The Relationship between students' motivation, attitude and motivational intensity toward English Learning

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Abstract:

Motivation is one of the key factors that influences the rate and success of second/foreign language (L2) learning. Various studies conducted on the areas of attitudes and motivation focus on identifying the students' attitudes toward learning L2 and the kind of motivation they have for learning it. The majority of these studies analyses students' perceptions of English language as L2. They provide a base for discussion   of the results obtained from the present study. In this study the authors analyzed correlation between students' attitude and motivational intensity towards language learning to gain an insight into the learning   of English language of students with different background and in different levels of their studies. The findings of the study show that students have strong motivation, positive attitude and favorable motivational intensity.

Motivational factors play an important role in learning. There is a consensus among the researchers and teachers that motivation is one of the key factors that influence the rate and success of second/foreign language learning.   In his 'social psychological model Lambert (1974) emphasized that the extent to which   an individual successfully acquires a second language will depend upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation. Woolfolk (1998) defines "Motivation as an internal state that stimulates, directs and maintains   behavior".

According to Gardner (1985), second language (L2) motivation is "the extent to which an individual works   or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". On the other hand, motivation is interpreted to consider three components, motivational intensity, desire to learn the language, and an attitude towards the language learning. Gardner's theory of motivation does not directly explain integrative or instrumental aspects.

Gardner, (1959) highlighted two different types of motivation specific to language study – instrumental and integrative motivation. Instrumental motivation is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job and passing an examination. Integrative motivation on the other hand, is the desire to learn a language in order to communicate with people from another culture that speak the target language.(Guilten, Kaya 2010)

Ditual R.C, (2012) was of the opinion that the learners with positive attitude towards English language learning are highly motivated both instrumentally and integratively. He further claimed that learners' motivation is not affected by external factors.

Al – Hazemi, H. (2000) argued that the strong desire for L2 learning contributes a lot to gain high degree of competence to be successful in the accomplishment of learners' language learning   goals.

A research on the types of motivation necessary to learn a foreign language conducted by Engin, (2009) concludes that that instrumental motivation is based on a pragmatic approach whereas integrative motivation depends on personal willingness & desire to achieve something. According to Moiinvaziri, M. (2009), instrumental motivation is important for English learning. He was of the opinion that in English Language learning both instrumental & integrative motivation are   important.

Oxford and Shearin (1994) stated that motivation directly influences how students use L2 learning strategies, how much learners interact with native speaker, input they receive in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over.

Grittner, (1974) concludes that students must know that the language they learn makes them creative. So, in this way their level of interest and motivation can be increased among L2 learners.

Krashen, (1976) is of the opinion that success in learning a second language requires active involvement   more than a long-term exposure. Analyzing the role of motivational intensity, Pintrich and Schucnk,(1996) considered that persistence is a common measure of motivation and Zhu, (2002) claimed that persistence is crucial for success in learning a foreign language and further commented that the learner should be courageous and determined in order to be successful. They also noted that confidence underpins determination and once confidence is established active participation in learning foreign language will occur and perseverance will be

followed by successful achievement. (Yang, et al   2009)

Titone, (1990) explains the role of attitude in L2 learning. He explains that attitudes are strongly tied up with motivational dynamics specially in acquiring command in second language. He argued that positive attitude may cause satisfactory achievement. On the other hand, successful achievement may breed positive attitudes. Titone, (1990) opines that unlike aptitude, attitudes are not inborn; they can be developed and cultivated. He strongly maintained that developing sound attitudes is the first step toward the achievement of bilingualism.
Thus various studies conducted on the areas of attitudes and motivation focus on identifying the students' attitudes toward learning L2 and the kind of motivation they have for learning it. The majority of these studies analyze students' perceptions of English language as an L2. They provide a base for discussion of the results obtained from the present study.

Research Objective
1. To study the relationship among motivation, attitude and motivational   intensity
2. To identify factors predicting students' motivation, attitude and motivational   intensity.

Subjects: A total of 150 college students belonging to different levels of their study, employment nature of course, etc., have participated in the study. Out of 150 students, about 106 (70.7%) are male students and 44 (28.3%) are female students. About 66.0% of the students studied in English medium in previous education where as 32% of them studied in Arabic and only 2% studied in other language during their previous education. Table -1 gives a detail of the background of the   subject.

Table No. 1 - Background analysis

Particulars		Number of subject	Percentage
Gender	Male	106	70.7
	Female	44	29.3
Age	21-30	95	63.3
	31-40	52	34.7
	>40	3	2.0
Level (year)	Level 4	49	32.7
	Level 5	51	34.0
	Level 6	50	33.3
Nature of the course	Full time	22	14.7
	Part time	128	85.3
Employment status	Employed	122	81.3
	Unemployed	28	18.7

Medium of instruction in previous education	English	99	66.0
	Arabic	48	32.0
	other	3	2.0

Data Collection Method: Questionnaire method is used to collect information from the randomly selected subjects belonging to different levels of their studies. Gardener's, (1985) questionnaire is used with little modification to suit the circumstances. The questionnaire was intended to gather the information from 4 broad areas such as background of the subject (11 questions), orientation index-motivation (16 questions), attitude towards English learning (18 questions) and motivational intensity (10 questions). Along with descriptive statistics of mean, standard deviation and percentages of the variables, correlation analysis was used to find out the relation among three variables such as motivation, attitude and motivational intensity. A regression analysis was also used to find out the best predictors of students English performance (Hen JuHou, et.al. 2015). The data is processed with help of Statistical Package for Social Science (SPSS). Research instruments are shown in the following table.

Table No. 2 - Research instruments

Research instruments		No. of questions	Score/scale
Questionnaire	Background	11	1,2,3,4,5
	Motivation	16	1,2,3,4,5
	Attitude	18	1,2,3,4,5
	Motivational intensity	10	1,2,3

Findings: The major findings of the study can be summarized as students' background analysis, the descriptive statistics and correlation and regression analysis of students' motivation, attitude and motivational intensity.

Students' background analysis: Students are asked to mention whether they have attended extra English courses, about their family guiding their English homework and family's care about English learning along without her background information. About 24.7 per cent of them never attended any extra English courses where as 41.3 per cent said they attended less than one year English course and 18.0 per cent attended 1-2 years course and about 16.0 percent of them attended more than 2 years extra English learning course. About their family's guiding

English homework, 15.3 percent said always, 58.7 percent responded sometime; and 26.0 percent said their family never guides them in English homework. 22.7 percent subjects were of the opinion that their family very much care about English learning where as 33.3 percent said family care about, 16.0 percent said don't care and 6.0 percent said that their family don't care at all about their English learning.

An analysis of students' motivation, attitude and motivational intensity: Among various reasons for learning English the major 5 reasons were: "English seems of great importance today" (Qn. 26) (M=3.93), "I like the English speaking people" (Qn. 27) (M=3.91), "to get a better job" (Qn. 14) (M=3.85), "to pass exams" (Qn. 22) (M=3.81), and Question No. 25 "I like the countries in which English is spoken (M=3.79).On the contrary less students were motivated to learn English "to leave the country and settle in other country" (M=3.33) (Qn. 19), "to fulfill a school requirement (M=3.36) (Qn. 12), to get social recognition (M=3.45) (Qn. 23), "to read the original publication (M=3.47) (Qn. 18), and "to think and behave like an English speaking person (M=3.52) (Qn. 17). The analysis also reveals that students were found to be more instrumentally motivated than interactively (P<01).

An analysis of attitude toward English learning and culture, the research subjects strongly agreed that "every educated person should learn English" (Qn.30), (M=3.96), and also they "they enjoy speaking English" (Qn.35) (M=3.95), agreed that "English is an international language, everyone should learn English" (Qn.29) (M=3.88), they wish "in future to learn an additional foreign language in addition to English" (Qn. 38) (M=3.81) and "hope to make friends with English speaking people" (Qn. 33) M=3.81).

Regarding motivational intensity, about 52.0 per cent students agreed that "when I am in English class, I voluntarily answer as much as possible" (Qn.51), 54.7 percent students are of the opinion that "if there were a local English TV station, they would try to watch it often" (Qn.55), about 53.3 percent argued that "when they have a problem in understanding something they are learning in English class, they immediately ask the teacher for help" (Qn. 47), about 54.7 percent said that "If I hear an English song on the radio, I listen carefully and try to understand all the words" (Qn. 54) and 47.3 percent reported that "considering how I study English, I can honestly say that I really try to learn English" (Qn. 48).

To summarize, students had strong motivation (M=3.65 out of 5) a positive attitude (3.66 out of 5) and a favorable motivational intensity (M=2.30 out of 5).

The analysis also shows that the students were motivated to learn English instrumentally (M=3.69 out of 5) than integractively (M=3.61 out of 5) (p<01). The summery of the analysis presented in the table No. 3.

Table No. 3 – Descriptive analysis of motivation, attitude and motivational   intensity

Variable	Number	Minimum	Maximum	Mean	Standard Deviation
Motivation	150	1.00	5.00	3.65	0.65
Attitude	150	1.00	5.00	3.66	0.65
Intensity	150	1.00	5.00	2.30	0.39
Instrumental (even numbers)	150	1.00	5.00	3.69	0.70
Integrative (odd numbers)	150	1.00	5.00	3.61	0.65

Note: in motivation part of the questionnaire, odd numbers were classified as instrumental orientation, while even numbers were classified as integrative orientation.

Table 4 shows an analysis of the relationship among motivation, attitude and motivational intensity using Karl Pearson Correlation coefficient to check the significance of relationship. Strong relationship was found among attitude, instrumental orientation (even number), integrative orientation (odd number). In case of p values are less than 0.01; it shows that motivation has strong relationship with attitude and motivational intensity. The correlation between attitude and motivational intensity is also significant   ($P<0.01$)

Table No. 4 – Relationship among motivation, attitude and motivational   intensity

	Attitude	Motivation	Instrumental Orientation (Even Number)	Integrative Orientation (odd number)
Attitude **Pearson** **Sig** **N**	**1**	**.502** .000 150	**.783** .000 150	**.753** .000 150

Motivation Pearson Sig N	.502** .000 150	1	.409** .000 150	.407** .000 .150
Instrumental Orientation (Even Number) Pearson Sig N	.783** .000 150	.502** .000 150	1	.851** .000 .150
Integrative Orientation (odd number) Pearson Sig N	753** .000 150	.407** .000 .150	851** .000 .150	1

***Correlation is significant at the 0.01 level (two tailed)**

Regression analysis of factors predicting students motivation, attitude and motivational intensity: The regression analysis findings shows that factors predictive to students' motivation are level ($p<0.05$), employment status ($p<0.05$) whereas factors predictive for attitude are gender ($p<0.05$), level ($p<0.05$) and for motivational intensity predictive factors are level ($p<0.5$) and family's care about English learning ($p<0.05$). The summary of regression analysis results are shown in table 5.

Table No. 5 - Summary of Regression analysis for variables predicting students' motivation, attitude and motivational intensity.

Factor	t	p	t	p	t	p
Constant	8.569	**.000**	8.285	.000	6.630	.000
Gender	-1.895	.060	-2.570	**.011**	-1.250	.213
Age	.873	.384	.587	.558	1.601	.112
level	-1.998	**.048**	-3.171	**.002**	-2.591	**.011**
Nature of course	-.855	.394	-.804	.423	-1.629	.105
Employment status	-2.058	**.041**	-1.523	.130	-.251	.802
Medium of instruction	1.255	.212	1.080	.282	1.858	.065

Nationality	-1.106	.271	1.159	.248	1.496	.137
Attending extra English course	.708	.480	.899	.370	.827	.410
Family's guiding English Homework	-.272	.786	-.094	.925	-.003	.998
Family's care about English Learning	1.732	.085	1.003	.318	2.762	**.007**
Dependent variables	Motivation		Attitude		Motivational intensity	

Conclusion:

The correlation between students' attitude and motivational intensity towards language learning has been analyzed to gain insights into the learning of English language of students with different background and in different levels of their studies. The findings of the study show that students have strong motivation, positive attitude and favorable motivational intensity. These three variables are correlated to one another with p value less than 0.01.(p<0.01). They are instrumentally motivated than integratively (p<0.01). For the students the major reason to learn English is 'English seems of great importance today', they 'like English speaking people', 'to get a job' or to 'pass exams'. Those students who had positive attitude towards English learning strongly agreed that 'every person should learn English' and also agreed that they 'enjoy speaking English', they were also of the opinion that 'since English is an international language everyone should learn English'. Regarding motivational intensity students were of the opinion 'that they will voluntarily answer as many as question in class as possible', and also 'would like to watch local English TV station'.

Factors related to students' motivation were level of employment status and factors related to attitude were gender and level (or year of study), whereas factors related to motivational intensity were level and family's care about learning English.

English learning owes its success on the effort in expanding motivational intensity and positive attitude. Persistence and determination are key determinants of success in learning a second language. Learning a second language is different from learning other skills and learners need to maintain a steady pace in their learning. Persistence is important not only because learners will encounter unfamiliar and even challenging situations; they will not always achieve immediate success.

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