motivation will do better than students with lower levels.

According to Dörnyei (1998), the notion of motivational intensity focuses on explicit motivated behavior. Since the literature is mainly concentrated on the typologies of motives and motivation, this concept of Gardner remains unstudied. Additionally, the distinction between integrative and instrumental motivation seems to be inappropriate with younger learners, since most of them are not aware yet to indicate concrete utilitarian reasons of learning the language. Rahman (2005) argues that higher-level, especially university level students are more mature to give sound reasons for why the study English as they already begin career planning.
2.1.5 A Critical Review of Gardner’s Socio-educational Model of L2 Motivation

According to Williams et al. (2002) because of the social nature of learning a foreign language, which is ultimately concerned with the adaptation of a new cultural identity and new ways of communicating, many theories of language learning tend to be social-psychological in nature. However, there is no single comprehensive model or theoretical framework that addresses the whole complexity of Second Language Learning Motivation (SLLM), which has always been approached from many different perspectives. Dörnyei (1994) points out that the people who initiated and grounded the research on motivation in social psychology were Robert Gardner and Wallace Lambert, who in their earlier studies found that aptitude and motivation were the two factors most strongly associated with learners’ L2 achievement (see e.g., Gardner & Lambert, 1972). They not only founded the procedures for scientific research on motivation, but also developed the assessment instrument and techniques whose standards were very high.

In this respect, the Canadian psycholinguist Robert Gardner has adopted the psychological concepts of attitudes and motivation, and incorporated them in his socio-educational model of L2 learning (e.g., Gardner, 1985). This model proposes that positive attitudes and interest to identify with language speaking community is a potential factor in learning a second language, and that integrative motivation is more likely to predict language proficiency than simply learning a second language for utilitarian and instrumental motives. In spite of the critics and alternative models of L2 motivation; Gardner’s socio-educational model has undergone more empirical studies than any other model, in order to explain the role of affective variables in second language learning.
Most of the criticism of the socio-educational model has been directed to the concept of ‘integrativeness’; pointing out to the inapplicability of this concept in foreign language context where no potential ‘integration’ is possible (Conttia, 2007). Many researchers in the field of L2 motivation (e.g., Dörnyei, 1994; Dörnyei & Clement, 2001; Lamb, 2004; Oxford, 1994) have criticized the over-emphasis on integrative motivation or integrativeness, as there is no such parallel term in mainstream psychology. Furthermore, the understanding of the term integrativeness is also different, at times even contradictory, among scholars. The concept of identification with second language community has also been criticized (e.g., Webb,
2002; Pennycook, 1995). While Ely (1986) has also questioned the applicability of dichotomizing motivation into instrumental and integrative, and whether this conceptualization captures the full spectrum of student motivation. In addition, this model lacks a detailed description of the classroom situation of L2 motivation.

In regard to the predictive power of integrativeness in second language achievement, Au (1998) has argued that not all measures of integrative motivation correlated positively with L2 achievement. Moreover, Oxford and Shearin (1994) have also argued that the socio-educational model as proposed by Gardner is limited in scope and must be expanded outward to include a number of other motivational variables. They listed four conditions that impede our full understanding of students’ motivation: lack of consensus on a definition of motivation, the difference between second and foreign language situations, key motivational variables are missing from the model, and teachers do not understand their students’ real motivation for learning.

Another essential critique of the socio-educational model is its reliance on ‘causality hypothesis’ as has been termed by Crookes and Schmidt (1991), which suggested that positive attitudes and strong integrative orientations lead to achievement in the language. This is however, not always the case, since correlation is not necessarily causation, that is to say the two variables may correlate with each other, but this does not lead to causation, considering that motivation is a dynamic process rather than a linear system.

In spite of these critiques and shortcomings, Gardner’s socio-educational model of L2 motivation has been highly acclaimed among researchers in different contexts and still many empirical studies are conducted based on the conceptual framework of this model. Gardner has also revised and modified his work in recent decades, as a
response to the new agendas and challenges that have been posed by other researchers against his conceptualizations and theories of L2 motivation (e.g., Gardner, 1988; Gardner, 1995; Masgoret et al., 2001; Masgoret & Gardner, 2003).

In this regard, Ushioda (2001) points out that Gardner’s original research question still largely influences the way in which motivation is conceived and investigated; namely as a measurable individual difference variable in L2 learning. Similarly, Tremblay (2001) argues that one of the great challenges will be to tap new motivational phenomena rather than duplicate already established concepts.

It could thus be concluded that, the socio-educational model was not intended to explain all, or even most of the variance in L2 learning; but it was rather simply intended as a useful heuristic framework that could explain existing data, suggest possible processes that might be operating in L2 learning, and indicate future directions for research.

2.1.6 Current Trends and Alternatives in L2 Motivation Research

Due to the shortcomings of the socio-educational model, on one hand and the special status of English as a global language on the other hand, new concepts have been proposed as substitutes or reconceptualizations of Gardner’s original ideas of SLLM.

According to the socio-educational model, the traditional concept of integrativeness, involves assimilation and identification with the target language speaking community; however, in the era of globalization there is no salient community to identify with, especially in the case of English as an international language. Moreover, Gardner’s concept of integrativeness was originally applied in a second language context, which is different from a foreign language context, where there is an absence of a defined language speaking community. In addition, the
increasing awareness of English as an international language and its pragmatic utility in our global society; has made the taxonomy of integrativeness and instrumentality irrelevant to some extent (for the status of English as a global language see e.g., Crystal, 2010, 2003; Pennycook, 1995; and for learning English in a globalized context see e.g., Riemer, 2003). For instance, Arnett (2002) states that young people develop a global identity that give them a sense of belonging to a worldwide culture. Instead of an existing native speaker community which has been regarded as a central concept in the socio-educational model; an imagined cosmopolitan community of international L2 speakers has been proposed, that L2 learners might imagine or intend to identify with. In this regard, Norton (2001) expands L2 motivation to encompass learners’ future assimilation, by introducing the concept of “imagined communities”. According to Kanno and Norton (2003), the construct “imagined communities’ refers to groups of people, not immediately tangible and accessible, with whom we connect through the power of imagination” (p. 241). They further indicate that imagined communities might even have a stronger impact on learners’ current actions and investment than those in which they engage on a daily basis.

Similarly, Lamb (2004; 2007) points out to an emerging trend toward “bicultural identity” among young Indonesians. He argues that the desire to integrate becomes less relevant as English loses its association to particular Anglophone cultures. He further indicates that individuals may look towards bicultural identity which “incorporates an English-speaking globally-involved version of themselves, in addition to their L1 speaking self.

Yashima (2000; 2002) has also adapted and reconceptualized Gardner’s integrativeness as “international posture”, which refers to a general attitude among
Japanese toward an undifferentiated international community, which fosters English learning and use for communication, that influences motivation, which in turn predicts proficiency and L2 communication confidence. International posture might involve intercultural friendship orientation, interest in international vacation/activities, interest in foreign affairs and so forth. The concept of international posture is also closely related to Willingness To Communicate (WTC), as has been proposed by MacIntyre et al. (1998), which refers to learners’ psychological tendency to communicate in the second language, when chances and opportunities arise. Moreover, communication has a wide range of connotations encompassing for instance, reading materials in L2, watching L2 broadcasting or utilizing L2 in the classroom.

2.1.7 Dörnyei’s L2 Motivational Self-system

The last two decades has witnessed a significant shift in conceptualizing and approaching L2 motivation research; into more education-centered approached that directly associated with the immediate classroom settings. This trend was due to the dissatisfaction with Gardner’s socio-educational model, which has over-emphasized the socio-cultural factors (macro level) at the cost of the (mirco-level), i.e. classroom educational factors (see e.g., Crookes & Schmidt, 1991; Rueda, 1994; Dörnyei, 1994). Therefore, researchers started to investigate second language learning motivation in relation to classroom environment.

Accordingly, in the Hungarian context where learners have limited or no contact with the target language community; the notion of integrativeness in its traditional sense as proposed by the socio-educational model, seems to be irrelevant. Thus, the researchers (e.g., Dörnyei & Csizer, 2002; Csizer & Dörnyei, 2005) have reinterpreted integrativeness to suit the Hungarian environment and to deal with the
complex and dynamic nature of motivation; suggesting that integrativeness is more related “to some more basic identification process within the individual’s self concept”, and they proposed that integrativeness is better explained by students’ internal views of their future, ‘possible selves’ and ‘ideal selves’.

In this regard, Dörnyei (2005) proposed a new model in conceptualizing second language learning motivation, namely L2 motivational self-system, which consists of three main concepts: (1) Ideal L2 Self, (2) Ought-to L2 Self and (3) L2 Learning Experience. In this model integrativeness is incorporated in the construct of the Ideal L2 Self, which represents one’s ideal self-image a learner would like to have in the future, and expressing the wish to become a competent L2 speaker. Since the closest parallels to the idealized L2 self are the L2 speakers themselves. Dörnyei (2005) argues that:

“our idealized L2-speaking self can be seen as a member of an imagined L2 community whose mental construction is partly based on our real-life experiences of members of the community/communities speaking the particular L2 in question, and partly on our imagination. Thus, it is difficult to envisage that one can develop a potent ideal self-speaking self while at the same time despising the people who speak the L2 in question” (p. 102).

Ought-to Self refers on the other hand to the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes, such as perceived obligations and responsibilities as a language learner. Whereas, L2 Learning Experience, concerns situated, executive motives related to immediate learning environment and experiences, such as the positive impact of success of a language course (Dörnyei, 2009; 2013). As Papi (2010) explains, motivational dimensions can be influenced by situation-specific motives such as the curriculum,
the L2 teacher, the peer group and the teaching materials. Therefore, the interaction between these three constructs of the self-system, which could generally be conceptualized as learners’ visions of themselves as L2 speakers, the external social pressure in the ought-to self, and the positive learning experience; are assumed to motivate to learn the second language more efficiently.
2.2 The Concept of Attitudes

Attitude is another important non-linguistic factor that might affect foreign language learning, which is also closely related to motivation. Attitude research in social sciences has always been more affected by sociology or social psychology rather than by linguistics, and has a long and complex history in social psychology (Milroy & Preston, 1999; Oppenheim, 1992). However, Garret et al. (2003) state that the concept of attitudes has become a major point of interest in sociolinguistics, and therefore, the concept of attitudes might have different connotations according to the field of study. An attitude can be defined as ‘a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor’ (Eagly & Chaiken, 1993). While Ajzen (2005, p. 3) defines attitudes as ‘a disposition to respond favorably or unfavorably to an object, person, institution, or event’. Kreitner and Kinicki (2004) define attitude as “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (p. 197). Though, attitudes have usually been distinguished from other related concepts such as opinion, which is defined as an overt belief without an affective reaction.

Moreover, attitudes are often studied as Bohner (2001) states due to a belief that they can be at the origin of behavior. This implies that attitudes play a directive and influential role on behavior. Additionally, there is a common assumption among attitudes researchers that attitudes are represented in memory and have been characterized as knowledge structure (e.g., Anderson & Armstrong, 1989). In addition, due to the hypothetical nature of attitudes within personality; they are not directly observable and thus need to be inferred and operationalized from overt patterns of behaviors.
2.2.1 Attitudes Components and Predictability of Behavior

Attitudes are regarded as tripartite social constructs that incorporates three distinct subcomponents, namely the (1) affective, (2) cognitive and (3) behavioral components (Stahlberg & Frey, 1996). In this context, Wenden (1991) regards attitudes as having three components: first attitudes tend to have a cognitive component, which involves beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative component, which indicates that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioral component, i.e. Certain attitudes tend to prompt learners to adopt particular learning behaviors.

![Figure 2.4 Interaction of Attitudinal components](image)

These three components interact with each other in shaping the attitudinal behavior with varying degrees according to the object of attitude. For instance, a behavioral response does not necessarily result in actual behavior, but can simply represent a person’s desire or tendency to act in a certain way. For example, positive
attitudes towards a given foreign language, does not necessarily lead to actual behavior to join a language course, but rather reflects an intention to act, when other conditions are met. Furthermore, this tripartite model of attitudes as presented above, leads to the question whether attitudes must always include all these three subcomponents. In this respect, Eagly and Chaiken (1993) point out that all these three components do not necessarily have to be in present at once for an attitude to emerge, as attitudes can be based largely or exclusively on any of those three components. For instance, a person may believe (i.e. Cognitive component) that learning a particular language is essential for his/her career or getting a better job, while at the same time having negative emotional experience (i.e. Affective component).

This interactive relationship and discrepancy between attitudinal components on one hand, and attitudes predictability of behavior on the other hand, draw the attention to the complex nature of attitudes as any other psychological constructs. In this regard, Baker (1992) argues that people’s actions are often inconsistent across different contexts. Nevertheless, the affective component seems to predict behavioral patterns more than the cognitive components under certain circumstances, since it involves strong emotional aspects that have been associated with some positive or negative experiences. In this context, Van Den Berg et al. (2006) point out that an attitude formed in an affective focus should result in a stronger object-evaluation, and therefore greater attitude accessibility, than an attitude formed in a cognitive focus. Similarly, other scholars (e.g., Nashawati, 2003; Fazio, 1995) suggest that an affective basis has been regarded as a possible determinant of attitude strength. For example, if a person has positive emotional feelings (i.e. Affective component of an attitude) towards a given language, this will play a considerable role in learning that
language, regardless of its utility in reality or contradictory information about that language (cognitive component of an attitude).

2.2.2. Attitudes Measure

Since attitudes are multi-componential, latent and hypothetical construct within personality; they are measured by observing the overt behavior, assuming that the behavior indicates an attitude object. Attitudes measures are classified as direct or indirect; a direct measure of attitudes usually utilizes questionnaires, diaries, interviews and standardized scales, while an indirect method on the other hand typically involves utilizing a project test such as Thematic Apperception Test (TAT), where the person’s attitude is inferred from interpreting the ambiguous stimulus. However, indirect measures mostly give a general idea or information about the attitude object, and do not indicate a precise measurement of attitude strength, because indirect methods are qualitative rather than quantitative. Thus, fundamental questions about reliability and the lacking of objectivity have been raised against indirect measures of attitudes, in addition to some ethical consideration, since that some information about the test are hidden from the respondent during the experiment.

For measuring attitudes in an empirical method; self-report scales have long been used, which ask the investigated person to react to an attitude object by selecting a numeric response on multiple items (see e.g., Greenwald & Banaji, 1995; Fazio, 2000). The rationale behind self-reported scales is that people are both willing and able to accurately report their attitudes; however, these conditions are not always met, as attitudes may not be open to introspective access different situations or people may try to hide their attitudes in order to present themselves in a preferred positive way (see Krosnick et al., 2005).
In this study, Gardner’s Attitudes and Motivation Test Battery (AMTB) has been used; it is a psychometric tool to measure the attitudinal and motivational effects on L2 learning contexts, which is also by far the most frequently used direct measure of attitudes in this field of research. It is a self-reporting questionnaire that consists of a series of statements, to which the subject responds by indicating his desired response on a five-point Likert scale; ranging from, ‘strongly agree’ to, ‘strongly disagree’.

2.2.3 Classification of Attitudes in Foreign Language Learning

From social psychological perspective, attitude is defined as a stable organization of feelings, evaluative beliefs and behavioral tendencies toward an object or a person. This again indicates the tripartite nature of attitude by involving cognitive, affective and behavioral components. However, in the field of second language research especially as has been conducted by Gardner, the term attitude has been adopted and redefined in a subtle different way to suit the context of language learning. In L2 research, attitudes are mostly categorized into two main types: attitudes toward the target language, and attitudes toward the language speaking community and culture, since language is representative and cultural mark of a certain society.

Furthermore, attitudes may vary according to the investigated phenomena, such as attitudes towards a variety of language; attitudes towards minority language or standard language; and attitudes toward foreign languages in general or towards a specific language. Generally speaking, favorable and positive attitudes towards the target language and target language speaking community and culture are assumed to foster the learning process; while negative attitudes on the other hand might impede language learning. Since, attitudes are formed mostly through direct experience, hence the effects of attitudes on foreign language learning are considered to be
remarkable in contexts where there is contact between the learners and native speakers of the target language, than in a foreign language context where there is little contact with members of the target language speaking community, if any.

2.2.4 Attitudes Functions

Attitudes are predispositions of a person to react in a creation way, according to the object of the attitudes. In social psychology research, four functions of attitudes have been proposed: (1) knowledge function (2) utilitarian function (3) social identity function and (4) self-esteem and ego-defense (Bohner, 2001).

The knowledge function consists of having a formulated attitude towards an object which can be retrieved every time the object in question is encountered. Thus, attitudes serve a knowledge function, by helping to organize and structure one’s environment and provide consistency in one’s frame of reference. The utilitarian or instrumental function serves to maximize rewards and minimize punishments obtained in one’s environment. Attitudes can also serve in self expression and social interaction, by symbolizing and expressing one’s central values and self-concept, and identifying with certain social groups through adopting and expressing similar patterns of attitudes.

Additionally, attitudes serve as defense mechanism for coping with internal conflicts and maintaining self-esteem. For example, people with feelings of inferiority may develop an attitude of superiority.

Moreover, attitudes can have some effects on individuals’ judgements and perceptions of their social world. It has been argued that attitudes and beliefs might influence every step of the information-processing sequence, such as attention, encoding, interpretation and retention (see, e.g., Hamilton et al., 1990; Anderson & Kellam, 1992; Kunda, 1990). In the attitudes literature, it could be observed that
people tend to find information supporting their attitudes easier to learn and retain, than information contradicting their attitudes. This suggests that attitudes can exert a profound role in labeling information and thus interpreting and reacting selectively in order to comply with the adopted attitudes.

2.2.5 Attitudes Change and Modification

Attitudes are not innate or genetically determined but rather learned through implicit learning, classical conditioning, and socialization processes ingrained from early childhood (see e.g., Seger, 1994; Olson & Fazio, 2001); thus there is a room for changing one’s attitudes and modifying them, by altering the person’s cognitive structure. Another important factors in attitudes change is whether the object of attitudes is based on an affective or cognitive factor, i.e. Some attitudes emerge as a result of encountering information and facts about the attitude object, while other attitudes emerge due to affective and emotional experience, regardless of the actual information about the attitude object. In this context, Fazio (1990) states that attitude is a learned association in memory between an object and a positive or negative evaluation of that object, and attitude strength is equivalent to the strength of this association. Therefore, as Ajzen and Fishbein (2005) argue that strong attitudes are more likely to be resistant to change than are weak attitudes.

Baker (1995) claims that attitudes can be modified by experience. However, attitudes change and modification towards foreign languages are subject to the influence of several psychological and sociocultural factors. For example, language planning and policy can change people attitudes towards a particular language; on the other hand, people attitudes towards the language might help in implementing these policies in an affective and successful way. Furthermore, since attitudes can be changed by experience in general, thus attitudes toward a given language could be
modified through bicultural excursion programs, which offers a direct experience with language speaking community and culture. In this regard, Gardner (1985) postulates that bicultural excursion programs are relatively short term interaction with members of the other language community in their own social environment with the expressed purpose of developing positive attitudes toward that group.

Regarding foreign language learning, Gass and Selinker (2001) discuss the possibility of attitudes change and modification over time due to different social settings:

“In the type of learning situation studied in most detail by Gardner (Anglophone Canadians in a bilingual setting), it is unlikely that attitudes toward Francophones would change much, because there is so much contact between the two groups already that whatever attitudes exist have been firmly implanted. It is much easier to imagine children who have virtually no exposure to other cultures changing their attitudes toward speakers of other languages after learning more about the literature and culture of the speakers of that language” (p. 355).

Similarly, Brown (1994) argues that negative attitudes can be changed, often by exposure to reality - for example, by encounters with actual persons from other cultures. In this respect, one can assume that, since the vast majority of the Sudanese have little or no direct contact, if any, with native speakers and community of the English and German speaking countries respectively; there is therefore a considerable possibility for changing Sudanese students’ attitudes towards English and German, and consequently towards the English and German speaking communities and cultures.
2.3 Motivation and Attitudes

This section deals with the two variables of motivation and attitudes together, since both variables are interrelated and have mutual impact on each other, followed by the concept of self-regulated learning as one of the motivational dimension that is closely related to it, since motivation requires a level of self-regulation and autonomy especially in the case of intrinsic motivation; the role of attitudes on second language achievement is also outlined; and finally, a number of empirical studies conducted in different context regarding the role of motivation and attitudes in L2 learning are reported.

2.3.1 The Relationship between Motivation and Attitudes

Motivation and attitudes are among the most important affective variables that affect both the process and outcomes of second language learning. However, as it has been postulated earlier that there is no agreed upon single definition or conceptualization, which comprehensively encompass these latent hypothetical constructs; in addition, they could not be directly observed, but rather indirectly inferred from an individual’s patterns of behavior. Gardner (1985) highlights the relationship between attitudes and motivation intensity in the learning process: “attitudes and motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language” (p. 61). Similarly, Ager (2001) suggests that there is a hierarchy between motivation and attitudes. That is, motivation influences attitudes that affect language learning behavior.

Nevertheless, Crooks and Schmidt (1991) indicate that the dominance of the socio-educational paradigm has lead to the failure to distinguish between concepts of
attitudes, especially attitude toward the target language culture and motivation. They further state that:

“Much of the work on motivation in L2 learning has not dealt with motivation at all;” instead they redefined motivation “in terms of choice, engagement, and persistence, as determined by interest, relevance, expectancy and outcomes” (p. 502).

Gardner (ibid) also emphasizes the interrelationship between attitudes and motivation. Furthermore, learner’s attitudes affect the development of motivation (Spolsky, 1989). For instance, positive attitudes toward L2 language can influence motivation for second language learning and in turn affect second language achievement. Brown (1994) argues that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood, because of the decreased input and interaction, to unsuccessful attainment of proficiency.

2.3.2 Motivation and Self-Regulated Learning

Self-regulated learning, like self-determination is another concept that is closely related to L2 motivation, since that self-regulation necessitates a certain level of motivation. For instance, motivation is considered to play a self-regulatory role in learning and self-directed behavior; accordingly, further studies have been addressed this field of research (e.g., Zimmerman, 1998; Dickinson, 1995; Meece, 1994; Benson, 2003) The model of Self-Regulated Learning (SRL) of Pintrich (2000) suggests that self-regulated learners actively participate in their own learning process by regulating their learning strategies, behavior, and motivation during the learning process. Similarly, self-regulated learners are defined by the degree to which the learners actively participate meta-cognitively, motivationally and behaviorally in
their own learning (Zimmerman, 2001). This implies that self-regulated learners are capable of overcoming difficulties during the learning process and thus perform better in the learning task (see e.g., Pintrich & Zusho, 2002).

However, other researchers such as Winne (2001) approach self-regulated learning and academic achievement from an information processing perspective. Similarly, Rivers (2001) suggests that expert learners in diverse fields, including foreign language learning, approach new task differently from novice learners. He further indicates that meta-cognition consists of self-assessment and self-management. Thus, meta-cognitive strategies account for the difference between novice and expert learners. In this regard, Ushioda (1996) states that autonomous learners are by definition motivated learners. In other words, motivation and meta-cognition are highly interrelated, since the exercise of meta-cognition can occur only when the ability to control strategic thinking processes is accompanied by the motivation or will to do so (Ushioda, 2007).

### 2.3.3 Attitudes and Second Language Achievement

The learning of a particular language depends to some extent on the learner’s favorable or unfavorable attitudes and appraisal of the language. Attitudes play a determinant role in the level of attainment in L2, and they have a profound impact on students’ rate of success or failure in learning the target language. As Ellis (1994) postulates that “learners’ attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success” (p. 198). Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners’ negative attitudes may be strengthened by lack of success. According to Scott et al. (2009) negative attitudes towards a second/foreign language can have a negative effect on learners’ specific skills,
resulting in low achievements, for instance, in reading and spelling tasks. Gardner (1995) also highlights the role of attitudes in second language learning; while attitudes toward other school subjects are not necessarily related to achievement in these courses. That is, the nature of language acquisition may be such that attitudes are implicated in achievement more than is true for other subject areas.

In an empirical study conducted by Kuhlemeier et al. (1996) among Dutch secondary school students, in order to investigate whether there was a relationship between students’ attitudes toward German, the course material, and the students’ achievement in German. The findings revealed that students with positive attitudes were more successful than the students who had negative attitudes in the tests at the beginning of the year. However, the study also showed that students with positive attitudes did not demonstrate higher achievement level at the end of the year. Additionally, the research indicated that achievement had no influence on attitudes.

2.3.4 Empirical Research on Motivation and Attitudes in Second Language Learning

In this section, empirical studies that investigated the role of motivational and attitudinal variables in second/foreign language learning were reported. It is noteworthy to indicate that these studies have mostly been carried out in relation to English as a Foreign Language (EFL), in both secondary school and university levels. However, Okuniewski (2014) investigated the role of motivation and attitudes towards learning German among 247 Polish secondary school students and 126 university students, in relation to the variables of age and gender. The results indicated that older and female students had a more integrative attitude than younger and male students, and were highly motivated. In another study conducted by Williams et al. (2002) to investigate the motivation of secondary school students in
South-west of England to learn foreign languages. The results revealed a decrease in motivation with age, and higher level of motivation among girls than boys. It also revealed a strikingly higher motivation to learn German than French, which was even more marked when the boys were only considered.

Alshaar (1997) found that the Kuwaiti students’ integrative orientation is significantly stronger than their instrumental. The study also found that positive attitudes toward learning English were related more to integrative orientation than instrumental.

Qashoa (2006) conducted a study among secondary school students in Dubai, UAE, in order to examine the students’ instrumental and integrative motivation for learning English. The sample for the questionnaire survey consisted of 100 students; for the interview, on the other hand the sample included 20 students, 10 Arab English teachers and 3 supervisors. The findings revealed that students had a higher degree of instrumentality than integrativeness.

Al-Tamimi and Shuib (2009) conducted a study on learners’ motivation and attitudes towards learning English in Yemen. The study focused on three motivational constructs, namely; instrumental motivation, integrative motivation and personal motivation. The results showed that both instrumental and personal reasons were important motives for learning English. However, integrative motivation had the least impact on learners’ language learning. In the same Yemeni context, another study was conducted by Al-Quyadi (2000) who looked at Sana’a university English majors’ motivation and attitudes towards learning English. A questionnaire was administered on a sample consisted of 518 students representing seven faculties of Education in Yemen. Generally, the results showed that the students had a high level of both instrumental and integrative motivation toward the English language.
Zanghar (2012) examined instrumental and integrative motivations in relation to language achievement, among 40 undergraduate Libyan students, studying English as a foreign language at the faculty of Arts. The results indicated that EFL Libyan students were highly instrumentally and integratively motivated to study English, and their integrative motivation appeared to be a little bit higher than their instrumental motivation. The findings also revealed that there was no relationship between the Libyan students’ motivation and their achievement in English language.

In a study conducted by Abdel-Hafez (2012) at Yarmouk University, it was demonstrated that Jordanian English majors were instrumentally motivated to learn English, and there was no significant correlation between the students’ attitudes and motivation and their level of achievement in the English courses. Moreover, the results demonstrated that males showed more integrative motivation to study English than females.

Alzubeiry (2012) investigated the socio-psychological orientations of Saudi learners of English as a foreign language. The sample composed of 120 male and female students studying English as a foreign language in the departments of English, Faculties of science and Arts, at Al-Baha University. A questionnaire based on Gardner’s Attitude/Motivation Test Battery (ATMB) was used for data collection. The findings showed that the Saudi students were highly motivated in both instrumental and integrative orientations. The study also revealed that instrumental orientation (utilitarian and academic reasons) was higher compared to the integrative orientation (social and cultural reasons). Regarding the students’ attitudes, the study demonstrated that the students had positive attitudes toward learning English and towards native speakers of English.
Roohani (2001) studied the motivational variables (integrative and instrumental) towards learning English as a foreign language among senior students at two Iranian state-run and private universities. The results indicated that the students at the state-run university were more integratively motivated as compared with their peers at the private university. In the same context, Vaezi (2008) conducted a study to examine a group of Iranian’s undergraduate students’ integrative and instrumental motivation toward learning English as a foreign language. The findings of the study revealed that the participants were very highly motivated and had positive attitudes towards learning English, and were more instrumentally motivated.

Regarding Sudan, Elsanousi (2006) investigated Sudanese students’ attitudes and motivation in Learning English as a required course. The results indicated that students after Arabicization have negative attitudes and low motivation, and they are not adequately motivated to study English. Moreover, the study found that the Arabicization policy has a direct impact in the decline of the students’ standards in English. Humaida (2012) conducted a research survey on a sample consisted of 40 university-level male students to investigate their motivation in learning English. The results indicated higher motivation scores among students, but no significant differences on motivation attributed to class level, and also there was no significant correlation between motivation and age. Yahia (2015) investigated 60 Sudanese college-level students’ motivation in relation to their achievement. The results revealed that there was strong correlation between students’ motivation and their achievement.

In another study by Mohamed (2013) on Sudanese university-level students’ perceptions of French language. The study revealed that students were compelled to study French, because other fields of study, which they like were unattainable. They
considered it as imposed on them and they only want to get a university certificate (i.e. Degree), and not considered French as a means of communication and cultural tool for social and personal promotion. This implies that those students were instrumentally motivated in learning French, which was not clearly stated in that study (ibid); since, most of SLLM studies in Sudan has not yet adequately addressed the differentiation between integrative and instrumental motivation, but rather focused on motivation as a general complex, that is, motivational intensity.

In the Canadian context, Noels (2005) conducted an investigation on 99 university-level students registered in German classes, to examine how learner’s language background influences motivational substrates. The results showed that heritage language learners were more likely than non-heritage learners to learn German because it was an important aspect of their self-concept. Moreover, although both intrinsic and determined extrinsic orientations fostered motivation for both heritage and non-heritage learners, aspects of contact with the German community also played a role in motivated learning, particularly for heritage language learners.

These studies indicate that both instrumental and integrative motivation could have an equal impact on foreign language learning. Thus, the level of motivation or motivational intensity is of great significance for the learning process, especially in the context of foreign language, where there is no identifiable target community to integrate or identify with. This seems to be contrary to the implication of the socio-educational model, which emphasizes the role of integrative motivation over instrumental orientation, which might be irrelevant in foreign language settings, especially in the case of English language at least, as it has been implied by a great deal of the above empirical investigations.
2.4 General Background to Second Language Acquisition

This chapter focuses on the second language acquisition (SLA); introducing the notion of second language acquisition device, discussing the dichotomy of language acquisition and language learning; the distinction between first, second and foreign language; dealing with Krashen’s theory of second language acquisition; and finally discussing some individual factors that might influence second or foreign language learning with a detailed account on age of acquisition within the critical period hypothesis and gender differences.

Second Language Acquisition or SLA as usually abbreviated is an interdisciplinary field of research that aims at investigating the processes of acquiring a second language, from different perspectives. Since language acquisition is considered to be a complex process, thus the field of second language acquisition incorporates many related sub-disciplines such as applied linguistics, psychology, educational sciences and psycholinguistics. Therefore, there is a considerable amount of research on this area, which might seem controversial at times, stemming from these different backgrounds and the various conceptual assumptions of theories, dealing with the nature of second language acquisition. The variety of perspectives and approaches in observing the phenomenon of second language acquisition, has generated a lot different theories and research findings, which all contribute to enrich the teaching and learning processes with varying degrees, by taking into account that the complexity of human language itself, necessitates regarding all theories and models in an eclectic approach.

The process of language acquisition encompasses both individual and societal factors. In this regard, Gardner (1985) states that “second language acquisition is an important social phenomenon and one that can have profound influences on both
individual students and the communities from which they come” (p. 176). These factors interact with each other and thus they should be considered when investigating the nature of SLA. In the following, some models and concepts of SLA are introduced in details, from different points of views.

2.4.1 Language Acquisition Device

Language Acquisition Device (LAD) was proposed by the American linguist Noam Chomsky in the 60s, after the period of behaviorism school, which regards language acquisition as a product of habit formation through imitation, observation and reinforcement. The behaviorism has been criticized by indicating that children could not probably acquire all aspects of language simply through imitation and repetition alone, because the language that they are exposed to is mostly irregular, and that adults’ speech is often incomplete and even sometimes ungrammatical. However, in contrast to the behavioristic view of language acquisition, Chomsky assumes that children are born with an innate encoded device in the brain, termed as a language acquisition device or (LAD), which incorporates the main underlying principles of a language and its grammatical structure. According to this assumption, children acquire the language by learning new vocabulary and apply the inherited grammatical and syntactical structures from the language acquisition device to produce novel and infinite numbers of sentences from the finite grammatical rules. All children are capable of acquiring their mother language or any given language that they have been exposed to in a natural context. Chomsky (1981) further points out that:

“For the language acquisition device (LAD) to be activated, it only needs to be triggered by samples of the target language at the right time before the end of the critical period. Once it is activated, the child is able to discover the structures of the
language to be learned by matching innate knowledge of basic grammatical relationships to the structures of the particular language in the environment” (p. 71). Additionally, Universal Grammar (UG) is an essential concept mostly associated with the language acquisition device, and refers to the idea that there are common grammatical universalities across different languages of the world. According to Chomsky (1981b), universal grammar “is taken to be a characterization of the child’s prelinguistic initial state. It consists of a system of principles, which apply in all languages, and a set of parameters which may vary from language to language. Furthermore, Horwitz (2008) explains that there are similarities and differences among languages, and these are common to all languages of the world. Theses commonalities are called as language universals. This implies that children are capable of learning any language that are exposed to by applying these universalities within the critical period, since that all languages share some fundamental principles. However, Chomsky’s assumptions have been questioned and criticized for not being able to exactly explain the process of language acquisition and that these general assumptions can not be empirically verified.

2.4.2 The Dichotomy of Language Acquisition and Language Learning

One of the distinctions to be made when dealing with research on language acquisition is the differentiation between language acquisition and language learning. Though, as Mitchell and Myles (2004) point out that the terms “acquisition” and “learning” may be used interchangeably in a Second language context. Nevertheless, the process of language acquisition has mostly been distinguished from language learning (e.g., Seville-Troike, 2006; Ellis, 1994). In this regard, Yule (2006), states that “there is a difference between second language acquisition and second language learning. Acquisition refers to the process of
acquiring the language naturally while communicating with native speakers in a natural environment, while learning refers to the study of the grammar, vocabulary, morphology, phonetics, etc. Of a language” (p.163). The previous citation differentiates between language acquisition and language learning according to whether the language has been picked up in a natural context or not, while the next one focuses on the nature of acquisition itself, that is to say, how is the language processed. Zolb (1995) explains that “acquisition operates incidentally to processing for comprehension and results in implicit, intuitive knowledge; learning relies on memorization and problem-solving and leads to explicit, conscious knowledge about the L2” (p. 35). This implies that language acquisition is an intuitive and subconscious process of constructing the system of the language, while on the other hand learning is a conscious process in constructing the language in question.

Furthermore, Zolb (ibid) differentiates between language acquisition and language learning in terms of the different nature of processing power inherent in the two cognitive systems aimed at internalizing and representing L2 knowledge. He highlights this distinction in terms of “the manner of internalization “acquired” vs “learned” linguistic knowledge and to the representation of that knowledge (implicit linguistic knowledge vs explicit/encyclopedic knowledge” (p. 38). The distinction of language acquisition and language learning has both theoretical and practical implications; theoretically to approach each process differently considering the different nature of each system, and practical implications for the teachers in the language class settings to incorporate different methods that tap on each system in an appropriate manner. A general distinction between acquisition and learning process is outlined in table 2.1 as follows:
Table 2.1 the distinction between acquisition and learning

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implicit and subconscious process</td>
<td>Explicit and conscious process</td>
</tr>
<tr>
<td>Occurs in informal situation</td>
<td>Takes place in formal settings</td>
</tr>
<tr>
<td>Depends partially on aptitudes</td>
<td>Depends on attitudes</td>
</tr>
<tr>
<td>Stable order of acquisition</td>
<td>Simple to complex order of learning</td>
</tr>
<tr>
<td>Process for comprehension</td>
<td>Memorization</td>
</tr>
<tr>
<td>Mostly occurs in an earlier age</td>
<td>Mostly occurs relatively later</td>
</tr>
</tbody>
</table>

2.4.3 The Distinction between Second and Foreign Language

Another consideration closely related to the previous polarization between language acquisition and language learning, is the distinction between the concept of Second Language (SL) and Foreign Language (FL). The distinction between these two terms might be easily confused or interchangeably used. In second language acquisition studies, the terms ‘second’ and ‘foreign’ language learning are not clearly defined and distinguished. However, some researchers (e.g., Oxford, 1990; Klein, 1986; Ellis, 1994) distinguish these two terms, pointing out that a foreign language is taught as a school subject, but not used or readily available in the community where the language is taught, while a second language is a medium of communication in the community. Similarly, Mpepo (1990) illustrates the distinction between SL and FL and the possible implications arising from this distinction as follows:
“An (English as a Second Language) situation is where the language is so widely used in a traditionally non-native environment between most traditionally non-native speakers. Doubtless, the teaching approach emphasizes intelligibility which is different from an EFL (English as a Foreign Language) situation in which the use of the language is with native speakers or speakers from outside the country. The teaching approach in this case (EFL) aims to teach learners to produce the sound, syntax, and conversation patterns of British, American or of any English associated with a country where English is traditionally spoken as a native language” (p. 232).

It seems clear that in the case of foreign language learning as opposed to second language learning; the classroom is most likely the only regular exposure to the target language, and thus the ways in which the language is instructed are of special importance. It has been proposed that integrative motivation might have more relevance to students of a second language than it would be for students learning a foreign language. Because most of the research on motivation was originally conducted in Canada, thus any differences between second and foreign language environments can be attributed to the effects of availability; where in the case of second language individuals have opportunity to practice the language with native speakers, while in the case of a foreign language there is no such opportunity to have an immediate and direct experience with native speakers of the target community. Similarly, Gardner (2001) recently clarified that, in the literature, a distinction has been made between second language acquisition and foreign language acquisition and it has been proposed that the dynamics involved in learning these two different types of language may be quite different.

Interestingly, a distinction between First Language (L1) and Second Language (L2) is indicated at times due to underlying mechanism governing language
acquisition, where first language refers to the first learned language or mother tongue in the general sense, whereas second language refers to any given language that has been exposed to at an earlier stage during the critical period in a natural context. In this regard, Clashen and Muysken (1989) argue that:

“Although some non-parameterized universal principles are indeed available to adult learners, other parameterized aspects of UG remain totally inaccessible to them. The observed differences between L1 and L2 learning can be explained by assuming that child first language acquisition falls under the parameter theory of language development, whereas the acquisition strategies used by adults in L2 development may be defined in terms of principles of information processing and general problem-solving” (p. 23).

In spite of this distinction between these two terms and the different processing contexts, the difference between ‘second’ and ‘foreign’ language has at times become less popular, and that research on foreign language has been regarded under the general umbrella of second language research (see e.g., Kramsch, 2002). Regarding the field of research, second language research has been mostly approached from psycholinguistic and cognitive perspectives, while research on foreign language on the other hand has been considered educational, didactic, and pedagogic in nature. In all cases, the distinction between these two terms is essential, and has theoretical and practical implications in the field of second/foreign language teaching and learning, that is, the approaches and techniques used should consider these factors and have to be accordingly contextualized.
2.4.4 Krashen’s Theory of Second Language Acquisition

In order to understand and describe the process of first and second language acquisition, various theories have been proposed, which had valuable implications for language teaching and learning. In this section, Krashen’s theory of second language acquisition is presented with some details (see e.g., Krashen & Terrell, 1983; Krashen, 1982). Stephen Krashen is well known for his theory and research on language acquisition. His theory of second language acquisition composes of five main hypotheses as follows:

1. The acquisition-learning hypothesis: this is considered as the most essential part of the theory; where a distinction between the concept of acquisition and learning is clearly stated, as two different cognitive systems of language processing. According to this hypothesis, Krashen claims that acquisition is a subconscious process, which occurs when learners are exposed to meaningful samples of the second language through communicative interaction and comprehensible input; thus, acquisition is identical to the process children utilize in acquiring their first language. On the other hand, learning is considered as a conscious process, which occurs through the formal attentive study of grammatical rules, forms and patterns, and thus most likely results in a linguistic knowledge about the language.

Although, both acquisition and learning play a role in second language acquisition, acquisition is regarded by Krashen as most important for language fluency, and that learning cannot be turned into acquisition. However, this assumption has been controversial, for instance Fillmore (1989) argues that the definition of ‘acquisition’ and ‘learning’ seems too rigid because some elements of language use are at first conscious and then become unconscious or automatic through practice. Similarly, Brown (1994) also argues that both ‘learning’ and
‘acquisition’ are necessary for communicative competence particularly at higher skill levels.

2. The monitor hypothesis: this hypothesis reflects how acquisition and learning are utilized in speech production. The ability to produce utterances in a second language comes from the individual’s acquired competence and subconscious knowledge; whereas the learned conscious knowledge serves as only as an editor or monitor. Thus, the development of this internal grammatical editor or monitor as a result of learning, leads to make corrections and to change the output of the acquired system before speaking. However, in order to use the monitor, two conditions must be met: the performer must be consciously concerned about correctness, which necessitates sufficient time; and must also know the rules by focusing on the grammatical form. According to this hypothesis, the focus of language teaching should be on communication, because focusing on explicit grammatical form does not necessarily result in fluency.

3. The input hypothesis: according to Krashen (1985) the input hypothesis is only concerned with acquisition and not learning; according to this hypothesis humans acquire language by understanding messages or by receiving comprehensible input. It is also connected with the natural order hypothesis, because for the second language input to be comprehensible, it should be one stage beyond the learner’s current level of linguistic competence. Comprehensible input should contain structures beyond the current acquired level in the second language (i+1, i indicating input and 1 referring to the next stage that is just beyond the learner’s current linguistic competence). Understanding of the input of language containing unacquired grammar is facilitated with the help of context, which includes extra linguistic information and clues such as; knowledge of the world and previously
acquired linguistic competence. The input hypothesis stresses two points: (a) speaking is a result of acquisition and thus speech cannot be taught directly but emerges in its own as a result of building competence via comprehensible input, and (b) if input is understood after receiving a sufficient amount of it; then the necessary grammar is automatically provided without any need to be explicitly taught. However, not all the input the acquirer hears is processed for acquisition, and the language acquisition device itself generates possible rules according to innate procedures and operating principles.

Figure 2.5 The input hypothesis model of L2 learning and production (Krashen, 1982).
4. The natural order hypothesis: this hypothesis assumes that the acquisition of the grammatical structures and rules of a language occurs in a predictable natural order. In language acquisition, some grammatical structures tend to be acquired earlier, while others tend to be acquired later. However, the order does not seem to be determined by the simplicity or complexity of the grammatical structures, but might be due to the order, in which these grammatical structures are taught in language classes.

5. The affective filter hypothesis: this hypothesis refers to the nonlinguistic factors (affective factors such as motivation and self-confidence) that might influence second language acquisition. As Krashen (1982) asserts that comprehensible input is necessary for acquisition, but it is not sufficient, the acquirer needs to be open to the input. The affective filter is a mental block that prevents acquirer from fully utilizing the comprehensible input they receive for language acquisition. When the filter is up in case of language anxiety of lack of motivation, the input might be received, but will not be processed for acquisition. For instance, a number of affective factors such as motivation, self-confidence and anxiety play a facilitative or debilitative role in second language acquisition.

   Generally speaking, Krashen’s theories of second language acquisition have been influential and have valuable pedagogical implications for language learning and teaching: by emphasizing the role of communication and communicative approach in language teaching/learning, instead of rote learning or rehearsing the grammatical rules of the language; allowing learners a silent period for sufficient comprehensible input and then speech production will emerge spontaneously; in addition to motivating students to learn the language in a low-anxiety environment and promoting self-confidence to producing the language.
2.4.5 Individual Differences in Foreign Language Learning

The level of attained proficiency and competence in a foreign/second language is widely attributed to individual differences among the learners. For instance, as Wenden (2002) points out that “the notion of learner-centered instruction in foreign and second language learning grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning and their abilities” (p. 32). However, many other factors have been recognized as potential variables that account for the level of success among second language learners such as: language aptitude, gender, age of acquisition, learning strategies, identity and ethnic group affiliation, social class, and personality attributes.

One of the crucial questions that has long been posed in the field of L2 acquisition is; why some learners are successful in learning a second language, while others are not, and what combination of factors contribute to the level of their attained proficiency in L2. In this respect, Stern (1986) proposed a framework for examination of L2 learning, in order to highlight the different factors that might interact to influence L2 acquisition. As shown in Figure 2.6, the model consists of five sets of variables, namely: (1) social context (2) learner characteristics (3) learning conditions (4) learning process, and (5) learning outcomes.
In this section, age of acquisition as associated with the notion of critical period hypothesis and gender differences are discussed, in relation to second/foreign language acquisition.

2.4.5.1 Age of Acquisition and the Critical Period Hypothesis

The issue of age of acquisition, at which a person is first exposed to the target language and whether this influences the learning process; has always attracted a wide range of research and discussions in the field of language acquisition. The age of acquiring a language is supposed to influence the rate of proficiency in the second language, in this regard Larsen-Freeman and Long (1991) explain that the comparative lack of success of second language learners is that SL learners begin
acquiring the language at a later age than do first language learners. It has generally been claimed that there is a certain critical period of time, during which children could easily pick up the language and reach a high level of fluency. This period is termed as the Critical Period Hypothesis (CPH). Brown (1994) refers to it as a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire. Similarly, Kim et al. (1997) state that a critical period means that beyond a particular age successful acquisition of a second language is not possible due to physiological changes in the brain.

Furthermore, nativists argue that universal grammar no longer guides the acquisition of L2 if a learner has passed a certain period of time in learning the target language. It has been assumed that this ability to learn a language effortlessly may decrease after a certain age. However, this issue is still controversial and there is no clear-cut point for the critical period, but Ellis (1994), states that “there is a fixed span of years during which language learning can take place naturally and effortlessly, and after which it is not possible to be completely successful” (p. 484). This implies that automatic and implicit language acquisition is most likely to occur from mere exposure to a given language within this period, and this automaticity decreases significantly after puberty; where younger L2 learners generally perform better than older learners under the same conditions. The idea of critical period was originally applied to first language acquisition only, but later it has been extended to include second language acquisition as well.

Nevertheless, it is not yet clear if these differences between younger and older learners of second language are due to the age factor within the critical period, or rather to the quality and amount of input and exposure to the second language in
naturalistic learning situations. In this regard, Munoz (2010) states that the amount and the quality of the language input is extremely important to young learners at the early stages of second language learning. However, other explanations have been proposed to discuss this issue from a different perspective, highlighting the cognitive differences and learning conditions between younger and older learners, which might have advantages and disadvantages for each group, instead of preferring one group over the other. For instance, Saville-Troike (2006) claims that younger learners and older learners have different advantages. For example, children are not as analytical, while older learners have the ability to be analytical. Older learners have a greater meta-knowledge of their L1 compared to young children. Furthermore, he argues that: “A benefit children can have is that they are more likely to get input from others, for example that immigrant children tend to interact more than their parents with the people in the country to which they have moved” (ibid).

As outlined above, it seems that age is one of the potential factors in explaining individual differences of second language acquisition. However, it is still controversial of whether the age of acquisition is a manifestation of a pre-programmed and determined critical period or as a result of a general decline associated with aging and other variables such as motivation, and quality of input and exposure to the target language. Nevertheless, there is a general tendency particularly in L2 motivation research that motivation and attitudes decrease with age. For instance, in an investigation of Larson-Hall (2008), he suggests that young learners have more positive attitudes towards studying a foreign language. Generally speaking, it could be argued that age is one of the important factors that influence language learning, and that both younger and older learners have some advantages. Children pick up the language faster in a natural context due to the immediate and
intensive input, and also lack of speaking anxiety that adult learners might experience, due to fear of committing mistakes or being criticized by others. Additionally, younger learners are assumed to attain high level of fluency without accent, while adult learners are better in learning and understanding the grammatical structures, due to their developed cognitive abilities.

2.4.5.2 Gender Differences in Second Language Acquisition

Gender is considered one of the potential explanation for differences in the level of proficiency and success in learning second/foreign language. Generally, female students are claimed to have significantly higher level of motivation and more positive attitudes toward the foreign language and language speaking community (e.g., Csizer & Dörnyei, 2005; Gardner & Lambert, 1972). This claim has been confirmed in a number of empirical investigations in the field of second language motivation. For example, Ellis (1994) found that female students have better attitudes towards second language acquisition compared to male students. Female students are found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature compared to male students.

A British study conducted by Williams et al. (2002) further supports the notion that males are less motivated, especially to learn French than females. In this study involving 228 students in grades 7 to 9, motivational differences were investigated between adolescent males and females toward the study of French and German. The results of this study indicated that girls expressed a significantly higher degree of desire to learn French than did the boys, and they also put forth more effort to learn the language. It also revealed a strikingly higher motivation to learn German than French, which was even more marked when the boys only were considered. These
findings were further investigated using interviews. Both girls and boys were able to provide clear explanations for differences between the genders, as well as for the language differences. These included such aspects as French being considered feminine, it not being ‘cool’ for boys to be seen to make an effort at French.

In another study, Shaaban (2000) examined motivation of Lebanese students to learn English as a foreign language. The findings revealed that female students were more motivated than their male counterparts. In the Turkish context, Ozek (2000) for example, found that female Turkish secondary students had a higher language self-concept, showed greater interest in learning the language as well as in the target culture, and also perceived a higher degree of parental encouragement. Other studies on attitudes and motivation related to gender differences have reported similar results; for instance, (Gardner & Lambert, 1972; Bacon & Finneman, 1992) suggest that females tend to show greater integrative motivation and more positive attitudes towards the second language speakers.
2.5 Foreign Languages Learning in Sudan

In this section, brief account of the socio-linguistic characteristics of Sudan is presented, including the impact of Arabicization policy on foreign languages in general, and English most specifically, followed by a description of the actual situation of foreign languages that are offered at Sudanese schools, universities or languages centers, as well as the current trends towards some foreign languages like Chinese, in light of the socio-economic profile of the country.

2.5.1 Sudan: Socio-linguistic Background

Sudan is an afro-arabian country situated in the northeast part of the African continent, and thus it has traditionally characterized as a melting point between indigenous African and Arab cultures, which has been reflected in the different social customs, traditions and linguistic varieties. In terms of linguistic diversity, James (2008, cited in Mugaddam, 2012a) points out that Sudan is one of the most heterogeneous countries in Africa, with approximately 120 living languages and 8 extinct ones. However, Arabic is the official language and used as the medium of instruction, and serves as a lingua franca between the different Sudanese communities, alongside other dialects and vernaculars in some regions (for a detailed account on language policy and planning in Sudan see e.g., Abdelhay, 2007; Miller & Abu Manga, 1992; Mugaddam, 2002).

This linguistic diversity has always been a controversial issue in the history of modern Sudan. In this context, Miller (2006) states that conflicts about language issues and language planning in the Sudan have accompanied the Sudanese political life since the early 20th century. Until the mid 1980s, these linguistic conflicts were mainly reflecting the South/North polarization. The last two decades of Sudan has been characterized by imposing an arabicization policy and adopting Arabic as the
medium of instruction at all Sudanese higher institutions instead of English, which was the medium of the instruction in Sudan till the beginning of the 1990s.

However, the spread of Arabic is not only a result of language policy or Arabicization, but only related to other factors such as urbanization, social mobility, demographic changes due to internally displaced communities and so on. In this regards, Miller (ibid) further explains that the Arabization trend increased after independence and seems to have considerably speed up in the last three decades due to the combination of several factors including urbanization, migration, mobility, schooling, pro-Arabization state policy, media etc. Among all these factors, we can say that socioeconomic factors have been more influent in the spread of spoken colloquial Arabic than political and educational factors which foster the spread of Modern Standard Arabic.

2.5.2 The Situation of Foreign Languages in Sudan

The modern history of formal education in Sudan dates back to 1898 after the British colonial administration or namely the Anglo-Egyptian condominium, and establishing Gordon memorial college, which is now the University of Khartoum, the oldest and most prestigious University in Sudan. Thus, English is the most important foreign language in Sudan and it is the only mandatory language subject at schools starting from the fifth grade and in higher Education as required course. Teaching foreign languages other than English at Sudanese schools is not common. On the other hand, studying other foreign languages at Sudanese universities is also limited to quite a few number of languages; English is almost offered as specialization in all private and public universities; Followed by French at about six University Departments; German at two Universities namely at the University of Khartoum since 1990s and a new established Department for German language at
Sudan University of Science and Technology; as well as a Department of Russian and recently Chinese at the University of Khartoum.

Though, English occupies a special status among the foreign languages in Sudan; Sudanese Students are notably lacking a good command in English, when it comes to language use and communication. This might be attributed to the lack of opportunities of practicing the language, where Sudan has few contact with English speakers or foreigners, and also as a result of the Arabization policy.

Nevertheless, the last decade has witnessed a progressive shift and positive supporting policy towards multilingualism especially after the peace agreement between South and North Sudan. According to Mugadam (2012b) learning language for practical reasons is evident among various communities in the Sudan, where the United Nations alone employs about 13,000 Sudanese in different jobs, including language assistants, translators, interpreters, security personnel, drivers, etc.

Regarding the two languages of this research namely English and German, it could generally be stated that English is the only obligatory foreign language in Sudan and has a special status, since that Sudan is an Anglophone country. Additionally, it is offered in all universities as a requirement or even English for Specific Purposes (ESP). It is also one of the admission conditions to Sudanese higher education, irrespective of the desired field of study. However, on day to day conversation, English is rarely spoken even among those who studying it as specialization or most notably that students often tend to code-mixing or code-switching with Sudanese Arabic. Thus, students mostly practice the language in formal setting, and they have little opportunities to use the language in a genuine and authentic way.
On the other hand, German is not offered at Sudanese public schools as this is the case for all other foreign languages apart from English. Nevertheless, there is a new trend recently in some private schools in the major cities, especially the capital city Khartoum, where some distinguished schools try to offer some optional foreign languages such as Chinese, which has become somehow popular due to China investment in Sudan and for economic factors, where a considerable amount of scholarships are offered from Chinese government to Sudanese, beside the probability of employment, for those who have a good command in Chinese. However, German is also one of the common foreign languages in Sudan, since German language is offered in two departments at two different universities, this is just after French with about six Departments; whereas for the other foreign languages such as Russian and Chinese there is only one Department for each respectively. This reflects the growing interest in the German language, in addition to various courses offered by Goethe Institute in Khartoum, and other private languages centers scattered in the capital city, which also offer courses for learning German at different levels.

On the other hand, international languages such as Spanish and Italian are still not offered for study at Sudanese universities, but in the recent years there have been some private languages centers that mostly offer Spanish and to a lesser extent Italian language courses. While the interest in the Chinese language as has been outlined above is predicted to increase due to the current socioeconomic situations in Sudan. For instance, the department of Chinese at the University of Khartoum is one of the largest departments for studying a foreign language, and that the department receives a higher number of applicants each year, but only few of them are accepted, due to the limited available places and staff capacity among others.
Chapter III

Methodology of Investigation

The current study was carried out to examine the aspects of some affective factors; namely motivational and attitudinal factors in foreign language learning among Sudanese university students, majoring in English and German at the University of Khartoum, along the variables of gender, academic grade, study level and other related variables.

This chapter attempts to postulate and discuss the method of investigation used in second language motivation research, sampling procedures, general description of the sampled population, construction and adaptability of the instruments used, reliability and validity of the questionnaires, procedures of data collection, and the methods of data analysis.

3.1 Research Methods of Investigation

Research as defined by many authors (e.g., Patton, 2001; Creswell, 2005; McMillan & Schumacher, 2009) is the systematic application of scientific method to the problem under consideration, or as Dörnyei (2007) postulates that research simply means – in the most profound sense – trying to find answers to questions. It is therefore necessary, to determine and operationalize the research methods, survey instruments and sampling procedures before conducting the research data.

However, as Seliger and Shohamy (1989) state that there is no one preferred research approach for the study of all second language acquisition phenomena and thus research methodologies may be determined by such factors as the philosophy of the researcher, the theory motivating the research, and objective factors such as the
conditions under which the research is being conducted and the question being investigated.

Since, this research is of an interdisciplinary orientation, that investigates a multifaceted phenomena and addresses broad and complex issues as motivation and attitudes; the research method should therefore be highly selective and eclectic, which means adopting and integrating theoretical concepts from relevant related fields into foreign language learning such as Educational Psychology and applied linguistics. Interdisciplinary studies examine contested problems, issues and questions that are the focus of several disciplines, which derived from two or more fields of study, utilizing an integration process by which theories, methods, information, concepts, ideas from two or more disciplines are synthesized, connected and incorporated. Given this, the current research is contextualized within psychology and applied linguistics which incorporates second language acquisition as a sub-field.

In this regard, it is worth mentioning that Psychological research has made profound contributions to second language acquisition research, and applied linguistics with its focus on the principles of foreign language learning and teaching process. Thus, several methods and concepts in these fields have been adopted from psychological research, especially educational and cognitive psychology.

Regarding research methodologies in L2 motivation, they are generally speaking classified into quantitative (which involves measurement, statistical analysis and numerical results) and qualitative that mainly focuses on a holistic description and interpretation of the phenomena rather than measurement and quantification), these methods can be used separately or integratively at the same time. However, the clear-cut distinction and dichotomy between the two approaches are highly debated
in the field of foreign language learning and applied linguistics, pointing out that this is a rough classification because there are several crossovers between data types – for example, both qualitative and language data can be turned quantitative relatively easily (e.g., Dörnyei 2007; Creswell, 2005; Richards, 2005; Johnson et al., 2007; Brown & Rodgers, 2002).

Qualitative or interpretative methods are not yet commonly used in L2 motivation research data, although they have been advocated over the past decade (e.g., Dörnyei, 2001; Ushioda, 1996). A main difference between quantitative and qualitative/interpretative methods is that, the latter focuses on the participants’ rather than the researcher’ interpretations and priorities. Thus, qualitative methods can be more contextually sensitive than quantitative ones because researchers do not set out to test preconceived hypotheses; rather they tend to define analytic categories only during the process of research.

On the other hand, Quantitative methods are the most commonly used in conducting research in second language motivation. This is partially due to the initial influence of Psychology and the endeavor to have more measurable, replicable and generalizable research results. In this regard, research surveys such as self-report questionnaires with closed-ended items have been widely used in L2 motivation research. The scientific method used by quantitative research consists of three basic steps: first, identifying a problem; second, setting an initial hypothesis; third, collecting and analyzing empirical data for testing the hypothesis with standardized procedures. The aim of most quantitative research is to test hypotheses and theories. Alternative explanations of results are offered and the need for further studies is provoked and challenged (Borg & Gall, 1989).
An important feature of the quantitative research method is that the process of data collection can combine both descriptive and analytical summaries. Additionally, McMillan & Schumacher (2009) emphasize the role of measurement and analysis of casual relationships between variables in quantitative research methods.

In terms of numbers, quantitative research is assumed to be more scientifically objective with less individual variations. In contrast, qualitative approach depends more on the researcher’s subjectivity, training and experience. Given this, the current research opted to utilize the quantitative method in collecting the research data concerning the role of attitudes and motivation in foreign language learning.

Questionnaires as quantitative survey tools are currently widely used for collecting data in L2 motivation. However, the research data Survey methods have both advantages and disadvantages. They are advantageous in term of the neutrality of the researcher while administering the survey without manipulating the situation, besides collecting a large amount of data in an economic and effective way, and the obtained results can relatively be processed, and objectively analyzed. However, an apparent drawback of survey methods in investigating L2 motivation as Elliott & Bempechat (2002) pointed out that participants’ responses to questionnaires containing no open-ended items are constrained by the constructs researchers have imposed on the respondents rather than derived from the respondents’ own expressions of their understanding of the phenomenon under the study. Another disadvantage is the simplicity of interpreting the respondent’ behavior according to the average scores obtained in the survey, because any other choices might yield similar or the same average scores, which in turn question the reliability of the research results. In this regard, Burns (2000) argues that the total score has little clear meaning, since many patterns of response to the various items may produce the
same score. Despite these shortcomings, survey methods and questionnaires are still essential tools in collecting data in L2 motivation and produced significant advances in understanding the role of attitudinal and motivational components in foreign language learning.

3.2 Research Population and Samples

The principle of research survey as Vogt (2007) clearly stated: “is to generalize from a sample to a target population”. Hence, the method of sampling procedure used in data collection notably affects the generalizability of the research results to the entire target population. Furthermore, the sampling technique of experimental and empirical research depends on setting standardized and explicit criteria prior to initiation of conducting the research investigation.

The research population is the total of all the individuals who have certain characteristics. Scheaffer et al. (2006) for example clearly state that: “a population is a collection of elements about which we wish to make an inference. These elements can be individuals, groups, institutions, etc. Basically research survey as a quantitative strategy of inquiry studies a sample of a population and provides a numeric description of motivation, attitudes, trends or opinions of the target population.

From time and feasibility perspectives, it is actually impossible to investigate the whole individuals or subjects of the research population. Given this, sampling is a way of achieving the objectives of the research by selecting representative subjects or sample from the target population, which would then be used to infer the results from the investigated sample to the target population. Regardless of the specific type of the sampling procedure used, the steps in sampling are essentially the same:
identifying the target population, identifying the accessible population, determining and selecting the size of the sample.

In order to select the research sample of the current study; the convenience sampling method was used. As Fraenkel et al. (2012) clarify that convenience sampling is quite optimal when there are no chances to select a random and a systematic non-random sample. This sampling is also efficient and practical, especially when conducting the research survey in certain contexts such as certain universities or other educational institutions.

The population of the research is Sudanese undergraduate students studying foreign languages in general, and English and German Language especially. There are many foreign languages Departments in Sudan attached mostly to the Faculty of Education and the Faculty of Arts. More specifically the current research selected The Department of English Language and Department of German Language in the Faculty of Arts, at the University of Khartoum, in Khartoum, Sudan.

The University of Khartoum has been chosen due to the fact that there was only one Department for studying German language in Sudan at this university. Additionally, the University of Khartoum is the oldest Sudanese university and is of special socio-political and academic status. This prestigious status is reflected in the highest selection criteria and admission requirements for studying at this university. Accordingly, the university attracts highly qualified students from all over the Sudan and is mostly the first choice for students, especially in the fields of humanities and languages studies.

Given this, the research basically targeted undergraduate university students from the English and German Department from the same University respectively, assuming that the research samples would then be much more homogenous in terms
of academic and intellectual background. The total samples investigated composed of 221 participants from both departments.

3.3 General Description of the Sample

The sample of the study composed of 221 Sudanese undergraduate students studying English and German in the Faculty of Arts, University of Khartoum. 148 participants out of 273 were drawn from the Department of English language, and 73 students out of 79 from the Department of German language have participated in the survey, which was a highly representative sample concerning the total available population, especially in the department of German language. The sample size of the German department was considerably smaller than the sample size drawn from the English department, and this was due to the actual smaller number of students majoring in German language.

The mother tongue of almost all participants was Sudanese Arabic and they were majoring in either German or English along with another discipline such as: French, Chinese, Russian, Arabic and Linguistics.

Table 3.1 Sample distribution according to department and gender

<table>
<thead>
<tr>
<th>Department</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>35</td>
<td>113</td>
<td>148</td>
</tr>
<tr>
<td>German</td>
<td>18</td>
<td>55</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>168</td>
<td>221</td>
</tr>
</tbody>
</table>
Table 3.2 Sample description according to Study level

<table>
<thead>
<tr>
<th>Department</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>0</td>
<td>43</td>
<td>55</td>
<td>50</td>
<td>148</td>
</tr>
<tr>
<td>German</td>
<td>27</td>
<td>16</td>
<td>18</td>
<td>12</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>59</td>
<td>73</td>
<td>62</td>
<td>221</td>
</tr>
</tbody>
</table>

The first year is a preparatory academic year, and therefore Majoring in English language only starts in the second year of study, because they have studied English as compulsory subject at secondary school from the fifth grade, whereas the students in the department of German language study the first year as a preparatory level, because mostly they do not have previous background of the German Language.

Regarding the second specialization, the targeted students of the English department were second majoring in French with 58 participants, followed by Linguistics with 48, Arabic with 6 participants, German 5 participants, and Russian 2 participants.

On the other hand, the investigated students of the department of German language were second majoring preferably in English language with 33 participants, followed by Linguistics 24 participants, 7 missing participants were indicated as missing value because they did not indicate their second major, and finally Arabic language with 9 participants.

3.4 Construction and Adaptation of Investigation Instruments

Since, the current study is concerned with investigating the role of some affective factors such as motivation and attitudes in foreign language learning among Sudanese university students; the research instruments and tools used for achieving
this aim should therefore be suitably designed to answer the posed research questions objectively and quantitatively.

Research surveys are the most commonly used instruments in a wide range of research disciplines. Questionnaires are regarded as survey tools in collecting research data, as Seliger and Shohamy (1989) state that questionnaires are useful in collecting data on phenomena, which are not easily observed, such as attitudes, motivation, and self-concepts. Moreover, most data in quantitative research can be obtained by the questionnaire. Therefore, the questionnaire is decided upon for collecting the empirical data of the current research.

The instruments of this research have been chiefly adopted and constructed in accordance with Attitude/Motivation Test Battery (AMTB) which has originally been proposed and developed by Gardner (1985) to measure affective aspects of second/foreign language learning in the Canadian context, regarding English-speaking students learning French as a second language. This battery test has established a significant degree of validity and reliability over the last two decades, and has been widely used in a quite number of studies in second language learning motivation in many modified forms within different contexts (e.g., Qashoa, 2006; Gardner & MacIntyre, 1993; Al-Quyadi, 2000; Karahan, 2007; Vaezi, 2008; Moiinvaziri, 2008; Tamimi & Shuib, 2009; Baker & MacIntyre, 2000; Masgoret, Bernaus, & Gardner, 2001; Trembly & Gardner, 1995; Williams, Burden & Lanvers, 2002; Ghazvini & Khajehpour, 2011).

Additionally, relevant literature review and theoretical concepts regarding the role of motivation and attitudes as affective factors in foreign language learning have been taken into account in the steps of constructing the research instruments, as well as consulting experts in the field of Psychology and Linguistics.
First, the researcher has thoroughly scrutinized different scales used in previous studies; the items of the current instrument were then gleaned and adopted from the pre-mentioned Attitude/Motivation Test Battery (AMTB) as well as from relevant existing studies and scales. They have initially been formulated in their original version in English and slightly modified when necessary to match the Sudanese context, and then have been reviewed by the supervisor and a staff member of the Institute of English Language at the Philological Faculty, University of Leipzig. Second, the Instruments have been translated to Arabic by the researcher, and at the same time by another Sudanese staff member in the field of English Language Teaching (ELT) and Applied Linguistics to ensure more reliability and accuracy. In addition to that, existing translated versions of the items in Arabic were considered and taken into account. Third, the instruments have then been back-translated from Arabic to English by a Sudanese academician in the field of Educational Psychology, and at the same time by another Sudanese American academician, who has a high language command in both English and Arabic. Fourth, the different translated versions have been compared and matched with the original versions as well as with the backward-translated versions. Finally, the best translated items, which considerably match the items in their original form in English, and at the same time would have a better degree of comprehensibility in Arabic, and suit the Sudanese context have been selected and incorporated into the final version of the questionnaires.

There are two main questionnaires that have been used in collecting the research data, each with two sub-scales respectively as follows:

1. *The Motivation Scale* composed of 25 items for measuring the intensity and type of students’ motivation in Learning English and German Language respectively.
The motivation scale included two sub-scales: first, sub-scale of Integrative motivation which comprised 13 items to measure the type of motivation related to learning the language in order to communicate with members of the target language community and to know more about their culture and reflecting an interest in studying the language for integrative reasons.

Second, the sub-scale of instrumental motivation comprised 12 items, aiming at measuring the type of motivation in learning the language for pragmatic objectives and fulfilling certain requirements.

In the table 3.3 below it is just an example of the scale items in their original form in English. All items were substituted with the word German for the respondents of the German department.

For Example: I study German to work overseas instead of I study English to work overseas and so on.

Table 3.3 The Motivation Scale

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Studying English is important because it will be useful in getting a good job.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>2</td>
<td>I am learning English in order to be able to communicate with other people when I travel abroad.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>3</td>
<td>I study English to work overseas.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>4</td>
<td>Studying English is important because I will need it for my career.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>5</td>
<td>I am learning English because it will enable me to watch English speaking movies and programs on satellite TV.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>6</td>
<td>I mainly focus on using English for class assignments and the exams.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>7</td>
<td>I want to get good grade.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>8</td>
<td>I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>9</td>
<td>Being proficient in English can lead to more success and achievements in life.</td>
<td>Instrumental</td>
</tr>
<tr>
<td>10</td>
<td>An educated person is supposed to be able to speak</td>
<td>Instrumental</td>
</tr>
</tbody>
</table>
2. \textit{The Attitudes scale} composed of 24 items for measuring the direction of attitudes in terms of positivity and negativity and type of students’ attitudes in learning English and German language respectively.

The attitudes scale as illustrated in (table 3.4), also included two sub-scales: first, attitudes sub-scale for measuring students’ attitudes toward learning the English and German language respectively.

Second, attitudes sub-scale for measuring students’ attitudes toward the target language speaking community and culture, which have been roughly represented in this study by the German and Anglo-American contexts in general.
### Table 3.4 The Attitudes Scale

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel proud when I speak in English</td>
<td>Language</td>
</tr>
<tr>
<td>2</td>
<td>I spend most of my time in the library to follow up every new development in English</td>
<td>Language</td>
</tr>
<tr>
<td>3</td>
<td>I encourage my colleagues to study English</td>
<td>Language</td>
</tr>
<tr>
<td>4</td>
<td>I feel bored when studying English materials</td>
<td>Language</td>
</tr>
<tr>
<td>5</td>
<td>I feel the specialization in English is more interesting than any other field</td>
<td>Language</td>
</tr>
<tr>
<td>6</td>
<td>Studying English is a waste of time</td>
<td>Language</td>
</tr>
<tr>
<td>7</td>
<td>I prefer the English language to the Arabic language.</td>
<td>Language</td>
</tr>
<tr>
<td>8</td>
<td>English is more useful than Arabic.</td>
<td>Language</td>
</tr>
<tr>
<td>9</td>
<td>I feel embarrassed to speak English in front of other students.</td>
<td>Language</td>
</tr>
<tr>
<td>10</td>
<td>I plan to make sure that my children learn English well.</td>
<td>Language</td>
</tr>
<tr>
<td>11</td>
<td>Studying English should start as early as the first grade in schools.</td>
<td>Language</td>
</tr>
<tr>
<td>12</td>
<td>English is a difficult language to learn.</td>
<td>Language</td>
</tr>
<tr>
<td>13</td>
<td>I like listening to music and seeing films in English.</td>
<td>Language</td>
</tr>
<tr>
<td>14</td>
<td>I really work hard to learn English.</td>
<td>Language</td>
</tr>
<tr>
<td>15</td>
<td>Most native English speakers are so friendly and easy to get along with; we are fortunate to have them as friends.</td>
<td>Community</td>
</tr>
<tr>
<td>16</td>
<td>I wish I could have many native English-speaking friends.</td>
<td>Community</td>
</tr>
<tr>
<td>17</td>
<td>I would like to know more native English speakers.</td>
<td>Community</td>
</tr>
<tr>
<td>18</td>
<td>Native English speakers are very sociable and kind.</td>
<td>Community</td>
</tr>
<tr>
<td>19</td>
<td>Native English speakers have much to be proud about because they have given the world much of value.</td>
<td>Community</td>
</tr>
<tr>
<td>20</td>
<td>You can always trust native English speakers.</td>
<td>Community</td>
</tr>
<tr>
<td>21</td>
<td>If Sudan had no contact with English-speaking countries, it would be a great loss.</td>
<td>Community</td>
</tr>
<tr>
<td>22</td>
<td>The more I get to know native English speakers, the more I like them.</td>
<td>Community</td>
</tr>
<tr>
<td>23</td>
<td>I like the English culture.</td>
<td>Community</td>
</tr>
<tr>
<td>24</td>
<td>I should learn English without paying attention to the cultures of English-speaking countries.</td>
<td>Community</td>
</tr>
</tbody>
</table>

All scales items have been based and graded on a five-point Likert scale, which according to Burns (2000) one advantage of Likert method is that “it is entirely based on empirical data regarding subjects’ responses rather than subjective opinions of judges”. The responses in this study range from strongly agree 5 points, agree 4 points, undecided 3 points, do not agree 2 points and strongly disagree 1 point. However, there were some negative items which have been reversely scored.

The maximum score for the motivation scale is 125 which indicates a high level of motivation in learning the target language and the minimum score is 25 which indicates a demotivation or lower level of motivation in learning the target language.

On the other hand, the maximum score of a participant in the attitudes scale is 120, which indicates highly positive attitudes and interest in learning the target language. Whereas the minimum score that a participant would have is 24, which indicates overall negative attitudes towards the target language.

The questionnaire comprised background information such as gender, study level, academic performance grade with the grading (Excellent, very good, good and satisfactory). The items in each scale were randomly scattered to avoid systemized responses and clearly formulated in its final version in modern classical Arabic, which assumed to be the mother tongue of the participants, and to ensure an equal level of understandability among all participants alike, and to avoid any linguistic
bias in two different languages. It was also economical to construct the final version in the mother language of the participants instead of in the two target languages separately.

Table 3.5 Original example of the Attitude/Motivation Test Battery

<table>
<thead>
<tr>
<th>Variable</th>
<th>Questionnaire Items</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward French Canadians</td>
<td>5 positively-worded &amp; 5 negatively-worded items</td>
<td>If Canada should lose the French culture of Quebec, it would indeed be a great loss.</td>
</tr>
<tr>
<td>Attitudes toward European French people</td>
<td>10 positively-worded items</td>
<td>The European French are very friendly and hospitable.</td>
</tr>
<tr>
<td>Interest in foreign languages</td>
<td>5 items expressing a positive interest &amp; 5 items expressing a relative disinterest</td>
<td>I often wish I could read newspapers and magazines in another language.</td>
</tr>
<tr>
<td>Desire to learn French</td>
<td>3 positive &amp; 3 negative items</td>
<td>I wish I were fluent in French</td>
</tr>
<tr>
<td>French use anxiety</td>
<td>4 positive &amp; 4 negative items</td>
<td>When making a telephone call, I would get flustered if it were necessary to speak French.</td>
</tr>
<tr>
<td>Attitudes toward learning French</td>
<td>3 positive &amp; 3 negative items</td>
<td>I would really like to learn French</td>
</tr>
<tr>
<td>Integrative orientation</td>
<td>4 items expressing the importance of learning French for integrative reasons</td>
<td>Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.</td>
</tr>
<tr>
<td>Instrumental orientation</td>
<td>4 items expressing the importance of learning French for instrumental reasons</td>
<td>Studying French can be important because it is useful for one’s career.</td>
</tr>
</tbody>
</table>

(Gleaned and based on Gardner, 1985)

It might be noteworthy to mention that this test battery was originally developed to measure attitudes of students studying English and French in Canada, along a
number of different aspects of language learning. For instance, the original scale included many sub-scales such as attitudes towards French Canadians, interest in foreign languages, attitudes toward European French people, attitudes toward learning French, integrative orientation, instrumental orientation, language anxiety, parental encouragement, motivational intensity, and desire to learn French.

3.5 Instrument Reliability and Validity

Reliability and validity are considered essential characteristics for conducting a quantitative and empirical research with solid outcomes. Thus, the quality of any quantitative research will be considered based on whether the obtained findings are reliable and valid as necessary prerequisites for generalizing the research findings. Quantitative research utilizes therefore experimental methods in order to examine the proposed hypotheses, which could then be generalizable to similar context. Moreover, Bashir et al. (2008) state that the construction of instrument and administration in standardized manner based on the predetermined procedures is the primary requirement of quantitative research.

Joppe (2000) defines reliability as: the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Validity on the other hand, refers to the extent to which an instrument measures what it is supposed to measure in quantitative terms. However, one may differentiate between two types of validity: internal and external validity (Creswell, 2007). Internal validity refers to whether or not the survey questions are appropriately designed without misinterpretations, and there is no simple statistical measure to determine the internal validity, thus the construction of the scale items should be
clearly formulated and designed to reflect the content of the intended research hypotheses. On the other hand, the instrument is assumed to be externally valid if the result of a study could be generalized from the sample to the population of the study. However, issues of reliability and validity in second language research are still debated (e.g. Alderson et al., 2001; Chapelle, 1999).

Moreover, the original Attitudes/Motivation Test Battery (AMTB) which has been widely used in second language learning motivation research in many countries is reported to have a significant degree of reliability and validity (Kaylani, 1996; Rueda & Chen, 2005; Makrami, 2010; Yashima, 2002; Liu, 2007). In this regard, Gardner (1985) points out that the amount of confidence which can be placed in the results of the Attitude/Motivation Test Battery – or any attitude test for that matter – is affected by the care taken in its administration, and it is recommended that the test not to be administered during times which will unduly affect responses to the various scales. Some situations which might be expected to influence students’ responses include impeding examinations, holidays and other special events. Thus, the research survey was optimally administered in terms of time and general circumstances to minimize any effects of these pre-mentioned factors on participants’ responses to the research instrument. Additionally, the content comprehensibility of the survey instruments was considered during the process of items construction, translation and backwards-translation of the questionnaires, through reviewing existing scales and rigorous experts’ reviews and suggestions in the fields of Psychology and Linguistics. In the light of their detailed feedback, some items have been slightly modified, while other were reconstructed and restructured to remove the ambiguity, and to make items quite clear before administering them on the intended respondents.
Accordingly, the reliability of the research instruments was statistically calculated by using Cronbach’s Alpha formula for all four sub-scales separately and then for each instrument in general. The overall internal consistency of instrumental sub-scale was 0.67, the integrative sub-scale was 0.82, and the overall motivation scale was estimated 0.855, which indicate that the instrument is statistically reliable. A similar process was carried out to calculate the reliability co-efficient for attitudes toward the language subscale was 0.65, the attitudes toward the community subscale was 0.75, and the overall attitudes scale was 0.814, which also indicates a significant acceptable level of reliability of the research instrument.

3.6 Administration and Procedures of Data Collection

The data collection has been carried out in June – July 2013 at the Department of English language and Department of German Language respectively, at the Faculty of Arts, University of Khartoum. First of all, the researcher initiated contacts with the head of the department in both departments, and got their approval and co-operation in carrying out the research questionnaires. The collection of data in the Department of German Language was highly effective and smooth due to the smaller number of students in the classes in general, and the personal support and co-operation of the head of the Department and staff members during administering the instruments, this has resulted in a high participation of the students in this department, where 73 students were able to participate out of 79 students. On the other hand, there were some difficulties in administering the questionnaires in the Department of English Language due to the large number of students in this department with different study places and minor specializations. Nevertheless, the researcher got a considerable support from some staff members, and thus an optimal number of the students have participated in the questionnaires.
The administration of the questionnaires has been carried out and distributed during the beginning or at the end of regular classes as well as during interval times between lectures. Additionally, in some cases some questionnaires have been taken by the staff in order to be completed from absentees and then handed over to the researcher.

At the beginning of each data collection session, the research has briefly introduced himself and the purpose of the questionnaires in general, and then handed out the questionnaires. The respondents were instructed to answer informative and demographic questions first, and then have to read carefully through each item and tick on the level of agreement they might choose. They were assured about the confidentiality and anonymity of the data collection, which will solely be used for research purposes. They were also informed that there is no right or wrong answer, and thus they have to simply respond according to the statements that better match their own opinions and feelings.

Additionally, Instructions and clarifications were also provided in each session in Sudanese Arabic to ensure an equal level of comprehensibility among all participants, considering that there were freshmen students and advanced students with varying levels in the target languages, which might result in difficulty in understanding the content of the instrument and would consequently affect its reliability and validity.

Finally, the questionnaires were collected and revised by the researcher. There were very few incomplete questionnaires which have been discarded; resulting in a total of 221 completed questionnaires in both departments, 148 complete questionnaires from the Department of English Language, and 73 complete questionnaires from the Department of German Language.
3.7 Methods of Data Analysis

To carry out this research, describe and summarize the obtained data quantitatively; a SPSS (Statistical Package for Social Sciences) was employed, which is widely used in educational and social sciences. The method used to process and analyze the data from the closed-ended questionnaires is descriptive statistics, a branch of statistics which is used to present, summarize and quantify behavioral data in numerical forms or as Brown (1996) explains “descriptive statistics are numerical representations of how participants performed on a test or questionnaire”.

Initially, the collected data were carefully coded and entered into SPSS spreadsheet program, where the incomplete questionnaires were excluded, and the computerized data were entirely reviewed to check missing values, outliers and accuracy. The data were tabulated and regrouped according to the variables of the study, and demographic variables. Numerical values were assigned to the obtained behavioral responses for each participant in order to carry out the descriptive and inferential statistics.

The averages for each participant of all items in the corresponding scales were computed, as well as the calculation of frequencies, percentages, mean scores and standard deviation.

Independent samples -test was used to compute if there were any significant differences between students of the English and German Department respectively in terms of the motivational variables: instrumentality vs. integrativeness, and attitudinal variables both towards the language and language speaking community.

To measure the level of students’ motivation and attitudes in both departments one sample t-test was employed. Pearson’s correlation was used to examine the relationship between students’ motivation and attitudes towards learning the target
language and their self-assessment of overall academic achievement. A detailed account of the statistical methods of analysis is described and discussed in the next chapter.
Chapter IV
Research Findings

In this chapter, the research results and findings of the empirical gathered data were analyzed and reported according to the statistical analysis. The hypotheses were also tested to demonstrate if there were any statistically significant differences between the variables of the studies; the results were first reported for the whole sample to compare between the English language learners and German language learners, and then the findings for each group were outlined separately.

4.1 Students’ Level of Motivation to Learn English and German

The first hypothesis stated that Sudanese university students are relatively high motivated to learn English and German. To test this hypothesis, one sample t-test was conducted to calculate the average level of motivation to learn English and German, respectively. The result of the t-test as can be seen in (table 4.1) revealed that the mean of the students who study English is 96.14, while the test value of the motivation scale is 75 with a level of significance p > .01 which indicates that the level of motivation among Sudanese students in learning English is relatively high. Regarding the German department, the result of the test in (table 4.1) indicated that the mean of the students is 93.19, which is also higher than the same test value of the motivation scale, with a level of significance p > .01 which indicates that the Students who study German have also a relatively higher level of motivation in learning German. Thus, the first hypothesis has been statistically confirmed, where Sudanese university students at both Departments were highly motivated to learn English and German as foreign languages. However, it could be noticed that the students of the English department scored relatively higher on the scale of
motivation ($M = 96.14$, $SD = 13.14$) in learning English than their counterparts in the department of German language ($M = 93.19$, $SD = 10.16$).

Table 4.1 Students’ level of motivation in learning English and German

<table>
<thead>
<tr>
<th>Department</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>148</td>
<td>96.14</td>
<td>13.14</td>
<td>19.567</td>
<td>147</td>
<td>.000</td>
</tr>
<tr>
<td>German</td>
<td>73</td>
<td>93.19</td>
<td>10.16</td>
<td>15.305</td>
<td>72</td>
<td>.000</td>
</tr>
</tbody>
</table>

Figure 4.1 The interaction between the target languages and gender differences in terms of the overall level of motivation
4.2 Students’ Attitudes towards Learning English and German

The second hypothesis stated that Sudanese university students have relatively positive attitudes towards learning English and German. To test this hypothesis, one sample t-test was also used to explore the nature of students’ attitudes towards learning English and German, respectively. The result of the t-test as shown in (table 4.2) revealed that the mean of the students who study English is 78.68, while the test value of the motivation scale is 72, with a level of significance p > .01 which indicates that Sudanese students have relatively positive attitudes towards learning English and towards the English culture and communities. Regarding the German department, the result of the test demonstrated that the mean of the students is 81.18 which is also higher than the same test value of the attitudes scale, while the level of significance is p > .01 which also indicates that the Students who study German have positive attitudes towards learning German and at the same time towards the German speaking community and culture. Thus, the second hypothesis has also been empirically verified; where Sudanese university students in both departments have positive attitudes towards learning English and German as foreign languages and towards the English and German culture, respectively. However, the students of the German department (M = 81.18, SD = 9.12) have demonstrated slightly more favorable attitudes towards learning German and consequently towards the German culture than their counterparts in the English department did (M = 78.68, SD = 10.89).
Table 4.2 Students’ attitudes towards learning English and German

<table>
<thead>
<tr>
<th>Department</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>148</td>
<td>78.68</td>
<td>10.89</td>
<td>7.464</td>
<td>147</td>
<td>.000</td>
</tr>
<tr>
<td>German</td>
<td>73</td>
<td>81.18</td>
<td>9.12</td>
<td>8.598</td>
<td>72</td>
<td>.000</td>
</tr>
</tbody>
</table>

4.3 Students’ Instrumental vs. Integrative Orientation to Learn the Target Language

The third main hypothesis assumed that Sudanese university students are instrumentally motivated to learn English and German, respectively. To verify this assumption a paired sample test was performed for each department separately, as shown in (table 4.3.1) students showed slightly higher integrative orientation to learn English (M = 3.91, SD = .61) than instrumental motivation (M = 3.77, SD = .53). Thus, this assumption is in contrast with the empirical findings, which demonstrates the opposite that students are relatively integratively oriented to learn English. Nevertheless, the results indicate that the two variables are positively highly correlated (r = .705, n = 148, p > .01), which suggests that integrative and instrumental motivation are rather complementary than contradictory constructs, where students can demonstrate a high level of integrativeness and instrumentality at the same time towards a given language.

Table 4.3.1 Students’ instrumental vs. integrative orientation to learn English

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>148</td>
<td>3.77</td>
<td>.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative</td>
<td>148</td>
<td>3.91</td>
<td>.61</td>
<td>.705</td>
<td>-3.981</td>
<td>147</td>
<td>.000</td>
</tr>
</tbody>
</table>
Regarding the German language, the results of the paired sample test as can be seen in (table 4.3.2) also demonstrated that students are slightly more integratively oriented to learn German (M = 3.84, SD = .51), conditions; t (72) = -3.939, p > .01. However, the two constructs of integrative and instrumental motivation are positively correlated with each other (r = .416, n = 73, p > .01), but considerably lower than the correlation between the two constructs in the department of English language. Accordingly, the second hypothesis has not been or inversely confirmed in the two departments, where students showed slightly higher integrative orientations than instrumental orientations to learn English and German, respectively.

Table 4.3.2 Students’ instrumental vs. integrative orientation to learn German

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>73</td>
<td>3.60</td>
<td>.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative</td>
<td>73</td>
<td>3.84</td>
<td>.51</td>
<td>.416</td>
<td>-3.939</td>
<td>72</td>
<td>.000</td>
</tr>
</tbody>
</table>
4.4 Differences in the Motivational and Attitudinal Orientations towards Learning the Target Language

The fourth hypothesis stated that there are statistically significant differences between the English language learners and German language learners regarding their motivation and attitudes. The results of the independent samples t-test as charted in (table 4.4) showed that Sudanese students are more instrumentally motivated to learn English ($M = 45.24, SD = 6.35$), than their counterparts to learn German ($M = 43.23, SD = 5.47$) with conditions; $t (219) = -2.313$, $p = .022$. This indicates that instrumental orientations and utilitarian reasons to learn a foreign language are more predominant among the students of the English department than the German department. However, there are no significant differences between the two
departments in terms of integrativeness. Regarding the overall motivational level, the mean score of motivation to learn English is greater (M = 96.14, SD = 13.14) than the mean score to learn German (M = 93.19, SD = 10.16), nevertheless this difference is not statistically significance since p = .069, but it could be taken as a tendency, which reflects that students in the English department are slightly high motivated to learn English than their counterparts in the German department.

On the other hand, there are significant differences between the two departments regarding their attitudes towards the target language community and attitudes in general. Whereas, there are statistically significant differences between the two groups in terms of their attitudes towards the target language community and culture in favor of the German department. This demonstrates that the students in the German department have more favorable attitudes towards the German culture and community (M = 36.64, SD = 4.78), t (219) = 2.691, p = .008, than their counterparts in the department of English language (M = 34.53, SD = 5.82). Hence, this hypothesis is partially confirmed, where there are statistically significant differences between the two departments regarding instrumentality and attitudes towards the target language, in addition to a tendency in the overall motivational level.
Table 4.4 Differences in the motivational and attitudinal orientations towards learning the target language

<table>
<thead>
<tr>
<th>Variable</th>
<th>Department</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>English</td>
<td>148</td>
<td>45.24</td>
<td>6.35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>43.23</td>
<td>5.47</td>
<td>-2.313</td>
<td>219</td>
<td>.022</td>
</tr>
<tr>
<td>Integrative</td>
<td>English</td>
<td>148</td>
<td>50.89</td>
<td>7.87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>49.96</td>
<td>6.58</td>
<td>-.874</td>
<td>219</td>
<td>.383</td>
</tr>
<tr>
<td>Motivation</td>
<td>English</td>
<td>148</td>
<td>96.14</td>
<td>13.14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>93.19</td>
<td>10.16</td>
<td>-1.833</td>
<td>179.93</td>
<td>.069</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
<td>148</td>
<td>44.16</td>
<td>6.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>44.53</td>
<td>5.77</td>
<td>.436</td>
<td>219</td>
<td>.663</td>
</tr>
<tr>
<td>Culture</td>
<td>English</td>
<td>148</td>
<td>34.53</td>
<td>5.82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>36.64</td>
<td>4.78</td>
<td>2.691</td>
<td>219</td>
<td>.008</td>
</tr>
<tr>
<td>Attitudes</td>
<td>English</td>
<td>148</td>
<td>78.68</td>
<td>10.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>73</td>
<td>81.18</td>
<td>9.12</td>
<td>1.687</td>
<td>219</td>
<td>.093</td>
</tr>
</tbody>
</table>
Figure 4.3 The interaction between the target languages and gender differences in terms of instrumentality

4.5 Gender Differences in Motivation and Attitudes towards Learning the Target Language

The fifth hypothesis predicted that there are significant differences between male and female students in terms of the motivational and attitudinal orientations. The results of the independent samples t-test as reported in (table 4.5.1) revealed that the mean score of female students in the English department on integrativeness (M = 51.79, SD = 7.21) is higher than their male counterparts (M = 48.00, SD = 9.22) with conditions; t (146) = -2.534, p = .012. This indicates that female students are more integratively motivated to learn English than male students, while there are no significant differences between female and male students regarding instrumentality. Additionally, female students have a higher level of motivation to learn English (M
= 97.36, SD = 12.41), conditions; t (146) = -2.065, P = .041, than the male students (M = 92.17, SD = 14.76). However, no significant differences were found in terms of attitudinal orientations between male and female students.

Table 4.5.1 Gender differences in motivation and attitudes towards learning English

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental</td>
<td>Male</td>
<td>35</td>
<td>44.17</td>
<td>6.21</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Female</td>
<td>113</td>
<td>45.58</td>
<td>6.39</td>
<td>-1.144</td>
<td>146</td>
<td>.255</td>
</tr>
<tr>
<td>Integrative</td>
<td>Male</td>
<td>35</td>
<td>48.00</td>
<td>9.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>113</td>
<td>51.79</td>
<td>7.21</td>
<td>-2.534</td>
<td>146</td>
<td>.012</td>
</tr>
<tr>
<td>Motivation</td>
<td>Male</td>
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<td>92.17</td>
<td>14.76</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>113</td>
<td>97.36</td>
<td>12.41</td>
<td>-2.065</td>
<td>146</td>
<td>.041</td>
</tr>
<tr>
<td>Language</td>
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<td>43.37</td>
<td>7.50</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>113</td>
<td>44.40</td>
<td>5.79</td>
<td>-.852</td>
<td>146</td>
<td>.396</td>
</tr>
<tr>
<td>Culture</td>
<td>Male</td>
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<td>34.77</td>
<td>6.78</td>
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<tr>
<td></td>
<td>Female</td>
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<td>5.52</td>
<td>.283</td>
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<td>.777</td>
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<td>Attitudes</td>
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<td>13.24</td>
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<td></td>
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<td>-.334</td>
<td>146</td>
<td>.739</td>
</tr>
</tbody>
</table>

On the other hand, the results of the independent samples t-test as shown in (table 4.5.2) did not demonstrate any statistically significant differences between male and female students regarding their motivation and attitudes towards learning German language. Hence, this hypothesis is partially confirmed, where gender differences on motivation and attitudes have been demonstrated in learning English; while there are no gender differences in terms of motivation and attitudes towards learning German.
Table 4.5.2 Gender differences in motivation and attitudes towards learning German

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Instrumental</td>
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<td>42.67</td>
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<td>5.59</td>
<td>-0.503</td>
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<tr>
<td>Integrative</td>
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<td>48.33</td>
<td>6.91</td>
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<td></td>
<td></td>
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<td>6.44</td>
<td>-1.212</td>
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<td>0.299</td>
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<tr>
<td>Motivation</td>
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<td>91.00</td>
<td>9.51</td>
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<td></td>
<td></td>
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<td>10.34</td>
<td>-1.056</td>
<td>71</td>
<td>0.295</td>
</tr>
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<td></td>
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<tr>
<td></td>
<td>Female</td>
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<td>1.007</td>
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<td></td>
</tr>
<tr>
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<td>0.804</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
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<td>80.71</td>
<td>9.68</td>
<td>0.766</td>
<td>71</td>
<td>0.446</td>
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</tbody>
</table>

4.6 Correlation between Students’ Perceived Achievement and Motivation to Learn the Target Language

The sixth hypothesis predicated a correlation between students’ overall motivation and attitudes towards learning English and German and their perceived and self-assessed achievement. The analysis of the Pearson Product-Moment Correlation as shown in (table 4.6.1.1), did not demonstrate any correlation between students’ motivation to learn English and their perceived language achievement \( r = -0.132, n = 148, p = 0.111 \). as can be seen in (table 4.6.1.2) there is also no correlation between students’ attitudes towards learning English and their perceived
achievement, but rather a negative correlation is indicated ($r = -.127$, $n = 148$, $p = .123$).

**Table 4.6.1.1 Correlation between students’ perceived achievement and motivation to learn English**

<table>
<thead>
<tr>
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<th>Motivation</th>
<th>Achievement</th>
</tr>
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<tr>
<td><strong>Motivation</strong></td>
<td>Pearson Correlation</td>
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</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.111</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>148</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
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<td></td>
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<td>N</td>
<td>148</td>
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**Table 4.6.1.2 Correlation between students’ perceived achievement and attitudes towards learning English**

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<th>Attitudes</th>
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<tr>
<td><strong>Attitudes</strong></td>
<td>Pearson Correlation</td>
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<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.123</td>
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<td><strong>Achievement</strong></td>
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Similarly, the results of Pearson Correlation Coefficient as charted in (table 4.6.2.1) indicated that students’ motivation to learn German and their perceived language achievement is not correlated (r = -.063, n = 73, p = .598). Additionally, as shown in (table 4.6.2.2) no correlation could be demonstrated between students’ attitudes towards learning German and their perceived and self-assessed language achievement (r = -.049, n = 73, p = .681).

Table 4.6.2.1 Correlation between students’ perceived achievement and motivation to learn German

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Table 4.6.2.2 Correlation between students’ perceived achievement and attitudes towards learning German

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Chapter V
Discussion, Conclusions and Implications

5.1 Interpretations of the Research Findings

The research findings of the empirical data, which have been reported in the previous chapter, are outlined and thoroughly discussed in this chapter. This study posed six main hypotheses for two departments of English and German alike, therefore further sub-hypotheses are generated according to each language group. Instead of considering each hypothesis separately, this study first examines the main hypotheses as a whole to give an overall picture of the research findings, and then the findings for each target language are compared, contrasted, and discussed in more details. The hypotheses have therefore been synthesized and regrouped into four main sections, according to the interrelationship between these hypotheses, by doing so the research findings will be interpreted in a more comprehensive and holistic manner, considering the mutual interaction and crossovers between the different variables of the study. As such, the first section discusses and interprets the findings related to students’ motivational and attitudinal orientation towards learning the target language; dealing with motivation and attitudes findings in one section seems to be logically justified, since that these two factors are interrelated and they are regarded as the main overall variables of this study. The second section deals with the research findings pertaining to the classical taxonomy of motivation into integrativeness and instrumentality, which is also one of the main assumptions of the socio-educational model and consequently of this study. The third section outlines and interprets the research findings related to the impact of gender differences in foreign language learning as represented in this study by English and German language. The fourth section examines the research findings related to the
interrelationship between students’ motivation and attitudes in relation to their perceived and self-assessed language achievement. Finally, based on the research findings; conclusions and implications have been provided, in order to pave the way for further studies and to enhance the process of foreign language learning in Sudan and in similar contexts as well.

5.1.1 Students’ Motivation and Attitudes towards the Target Language

This section presents the findings of the first and second hypothesis together, which related to the level of motivation and attitudes towards learning the target language, that is, German and English respectively. Motivation and attitudes are closely interrelated and as such they would be interpreted and discussed in one section. The first and second hypotheses predicated that Sudanese university students would be highly motivated to learn English and German and they would also have favorable attitudes towards learning English and German and consequently towards the English and German culture, respectively. These two hypotheses have been confirmed by the research findings, which indicate that Sudanese students are relatively highly motivated to learn English and also German, with the mean score of the students in the English department being slightly higher the mean score of the students in the German department. On the other hand, the mean score of the students in the German department was slightly higher than the mean score of the students in the English department regarding attitudes, which indicates that Sudanese students have more favorable attitudes towards German and consequently towards the German speaking community and culture than their counterparts in the English department. Nevertheless, students in both departments have considerably shown a higher level of motivation and positive attitudes towards the target language. The findings of this study regarding English is consistent with a previous Sudanese study
conducted by (Humaida, 2012) which indicated higher motivation scores among Sudanese students to learn English as a foreign language, and with Vaezi (2008) which indicated that Iranian students were very highly motivated and had positive attitudes towards learning English. Concerning the German language, the research findings were also further supported by another study conducted by the current researcher Ishag et al. (2015b) which investigated the motivation and attitudes of 117 Sudanese students learning German in Goethe institute in Khartoum, Sudan. The findings have demonstrated that those learners were highly motivated to learn German and had positive attitudes towards the German language and consequently towards the German culture.

This positive tendency among Sudanese students towards foreign languages in general and English especially, has also been identified by Mugaddam (2012b). The high level of motivational intensity and positive attitudes towards these two target languages might be better explained in the light of the research sample, which has been chiefly selected from the University of Khartoum, the oldest and most prestigious Sudanese university. Students at the university of Khartoum could generally be considered highly motivated, since that the entry and admission requirements are more rigorous than any other Sudanese universities, and as such attracts the best students in the country, based on their achievement in Sudan secondary school leaving certificate. Thus, the students at the university are anticipated to be highly motivated in generally and foreign languages learning is not an exception in this regards. Furthermore, in recent research, motivation has been closely investigated in relation to self-regulated learning as represented in the active role of the learners to regulate their learning process meta-cognitively and behaviorally, and as such those students are also anticipated to possess intellectual
abilities according to their previous learning experiences that might enable them to be self-regulated and in turn more motivated to pursue the learning process of the target language.

On the other hand, the favorable attitudes of Sudanese students towards the target languages as represented in English and German could also be attributed to their level of motivation, since the two constructs are closely interrelated, even at times are interchangeably conceptualized or not clearly distinguished, considering that integrative motivation as proposed by Gardner in his socio-educational model also encompasses positive orientations towards the target language community. Nevertheless, as Ager (2001) suggests that there is a hierarchy between motivation and attitudes. That is, motivation influences attitudes that affect language learning behavior. Similarly, Brown (1994) argues that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation. Thus, the high level of motivation and at the same time the positive attitudinal orientation towards the English and German language could be better understood, in the light of the mutual impact and correlation between motivation and attitudes.

Moreover, this level of motivation and attitudes among Sudanese students towards the target languages reflects the status of foreign languages in the Sudanese society in general, where a command of a foreign language has mostly been highly appreciated. In this respect, Mugaddam (2012b) postulates that the study of foreign languages in Sudanese universities attracts a considerable number of students. Departments of English, French, Chinese, German, and Russian are among the most popular departments in the Faculty of Arts, University of Khartoum. Having failed to find a chance in these departments, students go for other humanities such as history, geography, Islamic studies, and archeology. However, he further states that English,
Chinese, and German are seen by students as very important languages for their future life (Mugaddam, 2012b, p. 138). The importance of German language in Sudan has also been indicated by Ishag et al. (2015a), where students, engineers and doctors (medical practitioners) constituted the largest target groups for learning German in Goethe Institute in Khartoum, Sudan.

It has also been hypothesized that there would be statistically significant differences between the English language learners and German language learners regarding their motivation and attitudes. The results showed that Sudanese students are more instrumentally motivated to learn English than their counterparts to learn German. This indicates that instrumental orientations and utilitarian reasons to learn a foreign language are more predominant among the students of the English department than the German department; whereas there are no significant differences between the two departments in terms of integrativeness. The instrumental orientation among Sudanese students to learn English is consistent with the established literature and empirical research in this filed (e.g., Abdel-Hafez, 2012; Qashoa, 2006; Vaezi, 2008). The instrumentality in learning English has been claimed to be more predominant in foreign language context, due to the special status of English language as a global language and Lingua-franca, where the pragmatic and utilitarian instances seem to be rationalized in the case of English language. Thus, the instrumental motivation among Sudanese students could be contextualized within these research findings that have repeatedly reported that students most likely learn English as a foreign language for instrumental orientations. Mugaddam (2012b) has also implied an instrumental orientation among Sudanese students to learn English.
On the other hand, significant differences between the two departments regarding their attitudes towards the target language community were found. That is, statistically significant differences between the two groups in terms of their attitudes towards the target language community and culture were identified in favor of the German department. This demonstrates that the students in the German department have more favorable attitudes towards the German community and culture, than their counterparts in the department of English language. This result supports the first hypothesis, which found that the students of the German department seem to have relatively more positive attitudes towards German generally, which has been here again clearly demonstrated that students showed more interest in the German culture than their counterparts in the English department did. This could also be understood in line with the tendency of Sudanese students to learn English for instrumental reasons, while German seems to have different considerations among Sudanese than English, where German is still associated with a particular culture and community, and therefore such interest in the German speaking community and culture among Sudanese students might be particularly instigated to sustain learning the language.

5.1.2 Integrativeness vs. Instrumentality in Learning the Target Language

In this section the research findings regarding the distinction between integrative and instrumental motivation are thoroughly discussed and interpreted. It is worth mentioning that the results in this sections are presented for each department separately, that is, in the previous section the findings were related to the overall motivation and attitudes for both departments in contrast to each other, whereas this section examines whether instrumentality or integrativeness is more prominent among the students of the English department, and the German department separately.
The taxonomy and categorization of second/foreign language motivation into instrumental and motivation has long been established and dominated the research agenda in different educational contexts. Gardner and his associates have claimed that integrative motivation is the most important and predictable factor of excelling in a second language than the instrumental motivation. Integrative motivation reflects an interest in learning another language because of “a sincere and personal interest in the people and culture represented by the other language group” (Lambert, 1974). Instrumental motivation, on the other hand, emphasizes the importance of the functional and utilitarian reasons for learning the language, such as getting a better job or passing an entry exam. According to the literature which implies that instrumental motivation is prominent in foreign language settings; this study predicted that Sudanese students would be more instrumentally motivated to learn English and German, respectively. However, the research findings have proved the contrary, that is, the results demonstrated that Sudanese students are indeed both instrumentally and integratively motivated, but their integrative motivation seems to be slightly higher than their instrumental motivation to learn English and German. This results is unexpected at least for the case of English as a foreign language, where most of the studies in this field have reported instrumental orientation to learn English especially in foreign language settings, arguing that in a foreign language context, it is unlikely to be integratively oriented since there is no opportunity to interact with the target language community and in essence there is no identified community to integrate and assimilate with, especially in the case of English as a world language that is less likely to be associated with a particular culture and community nowadays. Nevertheless, this result has been supported by some studies, for example Alshaar (1997) found that Kuwaiti students’ integrative orientation is
significantly stronger than their instrumental motivation to learn English. Similarly, Zanghar (2012) reported that Libyan students were highly instrumentally and integratively motivated to study English as a foreign language, and their integrative motivation appeared to be a little bit higher than their instrumental motivation. The same results were also indicated among Thai students majoring in business English, where they tend to be slightly more integratively oriented (Degang, 2010). The results of the current research, which demonstrated that Sudanese students are slightly more integratively motivated to learn English, could be interpreted in terms of the socio-political circumstances of the country.

Although, Sudan is considered as an Anglophone country by definition, it is still yet not widely influenced by the English culture. English is actually the first foreign language in Sudan, and an obligatory subject from Grade 5, however the command of English language and its use among Sudanese is substantially much lower than other Anglophone countries in the continent. This is due to the fact that Sudan was the largest African country before the separation and the colony period was Anglo-Egyptian condominium, and as such the impact of colonization and consequently the spread of English language was quite limited. In addition, the Arabicization policy that replaced Arabic as a medium of instruction instead of English in Sudanese universities, might have led to the deterioration of the level of English language among Sudanese students. Moreover, Sudan in the last decade followed more local political discourse at the cost of openness towards the international community, especially the western world, where inland post-graduate studies were encouraged, and the exchange programs with overseas countries including English speaking countries like UK has been substantially reduced than ever before. In such conditions, it could not be difficult to associate this integrative orientation among
Sudanese students to learn English with pre-mentioned socio-political and historical considerations.

Regarding the German department, Sudanese students have also demonstrated an integrative motivation to learn German. This result has also been confirmed by the researcher in another empirical investigation conducted by Ishag et al. (2015b) where the results indicated that Sudanese students learning German in Goethe Institute in Sudan had more integrative motivation than instrumental motivation towards learning German. Integrativeness in learning German among Sudanese is more likely expected than learning English, since that German is still associated with a particular culture in contrast to the English language where there is an absence of a salient single English community to integrate and identify with in a globalized world. Furthermore, German is not offered at Sudanese schools and thus most of the students start learning it at later stages without any previous background, which might stimulate such integrative orientation and interest in the German language and consequently in the German speaking community and culture. The integrative orientation of Sudanese students towards the target foreign languages namely English and German is according to the literature was not expected; since there is no direct contact between the students and those target communities. Instrumental motivation would have been more appropriate in foreign language settings, and integrative motivation would rather be applicable in a second language learning environment; where there is an opportunity to interact with the target language community. However, given the above outlined socio-political conditions and language policy towards Arabicization in Sudan; the integrative orientation of Sudanese students to learn foreign languages could be conceptualized in terms of an imagined cosmopolitan community instead of an actual existing target language
community. The concept of imagined community which has been proposed by Kanno and Norton (2003) refers to groups of people, not tangible and accessible, with whom we connect through the power of imagination. They further indicate that imagined communities might have a stronger impact on learners’ current actions and investment than those in which they engage on a daily basis.

5.1.3 Gender Differences in Motivation and Attitudes towards Learning the Target Language

It has been predicated that there would be significant differences between male and female students in terms of their motivational and attitudinal orientations. The results revealed that the mean score of female students in the English department on integrativeness ($M = 51.79$, $SD = 7.21$) is significantly higher than their male counterparts ($M = 48.00$, $SD = 9.22$). This indicates that female students are more integratively motivated to learn English than male students, while there were no significant differences between female and male students regarding instrumentality. Additionally, female students have a significantly higher level of motivation to learn English ($M = 97.36$, $SD = 12.41$), than the male students ($M = 92.17$, $SD = 14.76$). However, no significant differences were found in terms of attitudinal orientations between male and female students. Concerning the German department, the results did not demonstrate any statistically significant differences between male and female students regarding their motivation and attitudes towards learning German. Hence, this hypothesis is partially confirmed, where gender differences on motivation and attitudes have been identified in learning English; while there are no gender differences in terms of motivation and attitudes towards learning German. Gender differences among Sudanese students regarding their level of motivation are in line with the most established literature and empirical studies on gender
differences in relation to second/foreign language learning. Generally speaking, female students are claimed to have significantly higher level of motivation and more positive attitudes toward the foreign language and language speaking community (e.g., Csizer & Dörnyei, 2005; Gardner & Lambert, 1972). This claim has been confirmed in a number of empirical investigations in the field of second language motivation. For example, Ellis (1994) found that female students have better attitudes towards second language acquisition compared to male students. Female students are found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature compared to male students. For instance, Williams et al. (2002) in their study stated that girls demonstrated a higher degree of motivation to learn foreign languages than did boys, irrespective of the language to be learnt. Shabaan (2000) also found that Lebanese female students were more motivated than their male counterparts to learn English. Moreover, Ishag (2009) found that female university students in Eastern Sudan had a higher level of achievement motivation than their male counterparts.

Regarding the result that Sudanese female students in this research were more integratively motivated to learn English than their male counterparts; is in line with another study conducted by Ishag et al. (2015b), where female Sudanese students demonstrated more positive attitudes towards learning German than their male counterparts did. This implies that female students learn the language for more than instrumental or utilitarian reasons, but rather they learn the language for their sincere interest in the target language and consequently the target language community and culture; which might also indicate integration and identification tendencies with the native language community. Nevertheless, integrativeness in foreign language
context should be differently reinterpreted than in its traditional sense as proposed by Gardner in a second language context, since there is no identified community to integrate with in the case of foreign language learning. In this respect, Dörnyei (2005) suggests that integrativeness is more related to some more basic identification process within the individual’s self concept, and as such could be better explained by students’ internal views of their future possible selves and ideal self-image.

5.1.4 Correlation between Students’ Perceived Achievement and Motivation to Learn the Target Language

Motivation and attitudes are considered as the most non-linguistic factors that might impact both the process and outcomes of second/foreign language learning. Accordingly, this study predicted that there would be a positive correlation between students’ motivation and attitudes, and their perceived and self-assessed achievement in the target language namely English and German. However, the hypothesis was not supported by the research findings; where the results showed that there was no significant correlation between students’ level of motivation and attitudes, and their self-assessed achievement in English and German respectively. Nevertheless, this result is in line with Zanghar (2015) who revealed that there was no relationship between the Libyan students’ motivation and their achievement in English language. Similarly, Abdel-Hafez (2012) reported that there was no significant correlation between the Jordanian students’ attitudes and motivation, and their level of achievement in the English courses. Regarding German language, Kuhlemeier et al. (1996) found that Dutch secondary school students with positive attitudes were more successful than students who had negative attitudes in the tests at the beginning of the year. However, the study also showed that Dutch students with positive attitudes
towards German language did not demonstrate higher achievement level at the end of the year in the German course.

Motivation and attitudes are potential variables, which could predict the level of attainment and proficiency in the foreign language under certain circumstances; however, there is a cluster of various factors that might all contribute to the outcomes of foreign language learning. Other factors that are related to the immediate classroom settings such as learning materials, teaching methods, nature of student-teacher interaction, along with the students’ individual characteristics such as learning strategies, would probably play a significant role in the level of achievement in the foreign language. Thus, motivation and attitudes as any other psychological variables are indeed essential and preconditions for excelling in a foreign language, given that other related contributing factors are also optimally enhanced. The lack of correlation in this study would rather be due to the limitation regarding the method of self-assessment, where students have personally judged their level of achievement in the target language, because it was not feasible to get the records of the individual participants directly for a number of reasons and for ethical considerations where the investigation has been anonymously conducted. Additionally, the accumulated grade of the participants do not only indicate their level of achievement in the target language alone but also their academic achievement in general, since there many other subjects that are taught as requirements at Sudanese universities, which might not always be related to the field of the study; this would in turn probably affect the result, because the achievement in the foreign language also encompasses the overall academic achievement in other subjects as well.
5.2 Conclusions

This study sought to investigate motivation and attitudes of Sudanese undergraduate students towards learning English and German as foreign languages. More specifically, it aimed at exploring whether Sudanese students would be more integratively or instrumentally motivated to learn English and German respectively, and to determine if there would be any significant differences between the learners of the two target languages, given that English is usually differently conceptualized due to its unique status than other foreign languages. Additionally, gender differences in foreign language learning among Sudanese students, and the impact of motivational and attitudinal variables on the outcomes of learning the target language were examined. This study is based on the framework of the socio-educational model which has been proposed by Gardner (1985). It has long been established that motivation and attitudes as psychological variables play a substantial role in second/foreign language acquisition. The role of integrative motivation has been mostly stressed over instrumental motivation in predicting the level of proficiency and success in learning a second/foreign language. However, current research challenged Gardner’ assumption of integrativeness, highlighting that integrativeness is not applicable in foreign language learning settings, arguing that there is no direct contact with the target language community, as this was the case in the original research in the Canadian English/French bilingual context. This has led to reinterpretation and reconceptualization of integrativeness to suit foreign language learning environment, in terms of international posture, imagined L2 community, bicultural identity and idealized L2 self-image (see e.g., Yashima, 2002; Dörnyei, 2005; Csizer & Dörnyei, 2005; Lamb, 2004, 2007).
The results of the empirical investigation demonstrated that Sudanese students were highly motivated and had positive favorable attitudes towards learning English and German, however, the students of English were slightly more motivated than their counterparts of the department of German; whereas the students in the German department showed slightly more positive attitudes towards German language than the students of the English department did. In line with the established literature in the field, the results showed that Sudanese students were more instrumentally motivated to learn English in comparison to German. On the other hand, the students in the German department had more positive attitudes towards the German community and culture in contrast with the students of the English department. Regarding the typologies of motivation, students in both departments were instrumentally and integratively motivated to learn the target language; nevertheless, contrary to expectation at least for the case of English language, students in both departments were slightly more integratively oriented towards English and German, respectively. Gender differences have also been identified in the department of English only; where female students had a higher level of motivation and were rather integratively motivated to learn English than their male counterparts. Finally, the study could not demonstrate any correlation between students’ level of motivation and attitudes, and their achievement in the target language.
5.3 Implications

Based on the research findings and limitations identified in this study, a number of theoretical and practical implications have been suggested; in order to enhance foreign languages education in Sudan and consequently in similar contexts, and to pave the way for further empirical investigations.

First of all, although Sudanese students were slightly more integratively motivated; both instrumental and integrative motivation played an equal role in learning the target language, which indicates that instrumentality and integrativeness are rather complementary than contradictory. Thus, the dichotomization of Gardner’s socio-educational model of integrativeness vs. instrumentally over-simplifies the complex nature of L2 motivation. In this respect other researchers have empathized the equal role of instrumental and integrative motivation in the light of empirical investigations in similar context to the current study (e.g., Al-Quyadi, 2000; Alzubeiry, 2012). Therefore, it is important to shift the focus to the strength of motivation and motivational intensity, instead of the traditional taxonomy of instrumental vs. Integrative motivation. Additionally, the conceptualization of the self-determination theory of intrinsic and extrinsic needs to be further investigated, given that it is more applicable irrespective of the distinction between foreign and second language context. Accordingly, self-regulated learning as implied by self-determination theory is another potential factor that is closely related to motivation, which also deserves further investigation within SLLM.

Second, psychological variables may play a considerable role in shaping students’ attitudes and motivation. For instance, it has been discussed that integrative motivation seems to be inappropriate in foreign language learning context, because there is an absence of the target language community. Nevertheless, current agenda
and research reinterpreted the notion of integrativeness in terms of an imagined cosmopolitan community, in which learners attempt to integrate and identify themselves with; or as Dörnyei (2005) suggests an idealized self-image that students envisage becoming competent L2 speakers, by taking the native speakers as an idealized model. This conceptualization would certainly have pedagogical implications in learning a foreign language, even if there is no opportunity to interact directly with the target language community; thus it is essential that teachers promote positive image of the target language community among their students, and consequently students would have an optimal idealized self-image. In this context, Dörnyei (ibid) argues that it is difficult to envisage that one can develop a potent ideal self-speaking self while at the same time despising the people who speak the L2 in question.

Third, an identified limitation in this study is the method of self-assessment used to evaluate students’ achievements, which seems to be inappropriate to be taken as an indicator of language achievement. Additionally, another limitation is due to the sample distribution in terms of department and gender, where the sample of the German department was smaller than the English department, in addition to that female participants considerably outnumbered the size of the male participants, this could not be influenced by the current research, since this was the case for the whole target population in the university of Khartoum at the time of carrying out the research. Thus, these limitations should be considered while interpreting and generalizing the findings of this study.

Fourth, though a quantitative approach has mostly been used in SLLM; a mixed method that incorporates both quantitative and qualitative methods is recommended, in order to gain a comprehensive and more in-depth understanding of the
multifaceted and complex nature of students’ motivation and attitudes in relation to second/foreign language in Sudan.

Fifth, the findings of this research contribute to the development of language education policy in Sudan and further substantiate SLLM research. This study is also anticipated to enrich the interdisciplinary research in Sudan, where it has investigated and compared both English and German as foreign languages in Sudan at the same time, while other studies have mostly focused on English, therefore there is a lack of research on German and other foreign languages apart from English. Furthermore, according to the findings of this research which have also been supported by a previous investigation by Ishag et al. (2015b) demonstrating that Sudanese students in both studies were integratively motivated to learn German and had positive attitudes towards the German speaking community; may draw the attention to the role of the German language in Sudan, which needs to be further enhanced in the light of empirical investigation. In addition, the conceptualization of this study deserves to be replicated by investigating other foreign languages in Sudan like French, Russian, and Chinese in particular, which has in the last years attracted a lot of students and is one of the largest department for a foreign language in Sudan.

Seventh, based on the literature about the role of age and critical period hypothesis in second language acquisition, foreign language education should be introduced in earlier stages in the Sudanese school educational system, and not only at the university-level education, in order to gain more outcomes from learning a foreign language at a younger age.
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Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.


Appendix A

Summary of the Thesis

**Keywords:** motivation, Instrumental motivation, integrativeness, attitudes, second language acquisition

1. Research Background

Motivation and attitudes have long been considered as influential psychological constructs in explaining both the process and outcome of second/foreign language learning (e.g., Gardner, 1985; Kleppin, 2001; Dörnyei, 2003; Riemer, 2001; Al-Busairi, 1990). Traditionally, language learning motivation has been categorized into two broad types: integrative motivation – the desire to integrate oneself with the target culture; and instrumental motivation – the desire to learn a language in order to meet a specific language requirement such as getting a better job. In the socio-educational model as proposed by Gardner (1985); the role and importance of integrative motivation has been emphasized over instrumental motivation in predicting the level of achievement and proficiency in learning a second language. However, this conceptualization has been criticized especially in the case of English as a global language, arguing that in a foreign language learning context there is an absence of an identified community to assimilate and integrate with, and accordingly the concept of integrativeness in its traditional sense seems to be inappropriate in a foreign language learning environment, which is quite different than learning a second language like the Canadian French/English bilingual context, in which the second language learning motivation has been originally initiated.
On the other hand, students’ attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success in learning a language (Candlin & Mercer, 2001). Attitudes and motivation are closely related and have mutual impact on each other, in this regards, Brown (1994) states that it seems clear that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation, and in all likelihood, because of decreased input and interaction, to unsuccessful attainment of proficiency.

The level of achieved proficiency and competence in a second/foreign language is widely attributed to individual differences among the learners. Gender is also considered as one of the potential explanations for differences in the level of proficiency and success in learning a second/foreign language. Generally, female students are claimed to have significantly higher level of motivation and more positive attitudes toward the foreign language and language speaking community (e.g., Csizer & Dörnyei, 2005; Gardner & Lambert, 1972). This claim has been confirmed in a number of empirical investigations in the field of second/foreign language motivation. This study sought to investigate the level of motivation and attitudes among Sudanese undergraduate students towards learning English and German, and to explore if there are any significant differences between the two language departments in terms of attitudes and motivation, and whether instrumental or integrative motivation is more predominant among the participants. In addition, it aimed at examining the relationship between students’ motivation and attitudes towards the target language, and their perceived and self-rated achievement. Since, most of the Sudanese studies on second/foreign language learning is mostly related to English; this study is of a significant contribution to the field by investigating not
only English but also German which is under-researched in Sudan, and hence it is anticipated to bridge the gap of such kind of studies in Sudan and pave the way for further empirical investigations.

2. Research Hypotheses

This study consists of six main hypotheses in comparing the two departments with each other and further sub-hypotheses considering each department separately. The hypotheses have been initially operationalized and formulated in the following testable phrases:

1. Sudanese university students are relatively highly motivated in learning English and German.
2. Sudanese students have relatively positive attitudes toward learning English and German, and consequently towards the English and German culture.
3. Sudanese students are instrumentally motivated in learning English and German.
4. There are statistically significant differences between the English language learners and German language learners regarding their motivation and attitudes.
5. Sudanese students statistically differ in their motivation and attitudes toward learning English and German according to gender.
6. There is statistically significant correlation between students’ motivation and attitudes toward learning English and German, and their overall academic performance.

3. Methodology of Investigation

The sample of this study composed of 221 Sudanese undergraduate students studying English and German in the Faculty of Arts, University of Khartoum. 148 participants out of 273 were drawn from the Department of English language, and 73
students out of 79 from the Department of German language have participated in the survey, which is a highly representative sample concerning the total available population, especially in the department of German language. The sample size of the German department was considerably smaller than the sample size drawn from the English department, and this was due to the actual smaller number of students majoring in German language.

The instrument used in this research was mainly based on the Attitude/Motivation Test Battery (AMTB) as well as on relevant existing studies and scales. The items have initially been formulated in their original version in English and slightly modified when necessary to match the Sudanese context. The instrument of investigation comprised two scales; first, the motivation scale with further two sub-scales to measure instrumentality and integrativeness respectively; the second scale of attitudes also comprised two sub-scales for measuring attitudes towards the language and attitudes towards the target language community and culture. The scales were translated and administered in their final versions in Arabic, to ensure equal understandability among all participants.

4. Research Findings

The results of the empirical investigation demonstrated that Sudanese students were highly motivated and had positive favorable attitudes towards learning English and German, however, students in the English language department were slightly more motivated than their counterparts in the department of German; whereas the students in the German department showed more positive attitudes towards German language learning than the students of the English department did. In line with the established literature in the field, the results showed that Sudanese students were significantly more instrumentally motivated to learn English in comparison to
German. On the other hand, the students in the German department had more positive attitudes towards the German community and culture in comparison to the students of the English department. Regarding the typologies of motivation, students in both departments were instrumentally and integratively motivated to learn the target language; though contrary to expectation at least for the case of English language, students in both departments were significantly slightly more integratively oriented towards English and German, respectively. Gender differences have also been identified in the department of English only; where female students had significantly higher level of motivation and were rather integratively motivated to learn English than their male counterparts. Finally, the study could not demonstrate any significant correlation between students’ level of motivation and attitudes, and their achievement in the target language.

5. Conclusion

The study concluded that both instrumental and integrative motivation can have equal impact on the process and outcomes of second/foreign language learning. Thus, the strength and intensity of motivation still remains understudied due to the overwhelming concern with dichotomizing motivation into instrumental and integrative. Additionally, integrativeness should be reconceptualized and reinterpreted to suit the context of foreign language learning situation. Due to the dissatisfaction with the conceptualization of integrativeness; alternative concepts have been proposed such as imagined community and idealized self-image as suggested by Dörnyei (2005) in his L2 self system, in which students envisage to be competent L2 speakers like the target native speakers; hence, these alternative concepts seem to be more relevant in learning a foreign language than the traditional concept of integrativeness. Based on the research findings, conclusions have been
drawn and a number of theoretical and practical implications have been made. The study contributes to the existing literature on foreign language learning in Sudan and paves the way for further empirical studies on other foreign languages as well utilizing mixed research methods and interdisciplinary approaches, in order to tackle the complex and dynamic nature of second language learning motivation.
Appendix B

Zusammenfassung

Motivation und Einstellungen gegenüber Englisch und Deutsch im Sudan

Stichwörter: Motivation, instrumentelle Motivation, integrative Motivation, Einstellungen, Zweitsprachenerwerb

Einführung in die Thematik

liegt darin, dass die Untersuchungen von Gardner ursprünglich in der Kanadischen, bilingualen, Französisch-Englischen Gesellschaft durchgeführt wurden und damit einen anderen Kontext betreffen als im Falle des normalen Erlernens einer Fremdsprache. Somit scheint das Konzept von integrativer Motivation im traditionellen Sinne beim Fremdsprachenerwerbsprozess weniger relevant zu sein, weil es in diesem Fall keine definierte Zielsprachengemeinschaft gibt, mit der man sich identifizieren und integrieren kann.


**Forschungshypothesen**

Diese Studie prüft sechs Haupthypothesen über die beiden Abteilungen sowie Subhypothesen für die jeweiligen Abteilungen, wobei Englisch- und Deutschstudierende miteinander verglichen und in einer zusammenhängenden Art und Weise betrachtet wurden. Die Hypothesen wurden wie folgt operationalisiert und formuliert:

1. Sudanesische Studierende sind relativ hoch motiviert beim Englisch- und Deutschlernen.

2. Sudanesische Studierende haben relativ positive Einstellungen gegenüber Englisch und Deutsch und folglich gegenüber der englischen und deutschen Sprachgemeinschaft und Kultur.

4. Es gibt statistische signifikante Unterschiede zwischen den Englisch- und Deutschstudierenden bezüglich ihrer Motivation und Einstellungen.
5. Es gibt signifikante geschlechtsspezifische Unterschiede bezüglich Motivation und Einstellungen gegenüber Englisch und Deutsch.

Methodisches Vorgehen


vorgegeben. Die Antwortalternativen sind wie folgt berechnet: Stimme stark zu (5 Punkte); stimme zu (4 Punkte); unentschieden (3 Punkte); stimme nicht zu (2 Punkte); und stimme stark nicht zu (1 Punkt), jedoch sind die negativen Items umgekehrt codiert. Die Fragebögen wurden in ihrer endgültigen Version im Arabischen eingesetzt, um so möglichst gleiche Verständlichkeit für alle Probanden zu gewährleisten.

**Forschungsergebnisse**


Darüber hinaus gab es signifikante Unterschiede zwischen den Germanistik- und Anglistikstudierenden bezüglich ihrer Einstellungen gegenüber der Zielsprachengemeinschaft zugunsten der Germanistikstudierenden. Was die Arten der Motivation betrifft, waren die Studierenden in beiden Abteilungen sowohl integrativ als auch instrumentell motiviert gegenüber der Zielsprache. Jedoch war der Durchschnittswert der integrativen Motivation höher als der der instrumentellen Motivation. Somit sind beide Stichproben eher integrativ motiviert gegenüber beider Sprachen, was unerwartet war vor allem im Falle des Englischen als Weltsprache, die eher mit instrumentellen Zwecken und Nützlichkeit verbunden wird. Signifikante
geschlechtsspezifische Unterschiede wurden nur unter den Englischstudierenden nachgewiesen, wobei die weiblichen Studierenden einen deutlich höheren Motivationsgrad besassen und eher integrativ motiviert waren.

**Schlussfolgerungen**

Anhand der empirischen Befunde dieser Untersuchung kann man davon ausgehen, dass sowohl instrumentelle als auch integrative Motivation (beide gleichgewichtig) sich auf das Erlernen einer Fremdsprache auswirken. Dementsprechend ist die Rolle der Intensität und Stärke der Motivation beim Fremdsprachenlernen noch nicht oft erforscht worden, was als Folge der Beschäftigung mit der Polarisierung zwischen instrumenteller und integrativer Motivation zu sehen ist. Das Konzept der integrativen Motivation sollte erweitert und reininterpretiert werden, um in den Kontext des Fremdsprachenlernens zu passen. Solche neuen Konzepte wie imaginäre Sprachgemeinschaft oder ideelles Selbstbild, entwickelt von Dörnyei (2005), sind von Relevanz für das Fremdsprachenlernen, wobei die Studierenden anstreben in der Fremdsprache so kompetent wie ein Muttersprachler zu werden und sich nicht zwangsläufig in die Zielsprachengemeinschaft zu integrieren. Es wurden einige Einschränkungen bezüglich der Forschungsmethodik formuliert. Diese Studie und die daraus resultierenden Ergebnisse können von einer großen Bedeutung sein für die Fremdsprachendidaktik im Allgemeinen und für die englische und deutsche Sprache im Sudan ins Besondere. Auf dieser Basis wurden Schlussfolgerungen für zukunftssorientierte Untersuchungen zum Fremdsprachenlernen im Sudan abgeleitet.
**Appendix C**

**English Version of the Items of the Motivation Scale**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am learning English in order to be able to communicate with other people when I travel abroad.</td>
</tr>
<tr>
<td>2</td>
<td>I am learning English because I am interested in the English language and the English culture.</td>
</tr>
<tr>
<td>3</td>
<td>For better understanding of English-speaking countries.</td>
</tr>
<tr>
<td>4</td>
<td>I want to understand English arts, literatures and history.</td>
</tr>
<tr>
<td>5</td>
<td>I am learning English because I would like to go and live in America, Australia, Britain or another English-speaking country.</td>
</tr>
<tr>
<td>6</td>
<td>To integrate with the western culture.</td>
</tr>
<tr>
<td>7</td>
<td>For assimilation into English-speaking societies.</td>
</tr>
<tr>
<td>8</td>
<td>Studying English is important because it will be useful in getting a good job.</td>
</tr>
<tr>
<td>9</td>
<td>To work overseas.</td>
</tr>
<tr>
<td>10</td>
<td>Studying English is important because I will need it for my career.</td>
</tr>
<tr>
<td>11</td>
<td>I want to get good grade.</td>
</tr>
<tr>
<td>12</td>
<td>I am learning English because it will enable me to watch English speaking movies and programs on satellite TV.</td>
</tr>
<tr>
<td>13</td>
<td>I mainly focus on using English for class assignments and the exams.</td>
</tr>
<tr>
<td>14</td>
<td>I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.</td>
</tr>
<tr>
<td>15</td>
<td>Being proficient in English can lead to more success and achievements in life.</td>
</tr>
<tr>
<td>16</td>
<td>Being proficient in English makes other people respect me.</td>
</tr>
<tr>
<td>17</td>
<td>An educated person is supposed to be able to speak English.</td>
</tr>
<tr>
<td>18</td>
<td>Studying English enables me to understand English books, movies, pop music etc.</td>
</tr>
<tr>
<td>19</td>
<td>Studying English enables me to better understand and appreciate the ways</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20</td>
<td>Studying English helps me to be an open-minded, and sociable person like English-speaking people.</td>
</tr>
<tr>
<td>21</td>
<td>Studying English enables me to be able to keep in touch with foreign acquaintances.</td>
</tr>
<tr>
<td>22</td>
<td>I am determined to study English as best as I can to achieve maximum proficiency.</td>
</tr>
<tr>
<td>23</td>
<td>Studying English is important because I will be able to interact more easily with speakers of English.</td>
</tr>
<tr>
<td>24</td>
<td>I want to search for English information on the internet.</td>
</tr>
<tr>
<td>25</td>
<td>To enjoy foreign culture</td>
</tr>
</tbody>
</table>
Appendix D

English Version of the Items of the Attitudes Scale

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel proud when I speak in English</td>
</tr>
<tr>
<td>2</td>
<td>I spend most of my time in the library to follow up every new development in English</td>
</tr>
<tr>
<td>3</td>
<td>I encourage my colleagues to study English</td>
</tr>
<tr>
<td>4</td>
<td>I feel bored when studying English materials</td>
</tr>
<tr>
<td>5</td>
<td>I feel the specialization in English is more interesting than any other field</td>
</tr>
<tr>
<td>6</td>
<td>Studying English is a waste of time</td>
</tr>
<tr>
<td>7</td>
<td>I prefer the English language to the Arabic language.</td>
</tr>
<tr>
<td>8</td>
<td>English is more useful than Arabic.</td>
</tr>
<tr>
<td>9</td>
<td>I feel embarrassed to speak English in front of other students.</td>
</tr>
<tr>
<td>10</td>
<td>I plan to make sure that my children learn English well.</td>
</tr>
<tr>
<td>11</td>
<td>Studying English should start as early as the first grade in schools.</td>
</tr>
<tr>
<td>12</td>
<td>English is a difficult language to learn.</td>
</tr>
<tr>
<td>13</td>
<td>I like listening to music and seeing films in English.</td>
</tr>
<tr>
<td>14</td>
<td>I really work hard to learn English.</td>
</tr>
<tr>
<td>15</td>
<td>Most native English speakers are so friendly and easy to get along with; we are fortunate to have them as friends.</td>
</tr>
<tr>
<td>16</td>
<td>I wish I could have many native English-speaking friends.</td>
</tr>
<tr>
<td>17</td>
<td>I would like to know more native English speakers.</td>
</tr>
<tr>
<td>18</td>
<td>Native English speakers are very sociable and kind.</td>
</tr>
<tr>
<td>19</td>
<td>Native English speakers have much to be proud about because they have given the world much of value.</td>
</tr>
<tr>
<td>20</td>
<td>You can always trust native English speakers.</td>
</tr>
<tr>
<td>21</td>
<td>If Sudan had no contact with English-speaking countries, it would be a great loss.</td>
</tr>
<tr>
<td>22</td>
<td>The more I get to know native English speakers, the more I like them.</td>
</tr>
<tr>
<td>23</td>
<td>I like the English culture.</td>
</tr>
<tr>
<td>24</td>
<td>I should learn English without paying attention to the cultures of English-speaking countries.</td>
</tr>
</tbody>
</table>
Appendix E
Final Version of the Motivation Scale in Arabic

اخى الطالب/ السلام عليكم ورحمة الله
بين يديك استبانة تهدف الى معرفة دوافع واتجاهات الطلاب نحو تعلم اللغة الألمانية. وعليه يأمل الباحث
تعاونكم باكمال البيانات المطلوبة بدقة دون ذكر الاسم. علمًا بأن النتائج التي سيتم التوصل إليها ستستخدم
لأغراض البحث العلمي ليس الا.

مع خالص الشكر والتقدير
أولا: البيانات الديموغرافية:
النوع: ذكر (   ) أنثى (   )
المستوى الدراسي: السنة الأولى (   ) السنة الثانية (   ) السنة الرابعة (   ) السنة الخامسة (   )
التحصيل الأكاديمي: ممتاز (   ) جيد جدا (   ) جيد (   ) مقبول (   )
التخصص الرئيسي: ..................
التخصص الفرعي: ..................

ثانيا: أسئلة عامة:
1. الى أي مدى انت راض عن التحاقك بقسم اللغة الألمانية؟ (أ) راضي تماما (ب) راضي (ج) لا ادري (د) غير راضي (ه) غير راضي بتاتا
2. لماذا التحقت بقسم اللغة الألمانية؟ (أ) لرغبتى الشخصية (ب) لرغبة الاهل (ج) بسبب درجات القبول (د) للمكانة الاجتماعية
(ه) لسبب آخر, فضلا اذكره: ..................................................
3. ما اللغات التي تجيدها
4. ما اللغات التي ترغب في تعلمها
5. الى أي مدى ترى أن تعلم اللغة الألمانية صعب بالنسبة لك؟ (أ) صعبة جدا (ب) صعبة (ج) متوسطة الصعوبة (د) سهلة جدا
6. ما هو الجانب الأكثر صعوبة بالنسبة لك في اللغة الألمانية؟ (أ) قواعد اللغة (ب) النطق (ج) الكتابة (د) الاستماع
7. منى بدأت تعلم اللغة الألمانية؟ (أ) في المرحلة الابتدائية (ب) في المرحلة الثانوية (ج) في المرحلة الجامعية
8. إذا اسندل الأمر ما اللغة التي تفضل أن تكون لغة التدريس بالجامعات السودانية؟ (أ) اللغة العربية (ب) اللغة الألمانية (ج) اللغة الإنجليزية (د) لغة أخرى, اذكرها: ..................
9. لذي الرغبة بعد التخرج في مواصلة الدراسات العليا (أ) في مجال اللغة الألمانية (ب) في مجال آخر (ج) لا ارغب في الدراسات العليا (د) لا
10. هل تمنيت لو انك تخصصت في مجال اخر غير اللغة الألمانية؟ (أ) نعم (ب) لا (ج) لا ادري

اخي الطالب/ السلام عليكم ورحمة الله
<table>
<thead>
<tr>
<th>العبارة</th>
<th>العلامة</th>
</tr>
</thead>
<tbody>
<tr>
<td>اتعلم اللغة الألمانية للتواصل مع الآخرين عندما اتفرج إلى الخارج</td>
<td>1</td>
</tr>
<tr>
<td>اتعلم الألمانية لغزفي في اللغة والثقافة الألمانية</td>
<td>2</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية مهمة للحصول على وظيفة بيئة</td>
<td>3</td>
</tr>
<tr>
<td>اتعلم الألمانية لأنني أود أن أعيش في ألمانيا، النمسا أو سويسرا أو أي بلد آخر ناطق بالألمانية</td>
<td>4</td>
</tr>
<tr>
<td>أريد أن ابحث عن معلومات باللغة الألمانية على شبكة الإنترنت</td>
<td>5</td>
</tr>
<tr>
<td>أريد أن أفهم اللغة الألمانية والآداب والتاريخ الألماني</td>
<td>6</td>
</tr>
<tr>
<td>ادرس اللغة الألمانية للعمل في الخارج</td>
<td>7</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية تساعدني على التواصل مع أصحاب الأجانب</td>
<td>8</td>
</tr>
<tr>
<td>أركز في استثماري للغة الألمانية بشكل أساسي على الواجبات الدراسية والامتحانات</td>
<td>9</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية تمكنني من فهم الكتب والافلام والموسيقى الألمانية... الخ</td>
<td>10</td>
</tr>
<tr>
<td>ادرس اللغة الألمانية للحصول على درجات جيدة</td>
<td>11</td>
</tr>
<tr>
<td>للاندماج مع الثقافة الغربية</td>
<td>12</td>
</tr>
<tr>
<td>اهتم بقراءة الكتب الألمانية في نطاق تخصصي الدراسي. ولا اطلع على نصوص ألمانية أخرى مثل الجرائد والموسيقى</td>
<td>13</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية تمكنني من فهم وتغذي احترمت الحياة لدى المجتمعات الناطقة باللغة الألمانية</td>
<td>14</td>
</tr>
<tr>
<td>اجاده اللغة الألمانية تجعل الآخرين يحبونني</td>
<td>15</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية تجعلني شخصا واسع الأفق واجتماعي ومحبوب مثل شعبنا الألماني</td>
<td>16</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية امر مهم لأنني سوف احتاجها لمسيرتي العملية</td>
<td>17</td>
</tr>
<tr>
<td>اهدى أفهم البلدان الناطقة بالألمانية بشكل أفضل</td>
<td>18</td>
</tr>
<tr>
<td>ادرس اللغة الألمانية للتمكن من مشاهدة الأفلام والبرامج الألمانية على القنوات الفضائية</td>
<td>19</td>
</tr>
<tr>
<td>للاندماج في المجتمعات الناطقة باللغة الألمانية</td>
<td>20</td>
</tr>
<tr>
<td>اجاده اللغة الألمانية تقدم إلى المزيد من النجاح والنجاح</td>
<td>21</td>
</tr>
<tr>
<td>دراسة اللغة الألمانية أمر مهم لمساعدتي في التفاعل مع المتحدثين باللغة الألمانية</td>
<td>22</td>
</tr>
<tr>
<td>يفترض في الشخص المتعلم أن يجد التحدث باللغة الألمانية</td>
<td>23</td>
</tr>
<tr>
<td>اني مصمم على دراسة اللغة الألمانية لتحقيق أقصى الفوائد ممكنة</td>
<td>24</td>
</tr>
<tr>
<td>للاستمتاع بالثقافة الألمانية</td>
<td>25</td>
</tr>
<tr>
<td>الرقم</td>
<td>العبارة</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>اشعر بالفخر عندما اتحدث باللغة الألمانية</td>
</tr>
<tr>
<td>2</td>
<td>وددت لو اتمنى اعرف عدد كبير من متحدثي اللغة الألمانية الأصليين</td>
</tr>
<tr>
<td>3</td>
<td>اقصي معظم وقتي في المكتبة لمتابعة كل تطور جديد في اللغة الألمانية</td>
</tr>
<tr>
<td>4</td>
<td>الشعب الألماني شعب اجتماعي ولطيف</td>
</tr>
<tr>
<td>5</td>
<td>أفضل اللغة الألمانية على اللغة العربية</td>
</tr>
<tr>
<td>6</td>
<td>اود التعرف على أفراد من الألمان</td>
</tr>
<tr>
<td>7</td>
<td>اشعر بالملل عند دراسة مواد اللغة الألمانية</td>
</tr>
<tr>
<td>8</td>
<td>ستكون خسارة كبيرة لو أن السودان ليس لديه تواصل مع الدول الناطقة بالألمانية</td>
</tr>
<tr>
<td>9</td>
<td>ارى ان التخصص في مجال اللغة الألمانية أكثر متعة من التخصصات الأخرى</td>
</tr>
<tr>
<td>10</td>
<td>يمكن الوثوق دائما بالناطقين بالألمانية</td>
</tr>
<tr>
<td>11</td>
<td>اشجع زملائي على دراسة اللغة الألمانية</td>
</tr>
<tr>
<td>12</td>
<td>كلما اتعرف أكثر على المتحدثين بالألمانية يزداد حبي لهم</td>
</tr>
<tr>
<td>13</td>
<td>اللغة الألمانية أكثر فائدة من اللغة العربية</td>
</tr>
<tr>
<td>14</td>
<td>الشعب الألماني لديه الكثير لما يتباهى به لإسهاماته عالميا</td>
</tr>
<tr>
<td>15</td>
<td>اشعر بالحرج من التحدث باللغة الألمانية أمام الطلاب الآخرين</td>
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<tr>
<td>16</td>
<td>احب الثقافة الألمانية</td>
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<tr>
<td>17</td>
<td>دراسة اللغة الألمانية ممتعة للوقت</td>
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<tr>
<td>18</td>
<td>ينبغي أن تعلم اللغة الألمانية دون إيلاء أي اهتمام لثقافة البلدان الناطقة بها</td>
</tr>
<tr>
<td>19</td>
<td>ينبغي أن تبدأ دراسة اللغة الألمانية مبكرًا منذ الصف الأول الابتدائي</td>
</tr>
<tr>
<td>20</td>
<td>معظم المتحدثين باللغة الألمانية مسلمون ويسهل التعامل معهم</td>
</tr>
<tr>
<td>21</td>
<td>احب الاستماع إلى الموسيقى والأفلام باللغة الألمانية</td>
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<td>رقم</td>
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<td>22</td>
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<tr>
<td>اللغة الألمانية صعبة التعلم</td>
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<td>23</td>
<td></td>
</tr>
<tr>
<td>ابذل كل جهدي لتعلم اللغة الألمانية</td>
<td></td>
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<td>24</td>
<td></td>
</tr>
<tr>
<td>اخطط من أجل أن يمكن أبنائي في المستقبل من تعلم اللغة الألمانية بشكل جيد</td>
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</tr>
</tbody>
</table>
Curriculum Vitae

Areas of Interest

English Language Teaching (ELT), Applied Linguistics, Second Language Acquisition, Psycholinguistics

Educational Background

B.A. (Honors) in English Language (Major) & Counseling Psychology (Minor) – University of Khartoum, 2006.


M.Ed. in Educational Psychology (by Thesis) – Sudan University of Science & Technology, 2009.

M.A. in English Language Teaching (Applied Linguistics) – University of Khartoum, 2011.

Work Experience


August 2007 – October 2009 Teaching Assistant, Faculty of Education – International University of Africa.

October 2009 Up-to-date Lecturer, Faculty of Education – International University of Africa, Sudan.
Publications


Conference Presentations


Ich versichere, dass ich die vorgelegte Arbeit selbstständig und ohne fremde Hilfe verfasst und keine anderen als die angegebenen Quellen verwendet habe. Die entnommenen Passagen aus den benutzten Quellen sind als solche kenntlich gemacht worden.


Adil Ishag