

Motivation to Learn Among English Language Learners in Sudan

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Abstract

This research was conducted to examine motivation to learn English language among students of faculty of arts, Islamic University-Sudan. To achieve this aim, the researcher used the descriptive method and a simple random sample consisted of (40) male students was selected. The scale for measuring motivation was administered; the collected data were analyzed by using the following statistical tests on (SPSS): T-test for one sample, One-way analysis of variance, and Pearson correlation coefficient. The results indicated that: motivation scores were higher among students, no significant differences were found on motivation attributed to class level, and there was no correlation between motivation and age. At the end of this research, some recommendations and suggestions for future studies were presented.

Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. Motivation provides the primary impetus to initiate learning English language and later the driving force to sustain the long and often tedious learning process.

Motivation, among other psychological variables, plays an effective role on academic achievement among students in general and English language learners in particular. Both intrinsic and extrinsic motivation can work as driving force that affect students overall performance.

Motivation alone cannot do without actual action and ability. In order to test motivation level among learners; there are many psychometric tools that should be employed so as to guarantee an accurate measurement for motivation.

Many researchers concerned with motivation have conducted several researches and studies. The current research is an attempt to study motivation and its importance in learning.

Statement of research problem

It appears from literature and the previous researches carried out on motivation among learners that there are many variables underlying students' motivation to learn English language. The present research seeks to answer the following questions raised by this study:

1. What is the general trend of motivation among the research sample?
2. Is there any significant difference on motivation among English language learners according to class level?
3. Is there any significant correlation between motivation and age?

Importance of research

This research is of prime importance on account to deal with an Area of Educational psychology. It is well-known that the research on motivation is expected to be beneficial for both teachers and learners and because of the central importance attached to motivation by practitioners and researchers alike, motivation has been the target of a great deal of research during the past decades.

Objectives

This research aims to achieve the followings:

1. To measure motivation among English language learners at Islamic University-Faculty of Arts.
2. To identify the difference on motivation among students according to class.
3. To test the correlation between motivation and age.

Hypotheses

1. English language learners scored highly on motivation scale.
2. There is significant statistical difference on motivation due to class level.
3. There is significant correlation between motivation and age.

Limitations

This research is limited by both time and location. It is carried out on undergraduate students at the faculty of arts, Omdurman Islamic university in Sudan in the year 2011.

Definition of research terms

Motivation as defined by Richard Clement is the driving force by which humans achieve their goals.

Literature Reviews

Motivation

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic [1]. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include

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specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism [2]. Motivation is related to, but distinct from, emotion.

Motivation concepts

Intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by student's evaluation theory. Students are likely to be intrinsically motivated if they:

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward. Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management Professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.

Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform

the trick consistently, even later when the treat is removed from the process.

Motivational theories

Incentive theory: A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

Reinforcers and reinforcement principles of behavior differ from the hypothetical construct of reward. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response. Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. Negative reinforcement involves stimulus change consisting of the removal of an aversive stimulus following a response. Positive reinforcement involves a stimulus change consisting of the presentation or magnification of an appetitive stimulus following a response. From this perspective, motivation is mediated by environmental events, and the concept of distinguishing between intrinsic and extrinsic forces is irrelevant.

Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goals.

Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F. Skinner and literalized by behaviorists, especially by Skinner in his philosophy of Radical behaviorism, to mean that a person's actions always have social ramifications: and if actions are positively received people are more likely to act in this manner, or if negatively received people are less likely to act in this manner.

Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As opposed to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier. As opposed to in drive theory, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment—the lack of homeostasis in the body? For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

Drive-reduction theories: There are a number of drive theories. The Drive Reduction Theory grows out of the concept that we have certain biological drives, such as hunger. As time passes the strength of the drive increases if it is not satisfied (in this case by eating). Upon satisfying a drive the drive's strength is reduced. The theory is based on

diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being-a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before he finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test.

Cognitive dissonance theory: Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

While not a theory of motivation, per se, the theory of cognitive dissonance proposes that people have a motivational drive to reduce dissonance. They do this by changing their attitudes, beliefs, or actions. Dissonance is also reduced by justifying, blaming, and denying. It is one of the most influential and extensively studied theories in social psychology.

Need theories

Need hierarchy theory: The content theory includes the hierarchy of needs from Maslow and the two-factor theory from Herzberg. Abraham Maslow's theory is one of the most widely discussed theories of motivation.

The American motivation psychologist Abraham H. Maslow developed the Hierarchy of needs consistent of five hierarchic classes. It shows the complexity of human requirements. Maslow says that first of all the basic requirements have to be satisfied. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, the whole behavior of a human will be oriented to satisfy this deficit. Subsequently we do have the second level, which awake a need for security. Basically it is oriented on a future need for security. After securing those two levels, the motives shift in the social sphere, which form the third stage. Psychological requirements consist in the fourth level, while the top of the hierarchy comprise the self-realization. So, theory can be summarized as follows:

- Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
- Since needs are many, they are arranged in order of importance, from the basic to the complex.

- The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
- The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

The needs, listed from basic (lowest-earliest) to most complexes (highest-latest) are as follows:

- Physiology (hunger, thirst, sleep, etc.)
- Safety/Security/Shelter/Health
- Belongingness/LOVE/Friendship
- Self-esteem/Recognition/Achievement
- Self-actualization

Herzberg's two-factor theory: Frederick Herzberg's two-factor theory, a.k.a. intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their lifetime, but "respect for me as a person" is one of the top motivating factors at any stage of life. He distinguished between:

- Motivators; (e.g. challenging work, recognition, responsibility) which give positive satisfaction, and
- Hygiene factors; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration.

The theory is sometimes called the "Motivator-Hygiene Theory" and/or "The Dual Structure Theory".

Herzberg's theory has found application in such occupational fields as information systems and in studies of user satisfaction (see Computer user satisfaction).

Alderfer's ERG theory: Alderfer, expanding on Maslow's hierarchy of needs, created the ERG theory. This theory posits that there are three groups of core needs - existence, relatedness, and growth, hence the label: ERG theory. The existence group is concerned with providing our basic material existence requirements. They include the items that Maslow considered to be physiological and safety needs. The second group of needs is those of relatedness- the desire we have for maintaining important interpersonal relationships. These social and status desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. Finally, Alderfer isolates growth needs' an intrinsic desire for personal development. These include the intrinsic component from Maslow's esteem category and the characteristics included under self-actualization.

Self-determination theory: Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment.

The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.

Broad theories: The latest approach in developing a broad, integrative theory of motivation is Temporal Motivation Theory. Integrating theories of motivation introduced in their 2007 Academy of Management Review article, it synthesizes into a single formulation the primary aspects of all other major motivational theories, including Incentive Theory, Drive Theory, Need Theory, Self-Efficacy and Goal Setting. Notably, it simplifies the field of motivation considerably and allows findings from one theory to be translated into terms of another.

Also, Achievement Motivation is an integrative perspective based on the premise that performance motivation results from the way broad components of personality are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. Especially it integrates formerly separated approaches as Need for Achievement with e.g. social motives like dominance. The Achievement Motivation Inventory is based on this theory and assesses three factors (17 separated scales) relevant to vocational and professional success.

Cognitive theories

Goal-setting theory: Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal's efficiency is affected by three features: proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. This explains why some children are more motivated to learn how to ride a bike than to master algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual.

Models of behavior change

Social-cognitive models of behavior change include the constructs of motivation and volition. Motivation is seen as a process that leads to the forming of behavioral intentions. Volition is seen as a process that leads from intention to actual behavior. In other words, motivation and volition refer to goal setting and goal pursuit, respectively. Both processes require self-regulatory efforts. Several self-regulatory constructs are needed to operate in orchestration to attain goals. An example of such a motivational and volitional construct is perceived self-efficacy. Self-efficacy is supposed to facilitate the forming of behavioral intentions, the development of action plans, and the initiation of action. It can support the translation of intentions into action.

Unconscious motivation

Some psychologists believe that a significant portion of human behavior is energized and directed by unconscious motives. According to Maslow, "Psychoanalysis has often demonstrated that the relationship between a conscious desire and the ultimate unconscious aim that underlies it need not be at all direct.

Intrinsic motivation and the 16 basic desires theory

Starting from studies involving more than 6,000 people, Professor Steven Reiss has proposed a theory that finds 16 basic desires that guide nearly all human behavior. The 16 basic desires that motivate our actions and define our personalities as:

- Acceptance, the need for approval
- Curiosity, the need to learn
- Eating, the need for food
- Family, the need to raise children
- Honor, the need to be loyal to the traditional values of one's clan/ethnic group
- Idealism, the need for social justice
- Independence, the need for individuality

In this model, people differ in these basic desires. These basic desires represent intrinsic desires that directly motivate a person's behavior, and not aimed at indirectly satisfying other desires. People may also be motivated by non-basic desires, but in this case this does not relate to deep motivation, or only as a means to achieve other basic desires.

Controlling motivation

The control of motivation is only understood to a limited extent. There are many different approaches of motivation training, but many of these are considered pseudoscientific by critics. To understand how to control motivation it is first necessary to understand why many people lack motivation.

Employee motivation

Workers in any organization need something to keep them working. Most times the salary of the employee is enough to keep him or her working for an organization. However, sometimes just working for salary is not enough for employees to stay at an organization. An employee must be motivated to work for a company or organization. If no motivation is present in an employee, then that employee's quality of work or all work in general will deteriorate.

When motivating an audience, you can use general motivational strategies or specific motivational appeals. General motivational strategies include soft sell versus hard sell and personality type. Soft sell strategies have logical appeals, emotional appeals, advice and praise.

Hard sell strategies have barter, outnumbering, pressure and rank. Also, you can consider basing your strategy on your audience personality. Specific motivational appeals focus on provable facts, feelings, right and wrong, audience rewards and audience threats [3].

Applications

Education: Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have several effects on how students learn and how they behave towards subject matter [4] It can:

1. Direct behavior toward particular goals
2. Lead to increased effort and energy

3. Increase initiation of, and persistence in, activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing
6. Lead to improved performance.

Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

The majority of new student orientation leaders at colleges and universities recognize that distinctive needs of students should be considered in regard to orientation information provided at the beginning of the higher education experience. Research done by Whyte in 1986 raised the awareness of counselors and educators in this regard. In 2007, the National Orientation Directors Association reprinted Cassandra B. Whyte's research report allowing readers to ascertain improvements made in addressing specific needs of students over a quarter of a century later to help with academic success [5]

There are two kinds of motivation:

- Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained [6]. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students [7]
- Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Whyte researched and reported about the importance of locus of control and academic achievement. Students tending toward a more internal locus of control are more academically successful, thus encouraging curriculum and activity development with consideration of motivation theories [8,9]. Motivation has been found to be an important element in the concept of Andragogy (what motivates the adult learner), and in treating Autism Spectrum Disorders, as in Pivotal Response Therapy.

Sudbury model schools' approach

Main article: Sudbury Valley School: Sudbury Model schools adduce that the cure to the problem of procrastination, of learning in general, and particularly of scientific illiteracy is to remove once and for all what they call the underlying disease: compulsion in schools. They contend that human nature in a free society recoils from every attempt to force it into a mold; that the more requirements we pile onto children at school, the surer we are to drive them away from the material we are trying to force down their throats; that after all the drive and motivation of infants to master the world around them is legendary. They assert that schools must keep that drive alive by doing what some of them do: nurturing it on the freedom it needs to thrive [10].

Sudbury Model schools do not perform and do not offer evaluations, assessments, transcripts, or recommendations, asserting that they do not rate people, and that school is not a judge; comparing students to each other, or to some standard that has been set is for them

a violation of the student's right to privacy and to self-determination. Students decide for themselves how to measure their progress as self-starting learners as a process of self-evaluation: real life-long learning and the proper educational evaluation for the 21st century, they adduce [11]. According to Sudbury Model schools, this policy does not cause harm to their students as they move on to life outside the school. However, they admit it makes the process more difficult, but that such hardship is part of the students learning to make their own way, set their own standards and meet their own goals. The no-grading and no-rating policy helps to create an atmosphere free of competition among students or battles for adult approval, and encourages a positive cooperative environment amongst the student body [12].

Business: At lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator, however it tends to have a motivating effect on staff that lasts only for a short period (in accordance with Herzberg's two factor model of motivation). At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as both Abraham Maslow's theory of motivation and Douglas McGregor's theory X and theory Y (pertaining to the theory of leadership) demonstrate.

Maslow has money at the lowest level of the hierarchy and shows other needs are better motivators to staff. McGregor places money in his Theory X category and feels it is a poor motivator. Praise and recognition are placed in the Theory Y category and are considered stronger motivators than money.

- Motivated employees always look for better ways to do a job.
- Motivated employees are more quality oriented.
- Motivated workers are more productive.

The average workplace is about midway between the extremes of high threat and high opportunity. Motivation by threat is a dead-end strategy, and naturally staffs are more attracted to the opportunity side of the motivation curve than the threat side. Motivation is a powerful tool in the work environment that can lead to employees working at their most efficient levels of production [12].

Nonetheless, Steinmetz also discusses three common character types of subordinates: ascendant, indifferent, and ambivalent who all react and interact uniquely, and must be treated, managed, and motivated accordingly. An effective leader must understand how to manage all characters, and more importantly the manager must utilize avenues that allow room for employees to work, grow, and find answers independently [12]

The assumptions of Maslow and Herzberg were challenged by a classic study [13] at Vauxhall Motors' UK manufacturing plant. This introduced the concept of orientation to work and distinguished three main orientations: instrumental (where work is a means to an end), bureaucratic (where work is a source of status, security and immediate reward) and solidaristic (which prioritises group loyalty).

Other theories which expanded and extended those of Maslow and Herzberg included Kurt Lewin's Force Field Theory, Edwin Locke's Goal Theory and Victor Vroom's Expectancy theory. These tend to stress cultural differences and the fact that individuals tend to be motivated by different factors at different times [14].

According to the system of scientific management developed by Frederick Winslow Taylor, a worker's motivation is solely determined

by pay, and therefore management need not consider psychological or social aspects of work. In essence, scientific management bases human motivation wholly on extrinsic rewards and discards the idea of intrinsic rewards.

In contrast, David McClelland believed that workers could not be motivated by the mere need for money-in fact, extrinsic motivation (e.g., money) could extinguish intrinsic motivation such as achievement motivation, though money could be used as an indicator of success for various motives, e.g., keeping score. In keeping with this view, his consulting firm, McBer & Company, had as its first motto "To make everyone productive, happy, and free." For McClelland, satisfaction lay in aligning a person's life with their fundamental motivations.

Elton Mayo found that the social contacts a worker has at the workplace are very important and that boredom and repetitiveness of tasks lead to reduced motivation. Mayo believed that workers could be motivated by acknowledging their social needs and making them feel important. As a result, employees were given freedom to make decisions on the job and greater attention was paid to informal work groups. Mayo named the model the Hawthorne effect. His model has been judged as placing undue reliance on social contacts at work situations for motivating employees [15].

In *Essentials of Organizational Behavior*, Robbins and Judge examine recognition programs as motivators, and identify five principles that contribute to the success of an employee incentive program [16].

- Recognition of employees' individual differences and clear identification of behavior deemed worthy of recognition.
- Allowing employees to participate
- Linking rewards to performance
- Rewarding of nominators

Previous researches

Motivation, self-confidence, and group cohesion in the foreign language classroom [19]: Defining the motivational basis of second and foreign language acquisition has been at the center of much research and controversy for many years. The present study applied social psychological constructs to the acquisition of English in the unicultural Hungarian setting. A total of 301 Grade 11 students from the region of Budapest answered a questionnaire assessing their attitude, anxiety, and motivation toward learning English, as well as their perception of classroom atmosphere and cohesion. In addition, their teachers rated each of the students on proficiency and a number of classroom behaviors and evaluated the relative cohesion of each class group. Factor and correlational analyses of the results revealed that xenophilic ($M=4.22$ on a 1-6 scale), sociocultural ($M=3.96$), instrumental ($M=3.78$), and media-use reasons ($M=3.79$) were most strongly endorsed by the students whereas an identification orientation ($M=1.81$) was rejected. Factor analysis of the attitude, anxiety, and motivation scales confirmed the existence of attitude-based (integrative motive) and self-confidence motivational subprocesses and revealed the presence of a relatively independent class- room based sub process, characterized by classroom cohesion and evaluation. Correlational analyses of these clusters further revealed that, while all sub processes were associated with achievement, self-confidence and anxiety showed no relationship to classroom atmosphere. We discuss these findings in the context of current theories of second and foreign language acquisition and with reference to their applied implications.

Boosakorn vijchulata: a survey of students' motivation for learning english [18]: A survey to study the students' motivation for learning English in Universiti Pertanian Malaysia (UPM) was carried out in the second semester of the 1982/83 academic year. The subjects of this study consisted of approximately a thousand students from all the different faculties in UPM who were taking the five English proficiency courses (BB 051, BB 151, BB 251, BB 253, BB 254) and one special English course BB 252. The students' responses were analyzed in terms of frequency distributions; and where appropriate, cross-tabulation, Pearson's product-moment correlation, t-test and multiple range tests were also used to establish relationships among some of the factors under study.

It is found that UPM students are both integrative and instrumentally oriented in the English language-learning task. In terms of motivational intensity, students from the more advanced English courses seem to be more motivated than those from the lower level or more basic courses. In general, UPM students expressed a strong desire to learn English. Overall, the majority of the students perceived their lecturers as encouraging towards their English language- learning task, as compared to their perception of their parents in the same respect.

Research Methodology

This chapter deals with how the current research is designed and conducted as far as methodology is concerned.

Concerning the research method, the researcher has selected the descriptive method because it is relevant to the present study.

The population

This research population represents college students in undergraduate stage at Omdurman Islamic university-Sudan, from which the sample was drawn.

The sample

The selected sample for the current research was drawn randomly comprising (40) male students who are learning English language at faculty of Arts, Islamic university-Sudan.

Data collection device

The researcher designed a scale for measuring motivation consisting of [13] items with five alternatives for answering (always-often-sometimes rarely-never).

The scale was detected for both reliability and validity as shown in the Table 1,2:

It appears from the above table the scale is reliable and valid statistically.

The table above indicated correlation coefficients for each items on motivation scale.

Statistical tests used to analyze data

The researcher used the following statistical tests to verify the research hypotheses:

1. T-test for one sample

Cronbach's Alpha	Cranach's Alpha Based on Standardized Items	N of Items
0.312	0.174	15

Validity=0.56

Table 1: Reliability Statistics.

2. One-way analysis of variance
3. Pearson's correlation coefficient

Results & Discussion

This section of research deals with result obtained for each hypothesis and its interpretation and discussion:

Hypothesis (1)

It predicted that English language learners scored highly on motivation scale.

To verify this hypothesis, the researcher used T-test for one sample as shown in the table 3,4:

It appears from the tables that mean difference is significant at (.000), this indicates motivation scores are high among the learners.

Discussion: The result revealed that students, motivation for learning English was high. It was expected owing to the learners, ongoing keenness and desire to learn and master English as foreign language. The popularity of English language might be one of the reasons why English language learners in different parts of the world are well-motivated to that end.

Hypothesis (2)

It speculated that there were significant differences on motivation for learning English owing to class level.

To test this hypothesis, the researcher used one-way analysis of variance as shown in the table 5,6:

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	37.3333	33.238	0.075	.	0.303
Q2	37.4667	35.981	-0.087	.	0.351
Q3	36.8667	35.981	-0.032	.	0.322
Q4	37.8	33.6	0.06	.	0.308
Q5	38.0667	31.495	0.168	.	0.269
Q6	37.8	31.171	0.253	.	0.243
Q7	37.2	33.886	0.063	.	0.307
Q8	39.1333	38.41	-0.26	.	0.39
Q9	38.0667	29.924	0.182	.	0.257
Q10	37.4	34.543	0.024	.	0.318
Q11	38.6	28.114	0.312	.	0.197
Q12	38	30.286	0.201	.	0.252
Q13	38.7333	30.067	0.182	.	0.258
Q14	36.8667	36.838	-0.146	.	0.339
Q15	38.1333	31.695	0.128	.	0.283

Table 2: Item-Total Statistics.

	N	Mean	Std.Deviation	Std. Error Mean
motivation	40	43.3	9.44403	1.49323

Table 3: One-Sample Statistics.

	Test Value = 35					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
motivation	5.558	39	.000	8.30000	5.2797	11.3203

Table 4: One-Sample Test.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	7	42.4286	9.84644	3.7216	33.3221	51.535	27	55
2	1	52	52	52
3	9	37.4444	10.66667	3.55556	29.2453	45.6436	21	50
4	23	45.4783	8.22341	1.7147	41.9222	49.0343	23	60
Total	40	43.3	9.44403	1.49323	40.2797	46.3203	21	60

Motivation

Table 5: Descriptives.

	Sum of Squares	df	Mean Square	F	Sig.
Between Group	498.724	3	166.241	2.009	0.13
Within Groups	2979.676	36	82.769		
Total	3478.4	39			

Motivation

Table 6: ANOVA.

	Mean	Std. Deviation	N
motivation	43.3	9.44403	40
age	24.175	3.02034	40

Table 7: Descriptive Statistics.

		motivation	age
Motivation	Pearson Correlation	1	0.108
	Sig. (2-tailed)		0.508
	N	40	40
age	Pearson Correlation	0.108	1
	Sig. (2-tailed)	0.508	
	N	40	40

Table 8: Correlations.

It appears from the table that no significant difference on motivation due to class level.

Discussion: The result of this hypothesis pointed out no significant statistical differences were found on motivation scores due to class. According to researcher, students or learners are normally found in classrooms and each learner, regardless of his class, is supposed to be an active member in learning process. There are other factors that can contribute effectively to class motivation to learn English such as nature of learners, class environment, and extracurricular activities.

Hypothesis (3)

It hypothesized that no correlation found between motivation scores and learners, ages.

To test this hypothesis, the researcher used Pearson's correlation coefficient as displayed in the table 7,8:

It is obvious from the table that no significant correlation between motivation and age.

Discussion: It seems to the best of researcher's knowledge that motivation to learn cannot be affected by learner's age. That is why-for instance-children have also motivation to learn, and this may give an impression that motivation is a propensity or an instinct.

Recommendations

Based on the results obtained, the researcher recommends the followings:

1. To promote students awareness towards learning process.
2. To keep learners in touch with modern English language teaching methods.

Suggestions for Further Studies

The researcher suggested the following future researches to be carried out:

1. Motivation for learning English among secondary school students.
2. The effect of motivation on academic achievement among college students.

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