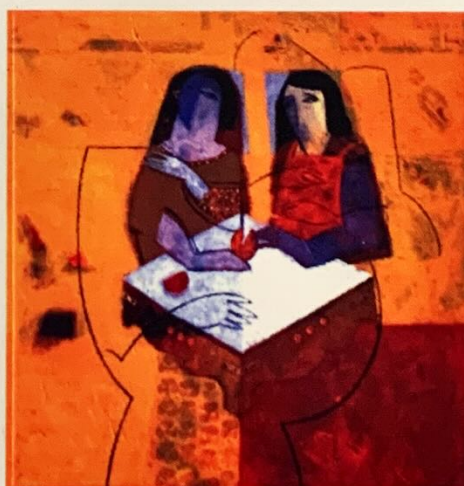




Journal of HUMAN SCIENCES

*A Refereed Periodical, Published by the College of
Arts University of Bahrain*

Issue No 5, Winter 2002



Motivational and Attitudinal Outlooks in Foreign Language Learning: A Comparative Study of Two Learning Groups

*Dr. Saif H. Al-Ansari**

Abstract

The purpose of the comparative study reported here is to measure the amount of motivational and attitudinal outlooks which both English and Business major students exhibit in their learning of English as a foreign language. The results of the study demonstrate significant differences between the two learning groups. While the Business major students demonstrate a more positive outlook towards certain attitudinal and motivational variables in learning the language, the English major students tend to be more positively oriented in others. The Business major students tend to be in possession of more positive attitudes about learning the English culture and tend to have more positive attitudes towards their English language teachers, and are equally integratively motivated to learn the language. Results of the findings are first discussed with some explanations for these significant differences.

A number of methodological implications of the findings are then considered for both groups.

* Ass. Prof. at the Department of Foreign Languages, University of Bahrain

التطلعات الانطباعية والدافعية في تعلم اللغة الإنجليزية

دراسة مقارنة بين مجموعتين من متعلمي اللغة

د. سيف هاشم الأنصاري *

ملخص البحث

تهدف هذه الدراسة إلى مقارنة التطلعات الانطباعية والدافعية التي يمتلكها طلبة تخصص اللغة الإنجليزية وطلبة كلية إدارة الأعمال في أثناء القيام بتعلم اللغة الإنجليزية بوصفها لغة أجنبية.

تشير نتائج هذه الدراسة إلى وجود اختلافات دالة بين هاتين المجموعتين حيث إن النتائج تؤكد أن هناك اختلافاً في الدوافع والانطباعات التي يظهرها الطلبة، وهذه الاختلافات هي بالطبع ما يوضح الفروق بين تعلم اللغة الإنجليزية وبين تعلمها بوصفها لغة أجنبية بحتة.

تناقش هذه الدراسة نتائج البحث أولاً مع توضيح أسباب وجود درجات الاختلاف بين المجموعتين ومن ثم يطرح البحث بعض الاقتراحات التربوية في تدريس اللغة الإنجليزية.

* أستاذ مشارك في علوم اللغويات التطبيقية، قسم اللغات الأجنبية وآدابها، جامعة البحرين

Attitudinal and Motivational variables in language learning

Attitude is a psychological concept that has been dealt with in various fields of learning. Gardner (1985:9) gave an operational definition of attitude in that "an individual's attitude is an evaluation reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent". This definition basically includes two major features of an attitude. The first feature is that an attitude is an "evaluative reaction to some referent or attitude object." This means that a student reacts to a certain learning situation in a manner that stems from past experience. For example, if a student has got an "F" on a foreign language test, his/her reaction to the new foreign language learning situation most probably would be a negative one. Someone who previously has observed or measured the student's attitudes toward the attitude object or referent could surmise the said student's reaction (Oscamp, 1977). This explanation leads to the second feature of "attitude" indicated in Gardner's definition: "inferred on the basis of the individual's beliefs or opinions about the referent." This means that learners' attitude toward learning a foreign language, English in this case, is inferred by knowing their views about their experience in learning this particular foreign language.

Educators concerned with a learner's personality have investigated the role of the student's attitudes in the learning process. As in any other area of learning, foreign language researchers have tried to determine the reasons behind the success of some learners over others in grasping a new language. Lambert and Gardner are the pioneer researchers concerned with the role of a learner's attitude in acquiring a second or foreign language. Other researchers (Spolsky, 1969; Wangsotorn, 1975; Oller, et. al,

1977; Wimmer, 1981; and Wong, 1982) have conducted a number of studies over the past years to examine the effects of attitudes on foreign language learning. Yet, there is no definite answer about the causes of individual differences in acquiring a foreign language. However, many researchers agree that the most crucial factor in learning the new language is the role of the learner (Savignon, 1983).

Most of the studies in the literature reviewed focus on the relationship between learners' attitudes toward learning English language and their level of proficiency in English. These studies fall into two categories. One category is studies concerned with learning English as a foreign language. And the second category is studies concerned with learning English as a second language. The first category studies contain studies conducted in an Arabic-speaking environment and a non-Arabic speaking environment. Only few studies were conducted in the Arabian Gulf region where the present study was carried out. Two of these studies involved Bahraini participants. Results of Al-Ansari's study (1985 & 1993) on Bahrainis' level of English showed that instrumental motivation tended to correlate significantly with the attainment proficiency of all the studied groups. However no significant correlation was found among the high achievers. And the other three studies were conducted in Saudi Arabia (Mulla, 1979; Al-Shammary, 1984 and Surur, 1981). Mulla (1979) found that strong relationships existed between students' performance on English proficiency tests and their motivations and attitudes. Al-Shammary's study (1984) investigated the development of six hundred Saudi male intermediate and secondary students' motivation to learn English as a foreign language. His results showed that the attitude toward learning English in the Saudi school context was generally more favorable in the upper three grades (10,

11 and 12) than in the lower three grades (7, 8 and 9). The relationship between attitude and motivation to learn English was not as strong as some previous researchers thought it to be. Surur (1977) found that 77% of the students liked to study English, 76% of the students had the desire to speak the language like a native speaker and 89% of the students enjoyed studying English.

Wangsotorn (1975), Chihara and Oller (1978) conducted studies in non-Arabic speaking environments and Jayatilaka (1982) dealt with the relationship between motivational orientation and attained proficiency. Using 120 Thai College students for his study, Wangsotorn (1975) compared the relationships of their affective variables (Instrumental Attitude, Motivational Intensity, Orientative Attitude, Integrative Attitude, and Ethnocentrism), to their achievement in English. The results showed that there were significant relationships between attitudinal-motivational variables and achievement. In another study, Chihara and Oller (1978) studied 123 Japanese adults enrolled in basic, intermediate and advanced EFL classes at the Osaka, Japan YMCA. The researchers found that a relationship existed between subjects' attitudes and their attained proficiency. Jayatilaka (1982) undertook a multiple correlational study, which revealed that instrumentally motivated students (86% of his subjects) performed better on the language proficiency test than integratively motivated students (34% of his subjects). A regression analysis showed that among the best predictors of subjects' scores on the proficiency test is desire to live abroad temporarily, desire to live abroad permanently, parental encouragement, authoritarianism, and motivational intensity.

Gardner and Lambert (1972:132) assessed the attitude of learners of English as a second language. They studied one hundred and three Philippino senior high school students. The major

objective of the study was to test the researcher's hypothesis that integrative motivation plays a substantial role in the acquisition of a second language. Gardner and Lambert's (1972) results indicated that instrumental motivation plays a stronger role than integrative motivation in acquiring English as a second language. The researchers also pointed out that integratively oriented students showed considerable motivation and desire to learn English, expressed an interest in foreign languages, had good study habits, reported considerable parental encouragement to learn English, and appeared satisfied with society and their role in it. Yet in Gardner and Lambert's study instrumental motivation appeared to be a stronger force.

Lukmani's study (1972) supported the findings of Lambert and Gardner (1972). Lukmani (1972) measured the attitude and the language proficiency of sixty Marthi-speaking high school females to see whether these students were integratively or instrumentally motivated and to determine the relationship between motivational variables and students' language achievement. A t-test showed that the subjects were instrumentally motivated ($t = 6.20, p < .001$). This type of motivation correlated significantly with their Cloze Test scores ($r = .41, p < .001$).

A study involving Belizian primary school students conducted by Gordon (1980) investigated the relationship among measures of language learning, aptitude, social attitudes, their motivation in learning the language and achievement in written English. The results showed a significant correlation between achievement in English and language aptitude ($r = .69$), attitudes toward the learning situation ($r = .38$), and integrativeness ($r = .24$), and degree of instrumentality ($r = .18$). The results showed that the subjects were both integratively and instrumentally oriented. Gordon (1980) concluded that language aptitude was significant-

ly more accurate as a predictor of English achievement than were attitudes and motivation.

Although all of the studies investigated the effects of attitudes and motivation on foreign language acquisition, there is no definite answer about the causes of individual differences in acquiring a foreign language. However, many educators agree that the most crucial factor in learning the new language is the role of the learner (Savignon, 1983). In this regard, Wongsothorn (1987:31) stated that success in learning a foreign language depends on various learner variables. The literature summarizes these variables in two major divisions: language proficiency and learners' attitudes and motivations and learners' background factors (Wongsothorn, 1987; Gradman & Hanania, 1991; Wilhelm, 1995). In a study conducted on 101 students taking intensive English at Indiana University, Gradman and Hanania (1991) found that factors such as previous experience of learning English, exposure to and the use of English inside and outside the classroom influenced students' levels of English proficiency.

These background factors not only influence the learning of the language, but they contribute to learners' motivations and attitudes towards learning the target language. Travelling abroad, watching TV programs, communicating with speakers of English affect the perceptions of learning English by children. Giota (1995) made a survey of the use of English in a non-academic environment by Swedish 9 year-old students. The researcher found that 16% of the children visited English speaking countries; they used English differently, speaking, learning, reading and writing in their leisure time. And 89% of the children felt that their parents helped them with doing homework. And finally, almost all of these children felt that English was important for Swedes to know (Giota, 1995).

Background and rationale of the present study

It appears from the results of the studies discussed here that the influence of attitudinal-motivational variables on learners' rate of success tended to vary from one learning context to another. This noticeable degree of variation resided in learners' socio-cultural background. It is worth mentioning that almost all attitudinal and motivational studies carried out since the emergence of the attitudinal-theory tended to be of a correlational type. The present study takes a different form. It examines the amount of attitudinal and motivational dispositions that two groups of Bahraini learners of English have toward learning the language. It is interesting to see whether the two groups vary in their attitudinal and motivational outlooks.

As is the case in other Gulf States, English is the only foreign language that has had a significant impact on the whole Bahraini educational structure in that it is being taught as a compulsory subject in all state schools. Certainly the classroom is not the only source from which Bahraini learners of English get their language input. Despite the fact that a large number of English-speaking residents are present in various work environments, there is little social integration with the local inhabitants in their homes, in clubs or other social milieu. Yet most middle-class Bahrainis do achieve an acceptable level of both academic and professional proficiency in the language. However, the fact remains that foreign language learners do not attain the same degree of language competence. There is always a variation in students' approach to the adoption of an attitudinal and motivational outlook towards their learning of the foreign language. This study examines the attitudinal and motivational outlooks of two groups of English language learners who have had an equal

amount of classroom language instruction before entering the University. The two groups studied here differ in respect of their subject major on entry to the University. Apart from that, the two groups share identical cultural and linguistic backgrounds for they have been exposed to similar cultural and learning environments. Furthermore, this study attempts to investigate whether differences exist in the attitudinal and motivational dispositions of the two groups. In the case of such differences, appropriate pedagogical strategies in language teaching are proposed for those who need more motivational and attitudinal support.

Research Method

Subjects: A total number of 80 students in the College of Arts and the College of Business at the University of Bahrain constituted the subjects for the study. The students were selected from two equal number groups of learners of English. These take a common-third year level course of English language as part of their college requirements. In spite of being potential majors of two different specialisations, the subjects were very homogeneous in respect of age, nationality, mother tongue and both cultural and educational background. However, English majors tend to take a large number of courses in the humanities as part of the University's policy of the liberal art philosophy. In fact, these courses account for almost 50% of the total number courses in their entire BA programme. This is quite different from their counterparts in the College of Business Administration. Students in this College consider English to be their medium of instruction as almost their entire degree programme is studied in English. It is not surprising to be often seen talking in English among themselves. It is true to maintain that English is the language of com-

munication. This pedagogical phenomenon hardly exists among English majors in the College of Arts. It is for these reasons that different attitudinal and motivational outlooks towards the learning of English are suspected and for which this study has been conducted.

Instrumentation: An attitudinal scale was developed. Most of the items in the developed scale were adapted from Gardner and Lambert's Attitudinal/Motivational Scale (1972). The scale contains items which measure the following six variables: Integrative motivation, Instrumental Motivation, Desire to Learn English, Parental Encouragement, Study Habits and Attitude Toward Learning English and its culture. Because of the resemblance between the developed scale and Gardner and Lambert's Attitudinal/Motivational Scale, the reported reliability of coefficient of .85 for Gardner and Lambert's scale (Gardner and Lambert, 1972) will be considered for the developed scale.

Materials: A questionnaire consisting of the following variables was developed and administered in Arabic. The components of the questionnaire are as follows:

Attitudes towards learning about a foreign culture: Four negatively worded statements and one positively worded statement were presented to the students. Again, on a 4-point scale the students were asked to indicate their extent of agreement or disagreement with learning about British culture. Their responses to the items would indicate the type of attitudes they hold toward the value of learning about the foreign culture.

Attitudes towards the learning of English: Students indicated on a 4-point scale their extent of agreement or disagreement with the benefits of English language learning. They were asked to respond to five positively worded statements about the value of the learning of English as a foreign language.

Students' attitudes toward their English language teachers: Six statements with three alternative responses asked the students to indicate the type of attitudes they hold toward their English language teachers. All the items were on a 2-point scale. The higher the students' scores were, the more the students perceived their teachers to be concerned with their progress, competent, hard working, ready to help, happy at work and deserving the respect of their students.

Instrumental motivation: This seven-item scale assesses the extent to which subjects perceive utilitarian reasons for studying English. Their responses must be descriptive of their feelings. The students were asked to rate on a 3-point scale the extent to which each of the seven instrumental reasons for learning English was descriptive of their feelings. The higher a student's score on this measure is, the more he or she is identified as being instrumentally oriented.

Integrative motivation: This four-item scale assesses the extent to which students believe that learning English is important because it enables them to interact and share cultural experiences with the English speaking community. The students were asked to rate on a 3-point scale four integrative reasons for learning English that were descriptive of their feelings. If the students are highly integratively motivated in their learning of English, they will be assumed to place more emphasis on the integrative value of learning it as a foreign language, e.g. as a means of learning more about or meeting members of the target community. The higher the student's score on this measure is, the more he or she is identified as being integratively oriented.

Motivational orientation: The scale of this orientation index provided the students with the same eleven alternative reasons for studying English. The students were asked to rank the eleven items as to their relevance to them personally. The higher the

scores will be, the more the students are said to be motivationally oriented (both instrumentally and integratively) in their learning of English as a foreign language.

Motivational Intensity: The alternative responses and the multiple-choice statements developed here reflect the degree of commitment students show in their learning of English. This motivational intensity is measured through both an index of motivation to study English and their desire to learn it. The alternative items were on a 2-point scale while the multiple-choice statements were on a 3-point scale. The statements of the motivationally intensity scale included here measure the extent of work they do for homework, whether they are going to study English and make use of it in the future. Others deal with their preference for English over other school subjects, their eagerness to do the homework, their degree of attention in class and their overall interest in learning and using the language. The items here focus more on measuring students' attitude towards learning English while the items of their desire to learn the language measure an actual effort being made while acquiring the language.

Parental Encouragement: Students indicated on a 2-point rate scale and on a 1-point rate scale the extent to which their parents encouraged them to study English. This was examined to see whether parents played any role in the students' desire and motivation to learn English.

Study habits: Four items were developed here to measure this variable. The items are on a 3-point scale. These are intended to measure the extent of time students spend in preparing for their English language examinations. The higher the students' score, the more effort they make in reviewing their lessons and previous assignments so as to be more prepared for their English language examination.

Discussion of the results

In order to determine the extent to which both groups of learners differ in their attitudinal and motivational outlooks, comparisons of means for the two groups were obtained together with the t test results. These results are shown in the table below.

Table 1: Summary of Comparisons of Means for the English and Business Major Samples

English Majors			Business Majors		
Variable tested	Mean	S. D.	Mean	S. D.	t
Att. Towards Culture	7.77	2.03	9.30	2.72	-3.05**
Att. Towards Language	12.80	1.77	12.32	2.72	.97
Att. Towards Teachers	7.5	1.98	9.28	2.39	-3.59**
Instrumental Motivation	14.77	3.76	19.00	3.92	-5.90***
Integrative Motivation	10.72	3.12	10.72	2.9	.63
Motivation Orientation	25.50	5.50	29.40	5.85	-4.02***
Att. Motivation Intensity	32.67	3.46	29.75	4.27	3.7**
Parental Encouragement	13.32	2.65	15.02	2.33	-3.10**
Study Habits	4.55	1.10	2.2	1.177	-2.11*

* $p < .05$

** $p < .01$

*** $p < .001$

att.=attitudes

The mean scores for the attitudinal variable towards learning about the English culture obtained for the two groups clearly show that both groups tend to adopt to some extent a completely different degree of positive outlook towards learning about the English culture. The mean score obtained for the Business majors tends to be higher. The significant t test result of -3.05 ($p < .01$) clearly shows that Business majors demonstrate a much more positive feeling towards learning about the English culture than students majoring in English. Their adoption of bilingual cultural patterns representative of the target language group makes them become more appreciative of the foreign culture. This can be explained by the fact that English majors are not totally bilinguals in their attempts to learn the language. The significant t test result shows that although Business major students do not consider English as their major subject, they certainly demonstrate a much higher degree of positive cultural behaviour. However, the mean score obtained for the English majors does not exhibit a very high degree of positive cultural outlooks that are normally expected of students majoring in English. The reason for this is that these students are being surrounded by a large number of students of other disciplines in the College of Arts for whom Arabic constitutes the medium of instruction. Since these are in daily communicative interactions with English majors, their mono-cultural ways of thinking are bound to adversely affect those of English majors'. Had this variable been tested in a true bilingual and bicultural setting, a different result might have been revealed. It is also noted that a large number of students in the College of Business have been to a bilingual type of schooling before joining the University and thus tend to adopt cultural behaviour of true bilingual learners. Most of the students are bound to behave biculturally because of their many years of exposure to a bilin-

gual type of education. On the other hand, English majors are still living within their own mono cultural milieu and thus tend to be more appreciative of the cultural patterns of the society they live in and of the group of learners surrounding them, as is the case with most Arab students. This is particularly true if we can't the number of courses taught in Arabic at the College of Arts, which perhaps lead them to be less bilingually and biculturally oriented.

As for the attitudinal variable concerning learning the English language, the mean score obtained for the English major students tends to be similar to that obtained for the Business majors. The insignificant t test result of .97 ($p < .33$) indicates here that both the English and the Business majors are more interestingly in favour of learning English as one of their major college subjects. This is not surprising in such learning circumstances where English not only becomes a compulsory college subject but also an essential major requirement on which their academic career in the College heavily depends. As for the variable concerning their attitudes towards their teachers, the mean score of 9.28, out of a possible of 12, obtained for the Business majors shows that they are more positively satisfied with the pedagogical performance of their English language teachers. This significant difference can be attributed to the fact that English majors at this stage would have been taught by a variety of language teachers and thus do not share similar views about their teachers. Business majors are normally taught by only two or three different teachers of English throughout their entire study period at the College, as they are required to study only three courses of English.

With regard to their degree of instrumentality in learning the language, the mean score obtained here shows that both groups are highly instrumentally motivated to learn the language. The significant t test result of -5.90 ($p < .001$) clearly indicates that

Business majors see more instrumental value in learning English since their future academic prospects are heavily tied to their acquisition of English. Business major students' reasons for learning the language tend to be different than those for the English majors'. Their success in their college courses, which are taught in English, account for their success at the University and not just English. As for their integrative motivation to learn English, the two groups share a similar amount of integrative reasons to learn the language. Both groups of students possess a considerable amount of high positive integrative reasons to learn the language. Although English major students should supposedly be in possession of a high degree of integrative motivation to learn the language, they are seen here to be superseded by a more culturally and bilingually group of English learners. Generally speaking, Business majors are more positively orientated in their motivation to learn the language. As far as their overall motivational orientation, i.e. both instrumentality and integrativeness combined together, the mean score obtained for the English majors, 25 out of a possible 44, is a clear indication of their possession of a high degree of motivational orientation while learning the language. However, the Business majors tend to somehow possess a slightly higher degree of such motivational orientation. Their mean score of 29, out of a possible of 44, shows that they tend to be slightly more motivationally oriented in learning English. This is supported by the highly significant result of the t test of -4.02 ($p < .001$). The differences between the two groups can perhaps be attributed to their previous foreign language learning background and their personal interest in being familiar with the target language culture. It is interesting to note that in spite of having been through similar learning experiences, the Business majors were more motivationally oriented and prepared

to learn English than the other group. This can perhaps be explained by the existence of other environmental factors, such as parental support and encouragement to make use of the social opportunities and study habits by which the language can be better functionally exploited. The significant t test result of -2.11 ($p < .05$), obtained for the study habits variable, can be considered to have possibly contributed to Business groups' rate of motivational orientation. This is only an assumption that could be investigated further.

The mean scores obtained for the motivational intensity variable show that both groups do not exhibit a similar amount of motivation and desire to learn the language. It is interesting to note here that English majors tend to be more motivated to learn the language and demonstrate a higher degree of commitment in their learning of the language than the Business majors do. The significant t test result of 3.7 ($p < .01$) supports the existence of such differences between the two mean scores. These differences are bound to exist as English majors are normally expected to show more motivation in their learning of their major subject specialisation. Business majors possess a high degree of motivational intensity to learn the language in spite of English not being their subject major specialisation. This stems from the fact that the language is highly geared to their future career requirement and their success in the language is a sign of success in their career. In conclusion and in spite of the presence of some significant differences between certain attitudinal and motivational outlooks and the subjects' major specialisation disciplines, the influence of these outlooks should not be underestimated. Both groups of English language learners need to adopt a more positive degree of attitudinal and motivational dispositions while attempting to succeed in learning the language.

Concluding remarks

One may conclude that learners of English as a foreign language are not necessarily identical with respect to their possession of various attitudinal and motivational orientation towards learning English. It has been observed here that the amount of such variables differs from one group to another. The results reported here demonstrate that such variation may be attributed to the group's major subject specialisation and their previous socio-psychological experience in learning the foreign language. A logical explanation for such significant differences between the two study groups is that different students perhaps tend to adopt a different approach towards the learning of English. Such an approach is not adopted at the tertiary level of education but right from the day they start learning the language.

Pedagogical implications

Both English and Business major students need to approach the language with more positive motivations and attitudes so that they can be encouraged to attain a reasonable level of success. This certainly leads us to a methodological debate in the field of foreign language teaching that focuses much more on ways of promoting and managing motivation and gives little attention to instructional techniques and classroom management. Savignon (1972) stated that teachers must break their rigid adherence to a particular method and must develop an approach to teaching, which they find more responsive to the needs of their students. Teachers, moreover, need to broaden their views of teaching the language in order to allow the students to experience some success in acquiring the language. Motivation, of course, is notori-

ously difficult to control, and it may therefore prove necessary to incorporate the right type of learning conditions under which learners' rate of motivation is enhanced. A number of pedagogical conditions are suggested which may provide the framework for such an enhancement.

Motivation, however, in spite of its being a major factor in determining learning outcomes, continues to be largely neglected in the practice of foreign language teaching. High achievers are usually driven by a strong inner desire to learn and generally learn successfully in any kind of learning environment. Low achievers, however, tend to be much more sensitive to variables in their learning environment, in particular to the attitude and teaching style of the instructor, the instructional materials and facilities, and the design of the instructional system. If the problem of underachievement is to be overcome, practitioners, more than they have done in the past, need to devote much more time and effort to the task of managing the learning environment in such a way as to foster a desire to learn in their weaker and less motivated students. This cannot be done by methods alone or by encouraging each individual learner to develop his or her own learning style but requires a sympathetic understanding of the factors that motivate and, above all, those that demotivate students for whom the foreign language is not an indispensable means of communication but merely a curriculum requirement.

Oxford and Shearin (1994) gave a summary of practical implications for L2 teachers based on all the relevant theories of motivation. According to Oxford and Shearin (1994: 24-25), these implications do not contradict Gardner's model; in fact, these implications would fit all the models, including Gardner's, to some degree. First, teachers can identify why students are studying the new language. Integrative and instrumental reasons are

likely to be among the frequently mentioned motivators, but the language requirement is also a definite motivator. Second, teachers can help shape their students' beliefs about success or failure in L2 learning. Teachers can inculcate the belief that success is not only possible but probable, as long as there is a high level of effort. This positive set of attitudes is related to the setting of challenging goals and subgoals...Some students have more ambitious goals than others. Some students want and expect to develop high levels of proficiency in speaking, others simply want to develop passable reading skills, and still others just want to meet the language requirement and turn to other subjects. ...Third, teachers can help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship, and a key to world peace. ... Fourth, teachers can make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum. ... Fifth, teachers can thus enable students to have an increased sense of self-efficacy, whereby they attribute the outcome of their study to their own efforts rather than to the behaviours of teachers or other students. Greater self-efficacy increases motivation to continue learning the L2.

Acknowledgements

I wish to express my thanks to all the students at both the English Department and the College of Business Administration for having filled in the questionnaires and to my colleagues Mr Abdulla Isa and Dr John Hillis for taking part in the distribution of the questionnaires.

References

- Al-Ansari, S. H. (1985) *Environmental factors influencing students' achievement in English as a foreign language*. Unpublished doctoral dissertation, University of Wales.
- Al-Ansari, S. H. (1993) Integrative and instrumental motivation as factors influencing attained levels of proficiency in English. *Journal of King Saud University*, 5, 2, 71-8
- Al-Shammmary, E. A. (1984) *A study of motivation in the learning of English as a foreign language in intermediate and secondary schools in Saudi Arabia*. Doctoral dissertation, Indiana University.
- Carbo, M. and Cole, R. W. (1995) What every principal should know about teaching reading, *Instructional Leader*, 8, 1, 1-3
- Chihara, T., & Oller, J. W., Jr. (1978) Attitudes and attained proficiency in EFL: A sociolinguistic study of adult Japanese speakers. *Language Learning*, 28, 55-68.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivations*. Baltimore, Maryland: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972) *Attitudes and motivation in second-language learning*. Rowley, Mass.: Newbury House Publishers.
- Giota, J. (1995) Why do all children in Swedish schools learn English as a foreign language? An Analysis of an open question in the national evaluation programme of the Swedish compulsory comprehensive school. *System*, 23, 307-324.
- Gordon, M. E. (1980) *Attitude and motivation in second language achievement: A study of primary school students learning English in Belize, Central America*. Doctoral dissertation, University of Toronto.
- Gradman, H. L., & Hanania, E. (1991) Language learning background factors and ESL proficiency. *The Modern Language Journal*, 75, 39-51.
- Harden, T. (1995) Reading: Motivation through Challenge. *The Irish Yearbook of Applied Linguistics*, 15, 59-69

Hood, P. (1996) Early foreign language reading competence: Some issues and evidence, *Language Learning Journal*, 13, 16-18

Jayatilaka, T. D. (1982) *Motivational and attitudinal variables in the learning of English as a second language: A study of Malaysian university students*. Doctoral dissertation, Georgetown University.

Kellermann, M. (1981) *The Forgotten Third Skill*. Pergamon Press, NY.

Kim, H. and Krashen, S. (1997) Why don't language acquirers take advantage of the power of reading? *TESOL Journal*, 6, 3 26-29.

Lukmani, Y. M. (1972) Motivation to learn and language proficiency. *Language Learning*, 22, 261-273.

Mulla, M. A. (1979) *Aptitude, attitude, motivation, anxiety, intolerance of ambiguity, and other biographical variables as predictors of achievement in EFL by high school science major seniors in Saudia Arabia*. Doctoral dissertation, the University of Michigan.

Nelson, G. (1984) Reading: A Student-centered Approach Forum vol. XXII No 4 October pp. 2-6

Oller, J. W., Jr., Baca, L., & Vigil, A. (1977) Attitudes and attained proficiency in ESL: A sociolinguistic study of Mexican Americans in the Southwest. *TESOL Quarterly*, 11, 173-183.

Oskamp, S. (1977) *Attitudes and Opinions*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Oxford, R. and Shearin, J. (1994) Language Learning Motivation, Expanding the Theoretical Framework. *The Modern Language Journal*, 78, 12-28

Savignon, S. J. (1972) *Communicative Competence: An Experiment in Foreign Language Teaching*. Language Teaching, Language and the Teachers: A series in Applied Linguistics, Philadelphia, the Centre for Curriculum Development Inc.

Savignon, S. J. (1983) *Communicative Competence: Theory and classroom practice*. Mass.: Addison-Wesley Publishing Company.

Spolsky, B. (1969) Attitudinal aspects of second-language learning. *Language Learning*, 19, 272-283.

Surur, R. S. (1981) *Survey of students', teachers', and administrators' attitudes toward English as a foreign language in the Saudi Arabian public schools*. Doctoral dissertation, University of Kansas.

Wangsotorn, A. P. (1975) *Relationships of attitude and aptitude to the achievement in English of Thai first-year college students*. Doctoral dissertation, The University of Minnesota.

Wilhelm, K. H. (1995) Identification of language learning background variables associated with university IEP success. Abstract from ERIC Document # ED386939.

Wimmer, D. R. (1981) *Some students learning strategies and attitudes in foreign language study*. Doctoral dissertation, Brigham Young University.

Wong, M. J. (1982) *The roles of attitude and motivation in second language acquisition among adolescent native Chinese speakers in the United States*. Doctoral dissertation, University of San Francisco.

Wongsothorn, A. (1987) Relationship between learning modes and the beginners' success in English. *REL C Journal*, 1, 31-45.