

Motivation and Attitude of Students towards Learning English Language

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Abstract - Motivation and positive attitude have been widely viewed researchers as key factors that influence in the success of learning English language. This study aimed to determine the level of motivation and attitude towards learning English language. Thus, this study also sought to determine the relationship between respondents' profile variates and their level of motivation and attitude. Notable results revealed that the respondents' level of motivation was moderately high and respondents have a positive attitude towards learning English language.

Keywords – motivation, attitude, English language

I. INTRODUCTION

Learners' motivation and positive attitude during the instructional episodes is vital in ensuring that the learners persist adequately to successfully acquire the second language. As such, attitudes and motivation play an important role in language learning as they would appear to influence students' success or failure in the language acquisition.

In second language acquisition, Schuman (1978) as mentioned by Ellis (1986) lists 'attitudes' as a social factor on a par with variables such as 'size of learning group', and 'motivation' as an effective factor alongside 'culture shock'. Gardner and Lambert (1972) define 'motivation' in terms of the second language learner's overall goal orientation, and 'attitude' as the persistence shown by the learner in striving for a goal. Gardner (1979) suggests that attitudes are related to motivation by serving as supports of the learner's overall orientation. Brown (1981) identifies three types of motivation that attributes second language: 1. global motivation, which consists of a general orientation to the goal of learning the second language; 2. situational motivation, which varies according to the situation in which learning takes place; 3. task motivation, which is the motivation for performing particular learning tasks. Savignon (1976) claims that attitude is seen to be vital factor in the process of second language acquisition.

Lifrieri (2005) emphasizes that "attitudes are important, but insufficient conditions for linguistic attainment (ibid, P.14)". Only when works together with motivation proper do attitudinal tendencies related to the levels of student's engagement in language learning, and to attainment". Krashen (2002) contends that learners with high motivation, self-confidence, a good self - image, and a low level of anxiety are well equipped for success in second language acquisition.

Ellis (1997) emphasizes reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes.

The internal state is some degree of positive/negative or favorable / unfavorable reaction towards an object. Some researchers (e.g.Stern 1983, pp.376-7) distinguish three types of attitudes in second language learning situation: (a) Attitudes towards the community and people who speak the L2 (group specific attitudes), (b)Attitudes towards learning the language concerned; and (c) Attitude towards languages and language learning in general.' These attitudes are influenced by the kind of personality the learner possesses - for example whether they are 'ethnocentric' or 'authoritarian'. They may also be influenced by the particular social environment/milieu/ within which the language learning process takes place. Different attitudes, for instance, may be found in monolingual versus bilingual contexts (Ellis 1985). Brown (2000) uses the term 'attitudes' to refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture.

Research shows and from the theories stated above, it dominantly affirms that motivation and attitude play an important role in influencing the learners' acquisition process of the second language. According to various studies, even in tertiary level second language learners faced problems in terms of acquiring English language. Poor performing tertiary students revealed to have a higher chance to fail in their academic performance especially in English classes. Such concern has been one of the major academic problems of English teachers in Samar State University since mostly of college students still cannot acquire the English language adequately. The main reason of the emergence of this study is from the complaints raised by English teachers indicating that most of college freshmen students cannot attain the desired level of proficiency in English language. Grognet (1998) affirms the above situation when he stated that students who found to have poor English communication and linguistic skill, need to develop linguistic skill necessary to express their ideas in English. Low motivation and negative attitude are crucial in language growth. Taking into consideration that English language is the most spoken and written language and therefore, it is considered as the universal language.

As cited by Tahaine, et. al (2013), according to Gardner & Lambert (1972), a better awareness of the importance of students' motivations and attitudes might help EFL curriculum and instruction designers to invent language teaching programs that generate the attitudes and motivations which lead to the production of more successful EFL learners. Besides, it can help material writers invent and instructors pick up tasks that tackle students' motivation and attitudes

(Midraj et al., 2008). The major area of investigation will be done on attitude, motivation, and usage level in relation to second language acquisition of selected freshmen students of Samar State University.

From the study conducted by Tahaine, et. al (2013) on *Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context* findings showed the respondents' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation, whereas their attitudes towards the target language community and its members were generally found to be highly positive. Finally, the study reported some pedagogical implications that would help tap the students' motivation orientations and attitudes. Qashoa (2006) conducted study on examining the students' instrumental and integrative motivation for learning English, and recognizing the factors affecting learners' motivation. The findings showed that students have a higher degree of instrumentality than integrativeness. Also, the results indicated that difficulties with the subject (English) aspects such as vocabulary, structures and spelling were found to be the most demotivating factors for the students. Another study was that of Al-Quyadi (2000) who looked at Sana'a University English majors' motivation and attitudes towards learning English and results showed that the students had a high level of both instrumental and integrative motivation toward the English language. With regard to their attitudes, the findings indicated that the students had positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts. Vaezi (2008) claimed that Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. Whereas, Moinvaziri (2008) claimed that students in her study were highly motivated in both instrumental and integrative orientations.

There are two main types of motivation namely, instrumental versus integrative motivation. Researchers (e.g. Gardner, 1983, p.203; Wilkins, 1972, p.184) have explained and clarified what is meant by an 'integrative motivation' as: "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language". In other words, a learner is integratively motivated when s/he learns a language because s/he wants to "know more of the culture and values of the foreign language group, to make contact with the speakers of the languages...to live in the country concerned. It is believed that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrative motivation, which is believed to underlies successful acquisition of a wide range of registers and a native - like pronunciation (Finegan, 1999). Gardner defines instrumental motivation as "learning a language because of someone e or less clearly perceived utility it might have for the learner (ibid, 1983, p. 203) ". In other words, a learner is instrumentally motivated when s/he

wants to learn a language in order to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it, (Wilkins, 1972)". Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000).

Palencia (2009) stretched out the factors that affect English language performance of the students - respondents are on their attitude and motivation on learning the language, learning strategies and learning styles. Generally, the student - respondents revealed to have positive attitude and motivation towards English language as they believe that English language could be useful for job opportunities in the future.

As cited by Ellis (1986), Gardner and Lambert (1972) found that an integrative orientation was related to successful learning of French in schools in both Canada and USA, but that instrumental motivation was more important in the Philippines. It has been explicated that the role of the second language plays in the learner's community. Where the second language functions as a 'second language' an instrumental motivation is more effective.

In this study, motivation and attitude levels towards learning English language were determined and analyzed in the attainment of proficiency in the second language teaching and learning process.

Statement of the Problem

This study determined the motivation and attitude towards learning English of selected freshmen students of Samar State University SY 2015 - 2016.

Specifically, the study sought to answer the following questions:

1. What is the student - respondents' level of motivation towards learning English?
2. What is the student - respondents' level of attitude towards learning English?
3. Is there significant relationship between the student - respondents' profile variates and level of attitude and motivation towards learning English?

II. METHODOLOGY

This section discusses the methodology employed by the researcher in this study. Among the items that are discussed in detail are research design, respondents, instruments, data gathering procedure and the statistical treatment of data.

Research Design

This study employed descriptive research design in determining the motivation, and attitude levels of the student - respondents towards learning English.

Respondents

The respondents of this study are the selected freshmen students of College of Arts and Sciences, Samar State University who are currently enrolled in the school year 2015 - 2016; 2nd semester.

Instruments

The researcher used two instruments which are: Attitude and Motivation Test Battery (AMTB) and Language Attitudes survey instrument.

A. The Attitude and Motivation Test Battery (AMTB) was adopted from Gardner and Lambert (1985) which includes items measuring all factors that affect attitude and motivation. The said instrument consists of 64 statements with 6 – point likerts.

B. Language Attitudes instrument determined the attitude level of the student – respondents towards learning English language. This instrument was adopted from Dweik, et. al, (2014) and consists of 12 statements with a 5 – point likerts.

Since the above mentioned instruments were adopted from researchers from their previous studies, there is no need for a pilot – testing to evaluate the validity of the instruments.

Data Gathering Procedure

The researcher used random sampling selection to thirty (30) freshmen students coming from the different programs of College of Arts & Sciences which are BS Psychology, BS Information Technology, BS Information System and BS Applied Statistics.

The selected 30 student – respondents were given the survey instruments to answer. The researcher, being the English teacher of the respondents facilitated the making of test schedules for accurate data gathering. The tabulation and analysis of data followed after the administration of the survey instruments. Then, the researcher sought the help of a statistician for tallying and statistical processing using the Statistical Packages for Social Sciences (SPSS).

Statistical Treatment of Data

The following are the statistical tools used in the treatment of data.

Frequency count. This was used to describe the student – respondents' level of motivation and attitude towards learning English.

Mean. This was used to find the average of the student – respondents' level of motivation and attitude towards learning English.

Percentage. This was used in the analysis of the student – respondents' level of motivation and attitude towards learning English.

III. RESULTS AND DISCUSSION

This section capitalizes the findings, analyses and the interpretation of results, thereby answering the specific questions.

. I. Student - Respondents' Level of Motivation towards Learning English

As reflected in table 1, almost all the student – respondents answered “slightly agree” with a grand mean of 4.13 on the statements given below and this meant that the student – respondents tend to have a moderately high motivation towards learning English.

Item numbers 34, 39, 41, 42 and 45 which state “When I am studying English, I ignore distractions and pay attention to my task”, I keep up to date with English by working on it

almost every day”, “When I have a problem understanding something in my English class, I always have my teacher for help”, I really work hard to learn English” and I make a point of trying to understand all the English I see and hear”. These statements entailed that the motivational intensity of the student – respondents in learning English is moderately high. It was also appeared that both instrumental and integrative motivation significantly occurred on the motivation level of the student – respondents. The student – respondents strongly agreed that they are motivated to “learn English to get a job easily”, “Carry the tasks more efficiently”, “English is a university requirement” and “I hope to further mu education”. These would imply that the student – respondents have a high instrumental motivation which is also synonymous to their integrative motivation which the student – respondents also slightly agreed on the statements which characterized by the use of integrative motivation. The following are the statements which measure the degree of integrativeness: “If Philippines had no contact with English – speaking countries, it would be a great loss”, Studying English is important because it will allow me to become more at ease with people who speak English” and “Studying English is important because I will be able to interact more easily with speakers of English”.

Gardner (1983) and Wilkins (1972) defined 'integrative motivation' as: "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language". It is believed that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrative motivation, which is believed to underlies successful acquisition of a wide range of registers and a nativelike pronunciation (Finegan, 1999, p.568).

A learner is instrumentally motivated when s/he wants to learn a language in order to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it, (Wilkins, 1972, p.184)". Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000).

Generally, result showed that majority of the student – respondents have a moderately high motivation in learning English in terms of their degree of instrumentality, interest in learning the foreign language, parental encouragement which also considered as one of the most important factors in learning English language with the support of the parents to their children. It has been found out that if a child is being supported in any means in his or her process in learning English, the more that a child will be able to acquire proficiently the English language. Motivational intensity, integrative and instrumental motivation are also being possessed by the student – respondents. Although, based from the result, it would infer that the interest and desire of the student – respondents towards learning English is not at their best and varied factors could be determined that would affect their motivation level in learning English.

According to Brown (2000) it is easy in second language learning to claim that a learner will be successful with the proper motivation. In language acquisition process, motivation sees a high significance in the learning progress of every learner especially Filipino students considering that they are second language learners. If students have a low motivation in learning their second language, then, students might fail in learning and acquiring the second language. Krashen (2002) hypothesizes the ‘affective filter’ that consists of various psychological factors, such as anxiety, motivation, and self-confidence, which can strongly enhance or inhibit second language acquisition.

II. Student – Respondents’ Level of Attitude towards Learning English

As depicted in table 2, majority of the student – respondents “agreed” with the statements that measure the attitude level of the respondents towards English language with the grand mean of 3.56. It would imply that the student – respondents tend to have a positive attitude towards learning English because they perceive English language as a useful language than their first language. Moreover, student – respondents positively see English language as important language as they can express their emotions and feelings if they are using English, they also believe that English is an official language of mostly of the countries and mostly spoken by many people from different places. Student – respondents agreed that they can communicate effectively using the English language and it should be used in instruction at school and lastly, majority of the student - respondents “disagreed” on the statement “It is the language I hate the most”. Therefore, the student-respondents have a high positive attitude towards learning English.

Karahan (2007) avers that “positive attitudes let the learner have positive orientation towards learning English language”. Researchers, teachers and learners agree that a high motivation and a positive attitude towards second language and its community help second language learners to acquire the language effectively (De Bot, et. al, 2005).

Dweik, et. al, (2014) result revealed from their study that Arabic and English are used side by side in different domains. It also indicates that English symbolizes their Canadian identity and is considered a good instrument for achieving their educational and financial aspirations.

According to Tahaineh, et. al (2013) attitudes differ in intensity or strength. Language attitude is an important concept because it plays a key role in language learning and teaching. As added to the statement of Tahaineh (2013), Oller (1979, p.138) “Attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language”.

Attitudes may play a very crucial role in language learning as they would appear to influence students’ success or failure in their learning. Gardner and Lambert (1972) in *Attitudes and Motivation in Second Language Learning* postulate the theory in brief: This theory, maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group.

Positive attitude towards learning English possessed by the second language learners is highly significant and relevant in the process of achieving their aim to communicate effectively using English language. If there is an absence of it, then low motivation will occur and so failure in learning English language will also take place.

Besides, they believed that English is an international and important language and that everyone needs to learn it. Learners, who appear to possess a more positive attitude in the language learning situation, outperform other learners with a less positive attitude towards the language learning situation (Gardner and MacIntyre 1993). Such socio-psychological factors should be considered very well, as they play an important role in motivating learners of English.

III. Significant Relationship of the Student – Respondents Profile Variates and Level of Attitude and Motivation towards Learning English Language

The results revealed in table 3 that in terms of sex, grade, parents’ occupation, parents’ educational background and language/dialect used at home of the respondents found to have a significant relationship to their level of motivation and attitude towards learning English. Meanwhile, for the secondary school graduated from of the respondents disclosed that there was a significant relationship towards attitude and motivation battery test. On the contrary, the secondary school graduated from of the respondents revealed not to have a significant relationship on the attitude towards English language.

Gardner and Lambert (1972) emphasized that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. In certain language environments, as Gardner and Lambert point out, where the social setting demands it (e.g. when the L1 is a local vernacular and the L2 is the national language), many people seem to master an L2, regardless of their aptitude differences. According to Dailey (2009) it would appear that there is a factor of outside pressure that motivates one to learn an L2. Whether it is to please parents, receive a reward, or fulfill some pragmatic goal, the student is motivated to satisfy some external pressure. Noels *et al.* link extrinsic and instrumental motivation by suggesting that they both desire to [learn] a second/foreign language because of some pressure or reward from the social environment (such as career advancement or a course credit), internalized reasons for learning an L2 (such as guilt or shame), and/or personal decisions to do so and its value for the chosen goals (2001, in Liu, 2007:128).

This also links to Dornyei’s idea of the *ought-to self* where there are external pressures of what an individual should become. These external, short-term goals could be detrimental to furthering language learning seeing as though an individual is only studying to satisfy some outside source. This comparative analysis has produced four key factors of motivation. First, a positive attitude towards the L2 community. Second, a real enjoyment of language learning. Third, a desire for self-improvement and a clear image of one’s future self. The fourth is a negative aspect where external pressures are the cause of a loss of motivation. The issue now seems to be how we as teachers can encourage in

our students the first three factors and guard against the fourth.

As added by Dailey (2009) young learners, a parental figure can be a major factor of whether or not a student is motivated to learn an L2. Parents have the power to instill in their children a positive future self-image, set examples for their children to have a positive attitude towards the L2 community, and not apply excessive external pressure on their children. However, this is not always the case and teachers must do this instead. At any rate, teachers must be in charge of the second key factor in encouraging enjoyment in learning the language. Learning an L2 is often different than learning another school subject. For instance, in FL environment parents may be less likely to speak the L2. Therefore, the parents might not be able to help the student with his or her homework, which could cause a lack of involvement in the language by the parent, and may lead to low motivation from the student.

IV. CONCLUSIONS

Based on the aforementioned results, the following conclusions were considered:

1. Based on the result discloses on table 1, the level of motivation of the student – respondents towards learning English is moderately high since majority of the student – respondents answered “slightly agree” on the statements that measure their motivation. This led to a conclusion that the student – respondents are motivated to learn the English language to succeed in their academic performance, personal interest and for their future career. Both instrumental and integrative motivations are being characterized by the student – respondents. It also concluded that the student – respondents have a desire and interest in learning the English language in many reasons and situations where in there is a need for them to learn and use effectively the English language.

2. The level of attitude of the student – respondents towards learning English found out to be high. The positive attitude revealed to be the determinant factor why the student – respondents are interested to use the English language. Good impression and judgment towards English language revealed to be important to the student – respondents for them to use the English language effectively not only during class hours but also in a real – world communication process.

3. Motivation is the most used concept for explaining the failure or success of a learner such inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. Several researchers have shown that it is not easy to be proficient in second language learning.

Wang (2006) regarded second language learning to be a complex process influenced by various internal and external factors. Motivation towards learning a particular foreign language as well as the attitudes of students and the education stakeholders are among the key influential factors in the success of introducing a second learning language in any organization (Reimann, 2001). In other words, external factors such as parents’ encouragement, teachers’ teaching

strategies, needs and wants of the students towards learning English language.

V. RECOMMENDATIONS

This section presents the recommendations of the study.

1. A classroom environment that encourages the learners to be relaxed, motivated and self-confident in acquiring the English language successfully. In order to attain the language teaching - learning process to be more motivating experience, English instructors/professors should develop English learning programs which maintain learners' interest and have obtainable short term goals.

2. Positive attitudes toward should be developed through designing English language activities that would lead the learners to participate and develop their skills. The varied instruction methodologies and activities should meet the needs and positive attitude of learners in order to become successful and fluent speakers of the target language.

3. A learner's motivations and positive attitude towards learning English are the leading predictors of their success in learning the language. Therefore, based from the aforementioned results of this study, English instructors/professors should take into consideration these factors in designing English language curriculum and syllabi. The curriculum and syllabi should contain the most important principles, approaches, methodologies, strategies, techniques, activities and materials to promote a well – designed classroom instruction environment that would develop the learners’ motivation and positive attitude towards learning English.

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TABLE 1: STUDENT – RESPONDENTS' LEVEL OF MOTIVATION TOWARDS LEARNING ENGLISH

	1	2	3	4	5	6	Total	WM	Interpretation
	SD	MD	SLD	SLA	MA	SA			
1. I would like to know more native English speakers.	3	3	5	5	5	9	30	4.10	SLA
2. I have a strong desire to know all aspects of English.		2	7	7	6	8	30	4.37	SLA
3. Because it will enable me to get a job easily	1	2	5	9	5	8	30	4.30	SLA
4. If Philippines had no contact with English-speaking countries, it would be a loss	4	5	3	6	4	8	30	3.83	SLA
5. Studying English is important because it will allow me to be more at ease with people who speak English at ease with people who speak English.	2	3	3	6	6	10	30	4.37	SLA
6. I put off my English homework as much as possible		6	5	5	8	6	30	4.10	SLA
7. Learning English is a waste of time.	8	1	5	5	5	6	30	3.53	SLA
8. Because it will enable me to carry my tasks more efficiently	2	4	6	4	7	7	30	4.03	SLA
9. Studying English is important because it will allow me to meet and converse with more and varied people.	2	3	2	5	8	10	30	4.47	SLA
10. Because it is a university requirement	3	2	2	7	9	7	30	4.27	SLA
11. If I planned to stay in another country, I would try to learn their language.	2	2	6	4	6	10	30	4.33	SLA
12. I would really like to learn many foreign languages.	2	3	4	6	1	14	30	4.43	SLA
13. The more I get to know native English speakers, the more I like them	3	2	6	4	7	8	30	4.13	SLA
14. I wish I could speak many foreign languages perfectly	4	3	3	6	4	10	30	4.10	SLA
15. It is not important for us to learn foreign languages.	7	1	6	3	4	9	30	3.77	SLA
16. Because I hope to further my education.	1	5	4	5	7	8	30	4.20	SLA

17. If it were up to me, I would spend all of my time learning English.	1	4	5	5	4	11	30	4.33	SLA
18. Knowing English isn't really an important goal in my life.	1	4	10	4		11	30	4.03	SLA
19. I haven't any great wish to learn more than the basics of English.	1	7	3	4	7	8	30	4.10	SLA
20. I enjoy meeting people who speak foreign languages.	3	3	6	5	8	5	30	3.90	SLA
21. To be honest, I really have no desire to learn English.		5	6	6	6	7	30	4.13	SLA
22. I have no interest in foreign languages.	7	2	5	7	4	5	30	3.47	SD
23. I'm losing any desire I ever had to know English.	3	3	8	7	6	3	30	3.63	SLA
24. I sometimes daydream about dropping English.	2	4	1	8	10	5	30	4.17	SLA
25. You can always trust native English speakers	4	3	6	2	6	9	30	4.00	SLA
26. Studying English is important because I will be able to interact more easily with speakers of English.	3	1	5	5	6	10	30	4.33	SLA
27. My parents try to help me to learn English.	4	3	6	6	5	6	30	3.77	SLA
28. I hate English.	5	2	7	4	9	3	30	3.63	SLA
29. I would like to learn as much English as possible.	6	1	3	7	7	6	30	3.87	SLA
30. I want to learn English so well that it will become natural to me.	2	4	2	4	9	9	30	4.37	SLA
31. The development of our country is possible mainly by educated people who know English well	3	2	5	8	6	6	30	4.00	SLA
32. Most native English speakers are so friendly and easy to get along with we are fortunate to have them as friends.	1	3	4	6	9	7	30	4.33	SLA
33. My parents feel that I should continue studying English all through my life	3	3	6	6	6	6	30	3.90	SLA
34. When I am studying English, I ignore distractions and pay attention to my task.	2	2	9	4	9	4	30	3.93	SLA
35. I wish I were fluent in English.		4	9	3	7	7	30	4.13	SLA
36. My parents have stressed the importance English will have me when I leave university.		2	9	6	9	4	30	4.13	SLA
37. I wish I could have many native English speaking friends.	1	2	7	4	8	8	30	4.33	SLA
38. My parents urge me to seek help from my teacher if I am having problems with my English.	1	3	8	7	5	6	30	4.00	SLA
39. I keep up to date with English by working on it almost every day	1	5	4	6	8	6	30	4.10	SLA
40. Studying English is important because it will enable me to better understand and appreciate the English way of life.		5	4	5	8	8	30	4.33	SLA
41. When I have a problem understanding something in my English class, I always have my teacher for help.	1	3	7	6	8	5	30	4.07	SLA
42. I really work hard to learn English	2	4	3	7	8	6	30	4.10	SLA
43. My parents feel that it is very important for me to learn English	3	1	4	9	5	8	30	4.20	SLA

44. When I hear someone speaks English well, I wish I could speak like him.	3	1	6	5	6	9	30	4.23	SLA
45. I make a point of trying to understand all the English I see and hear.	2	2	3	5	9	9	30	4.47	SLA
46. My parents encourage me to practice my English as much as possible.	2	1	8	2	8	9	30	4.33	SLA
47. My parents are very interested in everything I do in my English class.	1	3	5	6	6	9	30	4.33	SLA
48. English should not be a compulsory subject in secondary schools in Philippines	6	3	3	7	4	7	30	3.70	SLA
49. Studying foreign languages is not enjoyable.	5	3	6	6	6	4	30	3.57	SLA
50. I can't be bothered trying to understand the more complex aspects of English	3	3	3	12	8	1	30	3.73	SLA
51. At least some subjects like Physics and Chemistry should be taught in English at the secondary level.	2	3	3	8	12	2	30	4.03	SLA
52. Native English speakers have much to be proud about because they have given the world much of value	1	4	5	7	8	5	30	4.07	SLA
53. The teaching of English should not start as early as the first grade in the Jordanian school.	2	5	3	4	10	6	30	4.10	SLA
54. Native English speakers are very sociable and kind.	4	1	5	4	9	7	30	4.13	SLA
55. I don't bother checking my assignments when I get them back	1	3	6	1	13	6	30	4.33	SLA
56. I wish I could read newspapers and magazines in many foreign languages	1	2	5	5	11	6	30	4.37	SLA
57. I don't pay much attention to the feedback I receive in my English class.	3	3	2	5	6	11	30	4.37	SLA
58. English should not be the medium of instruction in the secondary school.	5	3	3	5	9	5	30	3.83	SLA
59. English is a very important part of the school program.	1	3	4	5	8	9	30	4.43	SLA
60. I would rather see a TV program dubbed into our language than in its own languages with subtitles.	1	3	4	7	9	6	30	4.27	SLA
61 I really enjoy learning English.	1	1	4	4	9	11	30	4.73	SLA
62 I tend to give up and not pay attention when I don't understand my English teacher's explanation of something		1	4	8	9	8	30	4.63	SLA
63 My parents think I should devote more time to studying English.		1	6	5	10	8	30	4.60	SLA
64 Most foreign languages sound crude and harsh.		5	4	3	9	9	30	4.43	SLA
Total								264.33	
Grand Mean								4.13	SLA

Legend:	Weighted Mean	Value	Description	Interpretation
	1.00 – 1.50	1	SD	Strongly Disagree/Very low
	1.51 – 2.50	2	MD	Moderately Disagree/Low
	2.51 – 3.50	3	SD	Slightly Disagree/Average
	3.51 – 4.50	4	SLA	Slightly Agree/Moderately High
	4.51 – 5.60	5	MA	Moderately Agree/High
	5.61 – 6.00	6	SA	Strongly Agree/Very High

TABLE 2: STUDENT-RESPONDENTS' ATTITUDE LEVEL TOWARDS LEARNING ENGLISH

Statement	Responses					Total	WM	Interpretation
	1(SD)	2(D)	3(N)	4(A)	5(SA)			
I believe that English language is								
1. more useful than my first language	1		8	12	9	30	3.93	A
2. more prestigious than my first language		2	9	11	8	30	3.83	A
3. more important than my first language in my studies	1	1	11	10	7	30	3.70	A
4. important because it is the language of my present identity	1	2	8	11	8	30	3.77	A
5. the language in which I express my emotion freely	2	2	9	11	6	30	3.57	A
6. the language of my homeland	1	5	14	9	1	30	3.13	N
7. the official language of the country and therefore it should be used everywhere	3	2	10	9	6	30	3.43	N
8. important to other children in order to communicate effectively in English	1	2	9	10	8	30	3.73	A
9. Important to be used for instruction at school	1	1	5	8	15	30	4.17	A
10. uniting me with all fellow students	2	1	9	9	9	30	3.73	A
11. the language that I hate most	9	9	8	1	3	30	2.33	D
12. the language that I am proud of	3	3	9	9	6	30	3.40	N
Total							42.73	
Grand-Mean							3.56	A

Legend:

Weighted Mean	Value	Description	Interpretation
1.00 - 1.50	1	SD	Strongly Disagree/Very Low
1.51 - 2.50	2	D	Disagree/Low
2.51 - 3.50	3	N	Neutral/Average
3.51 - 4.50	4	A	Agree/High
4.51 - 5.00	5	SA	Strongly Agree/Very High

TABLE 3: SIGNIFICANT RELATIONSHIP BETWEEN STUDENT – RESPONDENTS' PROFILE VARIATES AND LEVEL OF MOTIVATION AND ATTITUDE TOWARDS LEARNING ENGLISH

Variates	Attitudes and Motivation Battery Test			Attitude Towards English Language		
	r -value	p-value	Interpretation	r -value	p -value	Interpretation
Sex	-.377*	0.048	S	-.388*	0.038	S
Age	-0.165	0.393	NS	-0.057	0.767	NS
Grade	-0.107	0.588	S	.923**	0	S
Average Monthly Income	0.113	0.552	NS	0.087	0.648	NS
Mother Occupation	.774**	0.00	S	.819**	0.00	S
Father Occupation	.886**	0.01	S	.843**	0.00	S
Mother Educational	.930**	0.02	S	.951**	0.00	S
Father Educational	.923**	0.03	S	.791**	0.00	S
School Graduated From	.657**	0.04	S	0.134	0.079	NS
Language/Dialect used at home	.583**	0.05	S	.500**	0.005	S