

مستوى دافعية المتعلمين لتعلم اللغة الانكليزية في ضوء بعض المتغيرات.

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الملخص

هدف البحث إلى تعرف مستوى دافعية المتعلمين لتعلم اللغة الانكليزية كلغة ثانية في ضوء بعض المتغيرات. اتبعت الباحثة المنهج الوصفي التحليلي، وتمثل المجتمع الأصلي للبحث بجميع معاهد تعليم اللغة الانكليزية في مدينة دمشق وجميع المتعلمين الملتحقين لتعلم اللغة الإنكليزية كلغة أجنبية، وأجري البحث لدى عينة ميسرة (العينة المتاحة) من المتعلمين الملتحقين بالمعاهد العامة والخاصة لتعلم اللغة الانكليزية بلغ عددهم (168) متعلم ومتعلمة، منهم (86) في المعهد العالي للغات و(82) متعلم ومتعلمة اختيروا من معاهد (المستقبل، الخوارزمي، آسيا للغات) الخاصة. تمثلت أدوات الدراسة بمقياس الدافعية المكون من مجالين (الدافعية الداخلية والدافعية الخارجية)، وأظهر البحث النتائج الآتية:

- جاءت مستوى دافعية للمتعلمين الداخلية والخارجية والدافعية بشكل عام لتعلم اللغة الانكليزية مرتفعة، وجاءت الدافعية الخارجية أقوى من الدافعية الداخلية.
- أظهرت النتائج وجود فروق في دافعية المتعلمين حسب متغيرات الجنس لمصلحة الاناث، ومتغير المستوى التعليمي لمصلحة مؤهل الدراسات العليا، ومتغير المستوى الاقتصادي لمصلحة المتعلمين من ذوي المستوى الاقتصادي المرتفع، ومتغير مراكز التعلم لمصلحة المتعلمين الملتحقين لتعلم اللغة الانكليزية بالمعاهد الخاصة.

الكلمات المفتاحية: الدافعية، الدافعية الداخلية، الدافعية الخارجية. المعاهد العامة، المعاهد الخاصة.

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The level of learners' motivation to learn English in the light of some variables

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Abstract

The research aims at identifying the level of learners' motivation to learn English in the light of some variables.

The researcher followed the analytical descriptive method, The original research community represented all the English language teaching institutes in Damascus, and all learners enrolled in English as a foreign language, and conducted the research on a convenience sample of learners enrolled in the public and private institutes for English language teaching. The sample is numbered (168) female and male students, (86) of which studied in the Higher Institute for Languages, and (82) others in (The Future, Al-Khwarizmi, and Asia) private institutes.

The tools of the study included the motivation level, which consisted of two domains (an internal motivation and an external motivation). The research showed the following results:

- The internal and the external learner's level of motivation to learn English came high in general, and the external motivation was stronger than the internal.
- The results showed differences in learners' motivation according to: the gender variable in favor of females, the educational level variable in favor of postgraduates, the financial level variable in favor of learners of high economic level, and the learning center variable in favor of learners enrolled in private institutes for learning English.

Keywords: motivation, internal motivation, external motivation. Public institutes, private institutes.

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Research Introduction:

Learning foreign languages and the interest in them is considered one of landmarks of civilized and developing societies. It indicates the society's awareness and recognition of the need to benefit from others' experiences. Learning foreign languages is a linkage among nations. It marks a civilized society, since it makes it more open to the world and more receptive to other customs and traditions. It also removes barriers between it and the outside world, especially after the opportunity to learn languages became available to everyone regardless of their financial potentials or circumstances, thanks to technology and the information revolution which preserved the right for each individual to obtain knowledge and self-learning.

English occupies a leading position among the world's languages at the present time as it is the language of the age and is learned by all the peoples worldwide. In addition, it is the most widespread language. More importantly in the age of informatics that we live in, English is one of the most important languages to communicate online, not to mention the fact that most of the research and educational materials are written in English.

Not only English as a foreign language has occupied the labor market, but also its cultural and artistic influence has extended to affect all the countries through its success in all fields, hence its culture has spread to reach a large segment of people, making English a universal language. This prompted many of the learners to turn to learn and use it for multiple motivations: Curriculums for medicine, engineering, technology and modern sciences, for instance, are written in this living language. Moreover, there is an institutional encouragement for learning English through making it a prerequisite for employment.

Motivation is one of the basic elements in learning and teaching process, and is one of the basic conditions for achieving the goal of the learning process in any field.

Finally, one can notice that in the Syrian Arab Republic, English as a second language has become increasingly popular with the spread of English teaching institutes all over the country and the growing interest in the young generation to learn it, especially in the light of the current conditions in Syria. It is said that learning a second language opens new

horizons to work in the local, Arab and international market. Hence, the researcher tried to conduct this study on the degree of learners' motivation to learn in institutes and language centers in the light of some personal variables.

1. Research Problem:

Learning process is subject to a set of conditions and factors, some of which relate to the learner's internal aspects while others are associated with external factors affecting the learner in the educational situation.

This is why the learning process, especially on the human level, is subject to many of the distinctive conditions that efficiently influence the individual's behavior in the situation.

Motivation or the learner's desire not only plays a central role in, but is also the criterion for assessing the learner's success or failure to learn a second language and to master its four skills (listening, speaking, reading, and writing). Using a language and communicating it with people is often the main reason and the major incentive to learn a language. It is also known that when a learner moves to the foreign language community and its culture, it increases his/her desire to communicate with people of that language and to integrate with them, which boosts his/her linguistic income and develops greater language proficiency (Alasili, 2003, 35).

Studies such as Kadhim's (2016), Al-Khair's (2014), Dayir's (2013), and Jaafar's (2012) have shown that the stronger the learner's motivation to learn a second language is, the richer his/her linguistic output will become. Chunmei, Zhu and Liping's study (2013) also showed that motivation plays an important role in learning foreign languages, and that students' motivation towards language learning plays an important role in determining the learning environment in the classroom, and that the students' motivation behind learning foreign languages shows their thoughts and feelings about foreign languages, as well as their intention to learn them.

Similarly, Lifrieri (2005) noted the importance of motivation that seems to be evident in the enhancement of language learning and asserted that when a question is asked about the factors affecting the levels of individual's success in any activity, including language learning, most people mention motivation among these factors.

Brown (2007) also points out that it is easy in the second language to claim that the learner will be successful by way of adequate and appropriate motivation. In the same perspective, Gardner (2006) assumes that students with higher levels of motivation perform better than those with low motivation.

The researcher, by virtue of her work in English language teaching, has noted that specialized institutes in English language (both public and private) are witnessing large numbers of enrolling students to learn English and she noticed large groups of students in front of English language institutes in Damascus and noted that most of them were university students or graduates who came to learn English due to multiple motivations. As forms of motivation play an important role in language learning, and because some factors and variables may affect the field of learning English, it was necessary to study the level of motivation to learn this language among learners and the tendencies that stand behind it and whether these tendencies are adequate and appropriate to help them achieve and maintain sound linguistic development. Hence, the desire to conduct the current study emerged to discover the level of learners' motivation to learn English as a second language in the light of some variables. Thus, the research problem is determined by the following main question: What is the level of learners' motivation to learn English in the light of some of the variables?

2.Importance of the Research: The significance of this research is reflected in the following points:

- 2.1. Knowing the level of learners' motivation to learn English can be utilized to achieve educational goals effectively, as being one of the most important factors determining learners' ability to attain achievement.
- 2.2. Results of the study may be beneficial in uncovering learners' perceptions of English, as how they think about it, and the reasons behind learning it.

2.3 .Revealing the level of motivation of learners of English as a second language can help specialists in designing training programs for learners in this domain and knowing the strengths and weaknesses of such programs, which can be reflected positively on the linguistic performance.

3. Research aims: The research aims to:

- 3.1. Identify the level of motivation of learners to learn English in the light of some variables
- 3.2. Spot the differences among learners' mean scores in relation to their motivation to learn English according the variables of (gender, educational level, financial level, and learning center).

4. Research questions:

- 4.1. What is the level of learners' motivation to learn English in the light of some of the variables?
- 4.2. Are there differences among learners' mean scores in relation to their motivation to learn English according the variables of (gender, educational level, financial level, and learning center)?

5. Research Variables:

- 5.1. Independent variables:
 - Gender: has two levels (male, female).
 - Educational Level: has three levels (secondary school, university degree, postgraduate).
 - Financial level: It has three levels (low, medium, high).
 - Learning Center: It has two levels (private centers, public centers).
- 5.2. The dependent variable: learners' motivation level to learn English .

6. Hypotheses: The hypotheses were tested at the significance level (0.05)

- 6.1. There is no statistically significant difference between the mean (average) scores of learners regarding their level of motivation to learn English with respect to the gender variable.

- 6.2. There is no statistically significant difference between the mean scores of learners with regard to their level of motivation to learn English with respect to the educational level variable.
- 6.3. There is no statistically significant difference between the mean scores of learners with regard to their level of motivation to learn English with respect to the financial level variable.
- 6.4. There is no statistically significant difference between the mean scores of learners regarding their motivation to learn English with respect to the learning center variable.

7. Research Terms and procedural Definitions:

- 7.1. **Motivation:** motivation is defined as "the internal state of a learner that drives his/her behavior and performance, contributes to the continuation of this behavior, and directs it towards achieving a specific goal or purpose" (Mahmoud, 2005, 281).

Procedurally, motivation is defined as "an internal force moving students into a certain direction or an internal situation in a way that stimulates their behavior, works to maintain this behavior, and directs it towards achieving a certain goal", and in the present study it is determined by the level obtained by the learner on the scale of motivation towards learning English as a second language, which is composed of two dimensions: (the internal motivations dimension, and the external motivations dimension) that have been adopted for this purpose.

- 7.1.1. **Internal motivations:** they are the motivations caused by factors arising from within the individual; they include the desire for knowledge and exploration, inclinations, interests and motives of arousal and alert (Al-Attoum et al., 2008, 183-186).
- 7.1.2. **External motivations:** They are known as acquired motivations or secondary motivations. Such motivations are learned and acquired through processes of social interaction and social upbringing according to the principle of observation and modeling and are strengthened by reinforcement and social support. They include the motives of love, appreciation, respect, ownership, control, membership, friendship, superiority, and other needs. They also include the goals that the human being

sets for himself/herself and seeks to achieve (Al-Zaghlul and Al-Mahamid, 2007, 98).

7.1.3. **Public institutes:** Educational institutions where English is taught as a foreign language and is followed by the Ministry of Higher Education in the Syrian Arab Republic.

7.1.4. **Private institutes:** foreign language learning centers that follow the private sector.

8. Previous studies:

Mona Elsheikh Hamed Mohammed's (2010) research entitled: Impact of Instrumental motivation on teaching English in secondary schools.

The aim of this study was to investigate the role of motivation or incentive in teaching English as a second language. It also aimed to provide teachers of this language with patterns, methods, aids and educational situations that enable them to understand and recognize the process of motivation and excitement and their contribution in generating the desire to learn this language. The researcher adopted the descriptive analytical method and used a questionnaire as a tool for data collection that she applied on a sample of (113) learners and a sample of (76) teachers. The results of the study showed that motivation was a major agent in the appeal to learn English, and that teachers provide students with motives or incentives through direct encouragement, direct interaction as well as through their performance in teaching. The study recommended some methods, procedures and activities that prompt the student to learn the second language.

Fatima Jaafar's (2012) study entitled: Attitudes and motives of Jordanian University students towards learning English.

The study aimed at revealing the attitudes and motivations of university students in Jordan towards learning English in the current circumstances of the Arab world. The study used the descriptive analytical method and was conducted to a sample of (610) BA and MA students in the Middle East University. The study used a questionnaire as a tool for data, and the results showed that the students' attitudes toward learning English were neutral, the cultural motivation was positive for both levels, and the academic motivation was neutral to the two levels. There were no statistically significant differences in academic motivations, while there were differences in practical and cultural

motivations in favor of the bachelor's degree level. The study also showed no differences in the academic motivations, while differences appeared in practical and cultural motivations at the level of specialization in favor of the scientific disciplines, and in the school in which the student graduated in favor of private schools.

Dayir's (2013) study entitled: motivation in the process of self-learning for students of the second level / English Department at the Faculty of Arts and Education at the University of Taif.

This study aimed to explore the impact of motivation in self-learning through four different areas: the level of motivation in learning English, the use of cognitive strategies in learning English, self-responsibility in learning English, and the practice of English as an activity outside the classroom. The study followed a descriptive and analytical method. The sample consisted of (40) students from the English Department / Second Level in the Faculty of Arts at Taif University and (10) English Language teachers. The study reached a number of conclusions, the most important of which are: Teachers and students of the Faculty of Arts offered positive views towards the process of self-learning and the sample agreed on the contribution of motivation in the self-learning process. Moreover, there are no statistically significant differences between teachers and students in their attitudes toward the self-learning process. The research recommended that a study should be conducted using different methods to identify the factors that affect the self-learning process to help researchers and teachers develop English language students' achievements and encourage them.

Al-Khair's (2014) study entitled: Motivation of the Sudanese university student towards reading English.

The aim of this study was to identify the motivation of the Sudanese university students towards reading English, the values these students assign to reading, and their perceptions about their ability in this skill. It also aimed at detecting whether there were statistically significant differences due to the genre variable. The study employed the quantitative and descriptive approach and utilized a questionnaire distributed to (100) second and third year students studying English at Al-Zaiem Al-Azhari University. The study used the random sample method and included two samples: one contained fifty females, and the other fifty

males. The study reached a number of results, the most important of which were: Sudanese students achieved high levels in the internal and external motives, the achievement motive, and the values they attributed to reading. The study also revealed statistically significant differences between females and males in the reading motivation dimension due to the genre variable.

Al-Khawalda et al.'s (2014) study entitled: AFL students' motivation toward learning Arabic in Jordan as related to some variables.

The study aimed to reveal the level of motivation to learn Arabic among non-natives of Arabic in Jordan, and whether there were differences of statistical significance in their motivation due to the variables of gender, nationality, and period of time spent in Jordan. To achieve the objectives of the study, the researchers adopted the Degang (2010) scale of motivation for learning a foreign language. The study sample consisted of (90) foreign students from different nationalities enrolled in the Arabic Language Program for Non-Native Speakers at the University of Jordan and Yarmouk University centers. Study results revealed a high level of motivation towards learning Arabic. The results also showed that there were no statistically significant differences in the total level of students' motivation due to the gender, nationality, and time spent in Jordan variables. The results of the study also showed that there were no significant differences in instrumental and integrative student's level of motivation due to the variables of gender and time span.

Kadhim's (2016) study entitled: Students' motivation towards joining the Department of Arabic Language and its relation to their academic achievement.

The purpose of the study was to investigate students' motivation towards joining the Arabic Language Department and to see the relationship between motivation and academic achievement. The study used the descriptive analytical method and was conducted to a sample of (26) male and female students in the first stage, (36) male and female students in the second stage, (31) male and female students in the third stage, and (25) students in the fourth stage. The research tool was a 20-item-scale built by the researcher to evaluate motivation. After statistically analyzing the results, the researcher found that the students enjoy a high level of motivation and that there is a strong correlation

between the motivation of students and their academic achievement. In the light of the research results, the researcher reached some recommendations, including: paying attention to developing students' attitudes towards their academic specialization and benefiting from the motivation scale for the purpose of distributing students according to their desires.

Foreign Studies:

Liu's (2007) study entitled: Chinese students' motivation to learn English at the tertiary level.

To achieve the objectives of the study, the researcher used a scale of trends consisting of (44) sections, an open-ended interview, and an efficiency test in English. The study sample consisted of (202) students at the level of the third year of non-English language specialization at the Southern University in China. The results of the study showed that students showed positive attitudes and high motivation towards learning English, that their motivation to learn English was more instrumental than integrative, and that there was a positive correlation between English proficiency and students' attitudes and motivation.

Degang Manusak's (2010) research entitled: Motivation toward English language learning of the second year undergraduate Thai students majoring in business English at an English- Medium University

The aim of this study was to identify the level and type of motivation of Thai students to learn English (instrumental and integrative). To achieve the objectives of the study, the researcher used a scale of motivation using Gardner's Attitude/Motivation test and Liu's research questions. The study sample consisted of (50) students studying business administration in English at the second year level at Medium University. The results of the study revealed a high motivation in students towards learning English. It also showed that the students learn English for instrumental and integrative orientations, and that the integrative orientations were significantly more.

Sayadian and Lashkarian's (2010) study entitled: Investigating attitude and motivation of Iranian University learners toward English as a foreign language.

The study aimed at revealing the attitudes and motivations of Iranian students to learn English as a foreign language and its relation to gender and specialization. To achieve the objectives of the study, the researchers

used the Persian version of the Gardner scale. The study sample consisted of (537) students from Yazd University in Iran. The results of the study showed that both male and female students showed positive attitudes towards learning English with preference for females, and that the students of the Faculty of Engineering showed higher attitudes than the students of the Faculty of Natural Resources. The results also showed that students showed an integrative motivation toward learning English more than the instrumental motivation. It also revealed that there was no relationship between their motivation and their gender and field of specialization.

Frida, Lennartsson. (2008). Students' motivation and Attitudes towards learning a second language - British and Swedish students' points of view.

This paper is a study within the general area of Second Language Acquisition (SLA), focusing on second language learning in formal (classroom) settings. The main questions discussed in this essay are firstly, whether social factors matter while learning a second language, secondly, to what extent attitudes towards the second language matter and thirdly, what attitudes students actually have towards studying a second language.

The paper compares both students and teachers in the UK and Sweden. To be able to make this comparison I travelled to the UK and followed a class at the University of Wolver Hampton that study Swedish.

This paper has benefited from both quantitative and qualitative methods. The quantitative part consists of a questionnaire that was handed out to the students in both England and Sweden. For the qualitative part of my research I made use of the structured interview form, which is a method that has a compact nest of questions and where the sequence of questions is decided before the interview. I interviewed two students and one teacher in each of the countries that this paper covers. The social factors that this paper recognizes are age, gender, social class and ethnic

identity. Furthermore, the essay examines the impact of students' motivation and attitudes while studying and learning a new language. It has been demonstrated that motivation has a major role to play while

learning a second language. It can be argued that the more motivated students are the more and better they will learn. According the students in question their opinions are that you have to have a good teacher while learning languages, i.e. a teacher that can encourage you and make you develop. On the other hand the teachers in question said that the students must be interested in learning second languages otherwise it is pointless since they will not develop.

The findings of the present paper are analyzed in the light of previous research published in this field.

Chunmei Long¹, Zhu Ming¹ & Liping Chen¹. (2013). The Study of Student Motivation on English Learning in Junior Middle School – A Case Study of No.5 Middle School in Gejiu.

Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Through the study of the theory of modern education, this paper discusses the definition of motivation, types of motivation; the role of motivation in English learning are analyzed. The subjects in the thesis are Gejiu middle school students, and the author

designed a questionnaire on English motivation. The purpose of the study was to find out the unfavorable factors. According to the results and the related theory, the author presents some suggestions to arouse the students' English motivation and improve the efficiency of English learning and teaching in Junior Middle School. Among the suggestions, the implications by the study include that students need motivation to help them learn English, they should establish the right goal to enhance their learning English well. Meanwhile, as an organizer in teaching, teacher should pay more attention to communicative learning that can stimulate students to learn effectively .

9. Commentary on the Previous Studies:

It is clear from the above-mentioned review of previous studies that they were interested in the motivation of learners to learn foreign language as a second language, whether the motivation of foreign

learners to learn Arabic, as Sayadian and Lashkarian's (2010) or the motivation of Arab learners to learn English. As Al-Khawalda *et al.*'s (2014) study, and Manusak (2010), Most of the previous studies' results showed that motivation played a major role in learning the second language. We also noted a diversity of samples of these studies which were conducted on. This study meets with the previous studies in the goal it sought after, represented by revealing the students' level of motivation towards learning the second language; it differed in some variables, however, such as the financial level and learning centers.

The researcher benefited from previous studies in terms of identifying the research problem and its objectives, the methodology used in it, linking its results to the results of its study, and benefiting from the standards designed by determining the dimensions of motivation and the indicators that fall within them

10. Theoretical Framework:

Language learning is a complex mental task in which emotions, goals and motivations go hand in hand. Motivations are the driving force of emotions and attitudes; hence emerges the importance of motivation in learning languages since it is the driving force to learn a language. Any observer of the process of teaching and learning English will notice the great interest in learning it from all age groups.

The Concept of Motivation:

Many psychologists and educators addressed the concept of motivation. And there is great confusion in the use of the word motivation with certain terms such as: inclination, drive, desire, need, and tendency. The word "motivation" is generally used to denote the phenomena involved in the process of incentives or motives. In educational psychology, motivation is defined as interest, being the art of using incentives and behavioral inducers in order to awaken the learners' desire to work and make efforts. There is a general agreement among the various theories that motivation is an internal factor that provokes human behavior, directs it and achieves integration through it, since it is influenced by both the internal process and the external environment. The motive is also known to be an internal stimulus that drives the individual's behavior and directs it to reach a certain goal. If we consider its categorizations, it can be said that motivation is an internal physical or

psychological state that we cannot observe directly, but rather deduce from the general direction of the behavior arising from it (Zeitoun, 2005, 445). It is noticeable from the definition of motivation that it refers to an internal state in the learner leading him/her to pay attention to the educational situation, to make a directed activity and continue this activity until learning is achieved.

The term "motivation" refers to a group of internal and external circumstances that move the individual to achieve their needs, and to re-establish balance when it is lost; it is an internal physiological-psychological state that moves the individual to act in a certain direction to achieve a specific goal and if this goal is not achieved, the person will feel distress and tension until they achieve it (Buhamamah, Abdul-Rahim, and Al-Shuhoumi, 2006, 25).

Mahmoud (2005) also sees that the absence of motivation or incentive leads to negative learning outcomes as motivation is a cognitive process that moves students towards carrying out certain tasks through educational activities and practices and helps stimulate and focuses their attention on their tasks and gives them the desire to accomplish them. The motivation for learning is a special case of general motivation which refers to an internal state inside students that makes them pay attention to the educational situation and engage to it with a directed activity and to pursue to it until learning is achieved (p. 282).

Brown (2007) points out that language acquisition is a complex mental undertaking where emotions, goals and motivations mingle. Motivations are the driving force of emotions and attitudes, which are the driving force of the learning process; for behind every motivation there is a drive, and language learning is a drive, and hence it comes the importance of motivation in learning languages because it is the driving force behind language acquisition.

Gardner and MacIntyre (1993) note that "motivation has an important role in the learning process, particularly second language learning", since the presence of motivation is essential to the learner's determination and persistence. And as long as this motivation is strong and continuous, there will be beneficial learning since motivation is a prerequisite for learning.

Types of motivations:

According to Brown, Armstrong and Thompson (2014), there are two forms of motivation: an internal motivation, which means the natural growth of the individual's inclination or his/her interest in a specific topic. It is a reflection of the individual's goal, which contributes to increasing his/her knowledge and continuous participation in performing various actions, and is reflected in the individual's self-confidence, self-independence, and desire for knowledge, which aim primarily at self-realization. An external motivation, which means the desire to succeed and accomplish work in a satisfactory manner on time; it requires special skills for the work to-be-done, and achieving this work gives the individual a sense of satisfaction

Motivations can be classified into two groups according to their origin, internal motivations and external motivations.

1. **Internal motivations:** the motivations that are caused by factors arising from within the individual and that do not need stimulation from the outside. They are divided into: primary motivations, which include the set of biological needs and instincts that are born within the human being and that do not need to be learnt such as survival and maintaining the type ;and other motivations including the desire of knowledge and exploration, tendencies, interests, stimulation and alarming motivations (Taima, 2010, 118).
2. **External motivations:** the motivations that are stimulated from the outside, arising as a result of outside influences like a response to some people's request or compulsion. Such motivations are known as secondary motivations and are learnt and acquired through social interaction processes and socialization. These motivations are strengthened by social support and reinforcement and include the motivations of love, appreciation, respect, ownership, control, belonging, friendship, superiority, achievement and other needs. They also include the goals that the person sets for himself/herself and seeks to achieve (Lepper, Corpus &Iyengar, 2005) and (Al-Zaghlul and Al-Mahamid, 2007, 98).

The researcher believes that the internal motivations are more able to move the individual and urge him/her to learn the second language and turn to learning it while the impact of external motivations is limited to a short period of time that fades as this motivation ends, so we should pay

attention to the learners' internal motivations and stimulate them. Gardner (1983) classifies motivation into two kinds: instrumental motivation, and integrative motivation.

a. Instrumental motivation: It is the motivation that motivates the learner to learn the language in order to meet short-term needs, such as getting employed, enjoying tourism, responding to the requirements of a particular course, getting a degree, acquiring the skill to communicate, or responding to the various needs.

These motivations are weaker in terms of their influence degree. A person who performs a job in a foreign country in a limited time and space learns the language in order to accomplish his/her goals; their learning will be weak and so is their performance. The trader who learns a language in order to trade with foreign countries learns their customers' language, but ends up forgetting this language as soon as they are done. These motivations are usually temporary, ending as their purpose ends.

b. Integrative motivation: it is the motivation that motivates learners to learn a foreign language in order to achieve various goals, most important of which are: communication with language speakers, practicing their language, understanding their culture and traditions, and being actively involved in the life of the second-language society; the degree of involvement, however, does not reach the degree of full integration or belonging to that society. Instead, these motivations apply to people who live in the country in which the language is spoken and handle their affairs in that language such as immigrants who left their countries to live in another for various reasons.

Knowing the learners' motivations helps those who teach English develop the appropriate curriculum for them, apply methods relevant to their goals, and shorten the ways for them to learn without much risk-taking.

Methods and Procedures:

- 1. Research limitations:** The research was conducted within the following limitations:
 - 1- Objective limitations: learners' motivation to learn English as a second language.
 - 2- Human limitations: English Language Learners enrolled in centers and institutes for teaching English in Damascus.
 - 3- Spatial limitations: centers and institutes of English language teaching in Damascus.
 - 4- Temporal limitations: first semester of the academic year 2017-2018.
- 2. Research Methodology:** The research relied on the analytical descriptive approach which is based on "the study of reality or the study of the phenomenon as exists in reality; it is concerned with the precise description through the qualitative expression that describes the phenomenon and explains its properties, or the quantitative expression that gives a numerical description of the magnitude of the phenomenon" (McMillan and Schumacher, 2001).
- 3. The original community:**

The original research community is represented by all private and public (official) English teaching centers in Damascus, and all English learners enrolled in these institutions from level 1 (Beginner).

Due to the difficulty in determining the number of members of the original community of learners of the English language from the beginner level and enrolled in English language institutes, the researcher relied on the equation of estimating the size of the sample when the number of members of the population is unknown as follows:

Where the population is unknown, the sample size can be derived by computing the minimum sample size required for accuracy in estimating proportions by considering the standard normal deviation set at 95%

confidence level (1.96), percentage picking a choice or response (50% = 0.5) and the confidence interval (0.05 = ± 5). The formula is:

$$n = z^2 \frac{p(1-p)}{c^2}$$

Where:

z = standard normal deviation set at 95% confidence level

p = percentage picking a choice or response

c = confidence interval

4. The research sample:

4.1. Institutes Sample:

Language teaching institutes have been chosen by convenience sampling (available sample) This method is appropriate for this type of study. Where the private and public institutes in Damascus were identified as available to the researcher. Thus, the Higher Institute of Languages was chosen as a sample of the general institutes, and the Asia Institute of Languages, the Institute of the Future and Al-Khwarizmi as a sample of special institutes for teaching languages.

4.2. Learners Sample:

The study sample included all learners enrolled in the Higher Institute for Languages at Damascus University, Level 1 (Beginner) and all English language learners enrolled in the Institutes of Asia, the Future, and Al-Khwarizmi in the city of Damascus in the Beginner level, too. They are (169) female and male learners in the academic year 2017/2018. The following table shows the distribution of the members of the research sample by English language teaching institutes:

Table (1): Distribution of the research sample by language teaching institutes

The Institute	The total number of the sample from the Beginner level at the institute
The Higher Institute for Languages	87
Asia Institute for Language Teaching	27
The Future Institute for Language Education	32
Al - Khwarizmi Institute for Language Teaching	23
Total number of the sample	169

The following table shows the distribution of the sample members according to the research variables:

Table (2): Distribution of the members of the research sample according to the research variables

Variable	Variable levels	the number	percentage
Educational level	Secondary School	26	15.48
	University degree	80	47.62
	Postgraduate	62	36.90
	Total	168	100.00
Gender	Males	69	41.07
	Females	99	58.93
	Total	168	100.00
Financial level	Low	30	17.86
	Medium	118	70.24
	High	20	11.90
	Total	168	100.00
Learning Centers	Private	86	51.19
	Public	82	48.81
	Total	168	100.00

5. Research tools: To achieve the objectives of the study, answering its questions and verifying its hypotheses, the researchers designed the research tool represented by measuring the level of learners' motivation to learn English as a second language in the light of some variables.

1. Steps of designing the scale:

- 1.1. Determining the goal of the scale in the light of the research problem and objective; it aims to determine the learners' level of motivation to learn English as a second language in the light of some variables.
 - Reviewing the theoretical literature related to the subject of research and some previous studies that dealt with motivation in general and the motivation for learning a second language in particular, including Liu's (2007), Kadhim's (2016), Al-Khawalda *et al.*'s (2014), Al-Khair's (2014), Dayir's (2013), Jaafar's (2012) Degang's (2010), Sayadian and Lashkarian's (2010), Lennartsson's (2008) study and others.
 - Reviewing Wolters, Pintrich & Karabenick (2005) strategies of organizing academic motivation which included both dimensions of motivation: the internal and the external

1.2. Initial design of the scale:

In its primary form, the scale consisted of two sections:

Section 1: contains an introduction to the scale that included: defining the objective, urging cooperation with the researcher, clarifying the mechanism to answer questions after having read them, emphasizing the confidentiality of information given by the respondent due to the scientific purpose of research, and recording personal data of the respondents.

Section 2: includes the scale items:

The items of the scale are (30) closed items distributed in two main domains:

1. the internal motivation domain: This dimension consists of (15) statements that measure:

- Challenging the learner: learning English that challenges the learner's abilities vs. preferring tasks that can be successfully completed with little effort.
- Curiosity: statements that involve behaviors driven by curiosity or interest vs. desire or high grades.
- Independence: preference for independently mastering language, and the extent of learner's enjoyment and satisfaction with learning English.
- Level of ambition: statements that indicate the learner's sense of effectiveness in achieving what they want to achieve through learning English.

2. The external motivation domain: This dimension consists of (15) statements that measure:

- The student's attitudes towards the laws and regulations imposed by the educational departments at school or university and the reinforcements they provide to motivate learners and encourage them to learn English.

- The impact of the teachers' methods and personalities on the learner's motivation to learn English.
- The relationship of the learner with his colleagues, his feelings and attitudes towards them, and the extent of their influence on his motivation to learn English.
- The learner's feelings towards their parents and siblings and their relation to them; the extent of their families' attention to their feelings and their studying problems, and providing reinforcements to them; in addition to the influence they have on the motivation to learn English.

1.3. The method of answering the scale statements:

The statements related to the learners' motivation to learn English in the scale came in the form of direct statements leading to direct responses. The closed form of scale, which depended on selecting from five estimates, was chosen, and the learners were asked to determine their motivation to learn English as a second language through determining the degree of their approval of each of the statements on the Likert five-point scale where the highest grade (5) corresponds to strongly agree, (4) corresponds to agree, (3) corresponds to neutral, (2) corresponds to disagree, and (1) corresponds to strongly disagree.

The researcher calculated the ranked arithmetic mean to determine the level of motivation according to the five-class scale categories. The length of the class was calculated where each degree of motivation was given graded values according to the Likert scale, and then the values were converted into three categories instead of five through merging the two categories of (strongly agree and agree) into one category as agree, and merging the two categories of (strongly disagree and disagree) into one category as disagree) in addition to the neutral category, to judge learners' level of motivation to learn English as a second language using the following formula:

Upper limit on the scale – lower limit on the scale

$$\text{Class length} = \frac{\text{Upper limit on the scale – lower limit on the scale}}{\text{Number of categories}}$$

$$\text{Class length} = \frac{5-1}{3} = 1.33$$

required (Badr and Ababneh, 2007,33).

The following table shows the classes of responses to the level of learners' motivation to learn English as a second language:

Table (3): Criterion validity of the level of learner's motivation to learn English

Level of motivation	Categories of mean values for each grade
Low	From 1- 2.33
Medium	2.34- 3.67
High	- 5

1.4. Verifying the validity of the scale:

Validity refers to the tool's measurement of what it claims to measure. The researcher has followed the method of validity of content to measure validity, and this type of validity includes all types of validity and aims to reveal what the measurement actually measures. The validity of content is a proof of the degree of representing content. To verify the validity of content, the researcher studied and examined the scale items and reviewed the balance between the domains covered by the items and the extent to which these items measured what they were set to measure to make sure whether the whole scale is a representative sample of the subject matter and the domain of behavior to be measured since "this kind of validity does not require the use of statistical processes or experimental procedures, but rather requires logical analysis and systematic examination of its content elements and items" (Michael, 2012, 259). After verifying the validity of these data, the researcher resorted to arbitration and presented it to a group of competent referees to express their opinion and the extent it measured what it was put for.

The referees unanimously agreed on the adequacy of the axes and the statements assigned to each axis, did not delete nor add any statements, and indicated their suitability for the purpose of the study, but they made some remarks on some of the statements and the following table shows

the modifications made by the referees on the statements of the questionnaire:

Table (4): Modifications made by the referees on the statements of the questionnaire:

The statement before modification	The statement after modification
Learning English satisfies my cognitive desires	I satisfy my cognitive desire in learning English
I learn English because I am looking forward to live in one of the English speaking countries	Changing the domain of the statement
I learn English because I love translation	I always want to translate English-language contents and texts
I study English because I love discovery	I look forward to discovering all about foreign languages

1.5.reliability of the scale

Reliability was calculated in several ways:

First: Assessing reliability through split-half by applying the scale on a sample of learners enrolled in the Higher Institute for Languages to learn English from outside the boundaries of the original study sample, which numbered (32) learners both males and females. Then, the researcher split the scale items into two halves, by putting odd-numbered statements in the first half and even-numbered statements in the second half. Total reliability and the reliability of each domain in the scale was calculated using the Spearman correlation coefficient and the Guttman coefficient. The results were as shown in the following table:

Schedule (5):Reliability of the scale coefficient through split-half

Domains of the scale	Spearman coefficient	Guttman
First: internal motivation	.820	.845
Second: External motivation	.889	.889
Total reliability	.859	.871

Table (5) shows that the values of the reliability coefficient for each domain in the scale and for the scale as a whole are statistically acceptable, which indicates the reliability of the scale and its validity for application.

Second: Assessing reliability in Cronbach's alpha method (reliability of internal consistency)

This method is used to verify the internal consistency of the scale statements. This method of calculating the reliability coefficient is called alphacoefficient or Cronbach alpha (Murad and Hadi, 2003,196). Therefore, the researcher calculated the reliability of the scale according to this method and the results were as follows:

Table (6):Reliability of the scalecoefficient in Cronbach's alpha method

Domains of the scale	Cronbach's alpha coefficient
First: internal motivation	0.818
Second: External motivation	0.876
Total reliability	0.884

Results and discussion:

1. Answering the research questions

Question 1: What is the level of learners' motivation to learn English in the light of some variables?

In order to answer this question, the researcher extracted the arithmetical means and the standard deviations of the learners' rate on the motivation level of learning English as a second language in general and in each of the scale domains. Table (7) shows that:

Results of the scale in general: The mean of the learners' rate on their motivation to learn English as a second language in general was (4.16) and the standard deviation was (0.387). By taking a look on table (3): Criterion validity of the level of learner's motivation, we find that this mean occurred within (High Motivation).

The internal motivation domain: The mean of learners' scores with regard to internal motivation was (3.83) and the standard deviation was (0.470). By viewing the criterion validity of the level of learner's motivation, we find that this mean occurred within (High Motivation)

The results were as shown in the following table:

Table (7): means and standard deviations of the learners' scale with regard to their motivation to learn English as a second language

Motivation Scale	N	Mean	Std. Deviation	Rating of Motivational Level	Rank
Internal motivation	168	3.83	.470	High	2
External motivation	168	4.50	.518	High	1
Total	168	4.16	.387	High	

Interpretation of the result:

Results of the scale in general: This finding is in line with the results of Degang's (2010), Liu's (2007) and Al-Khair's (2014) studies which showed that learners showed high levels of motivation to learn English as a second language.

The internal motivation domain, and it came in the second place after the domain of external motivation in terms of the level of learners' motivation, which means that the influence of motivations stemming from within the individual to learn English is less than the influence of external motivations. This finding is consistent with the results of Muhammad's (2010), Jaafar's (2012), Dayir's (2013) and Lennartsson's(2008) studies which indicated that teachers and parents provide motives or incentives to learners through encouraging their learning as well as through direct interaction with them.

The external motivation domain: This domain came first in terms of the level of motivation, where the mean of learners' scores was (4.50) and the standard deviation was (0.518) and by viewing the criterion validity, we find that this mean occurred within (High Motivation).

The external motivation domain This finding is in line with the results of Chunmei's et al.'s (2013), Sayadian and Lashkarian's(2010), and Al-Khair's (2014) studies which indicated that external motivations are more influential on learners to learn English as a second language and the researcher considers that tests and jobs are one of the most influential external motivations. (As for the level of learners' motivation according to each of the statements of the motivation scale, see Appendix 2)

Question 2: Are there differences among the mean of the learners' scores regarding their level of motivation to learn English according to the (gender, educational level, financial level, and learning center) variables? To answer this question, the hypotheses of the research were tested as follows:

Hypothesis 1. There is no statistically significant difference between the mean scores of learners regarding their level of motivation to learn English with respect to the gender variable.

In order to test this hypothesis, the researcher calculated the means and the standard of deviations of the scores of male and female learners' responses in the scale in general and in each of its domains. The level of

learner's motivation was identified according to the criterion in table (3) with respect to the gender variable, and the (t-test) value was calculated to demonstrate the difference of the two independent samples.

Table (8) shows the following:

- The level of internal and external motivation in both males and females was high.
- The level of females motivation is greater than that of males motivation to learn English in each domain and in the scale as a whole.

The (t- test) value of the differences between the mean scores of learners regarding their level of motivation to learn English on the scale in general has reached (3.134) at degrees of freedom (166), and it was found that the value of significance has reached (0.002), which is less than (0.05). The value of significance in each of the two axes is also smaller than the significance level. Therefore, the difference is statistically significant, which calls for rejection of the null hypothesis and acceptance of the alternative hypothesis which states: there is a statistically significant difference between the mean scores of learners regarding their level of motivation to learn English with respect to the gender variable. This difference is in favor of females,

Table (8): (t-test) values of the differences between the mean scores of learners regarding their level of motivation to learn English with respect to the gender variable

Motivation Scale	Group	N	Mean	Std.Deviation	Rating of Motivational Level	t	df	Sig.(2-tailed)	Significance
Internal motivation	Male	69	3.72	.441	High	2.566	166	.011	Significant
	Female	99	3.91	.477	High				
External Motivation	Male	69	4.39	.586	High	2.300	166	.023	Significant
	Female	99	4.57	.454	High				
Total	Male	69	4.05	.388	High	3.134	166	.002	Significant
	Female	99	4.24	.370	High				

Interpretation of the result: Table (8) shows the following that is, females' motivation to learn English is higher than males' motivation, and this outcome is consistent with the results of Al-Khair's

(2014) study and Sayadian and Lashkarian's (2010) study. This result may be due to the females' desire to improve their linguistic skills and to pursue their postgraduate education, which requires passing English tests as a prerequisite for admission to the master's and doctorate degrees.

Hypothesis 2. There is no statistically significant difference between the mean scores of learners with regard to their level of motivation to learn English with respect to the educational level variable.

Means and standard deviations of the learner's scores were calculated in the scale in general and in each of its domains. The level of learners' motivation according to the criterion in table (3) was determined according to the educational level variable. Table (9) shows that there are apparent differences between the mean of learners' scores according to the educational level variable on its three levels, as shown:

The level of learners' motivation in the internal motivation axis was medium among learners who hold secondary school and university degree qualifications while the level of motivation was high among the postgraduate qualification. It was high for all levels of study in the external motivation domain and on the overall scale in favor of graduate students.

Table (9): Means and standard deviations of the learners' scores with respect to the educational level variable

Motivation Scale	Levels of the variable	N	Mean	Std. Deviation	Rating of Motivational Level
Internal motivation	Secondary school	26	3.20	.013	Medium
	University degree	80	3.62	.26	Medium
	Postgraduate	62	4.36	.173	High
	Total	168	3.83	.470	High
external motivation	Secondary school	26	4.80	.023	High
	University degree	80	4.17	.596	High
	Postgraduate	62	4.80	.000	High
	Total	168	4.50	.51	High
Total	Secondary school	26	4.00	.013	High
	University degree	80	3.89	.305	High
	Postgraduate	62	4.58	.086	High
	Total	168	4.16	.387	High

In order to verify the statistical significance of the apparent differences, the researcher conducted the one way ANOVA test as the educational level is an independent variable that has three levels (secondary school, university degree, postgraduate).

Table (10) shows the following:

The value of the F-Statistic of the scale in general was (182.301) and the significance value was (0.000), which is a statistically significant value at the significance level (0.05). The significance value for both the internal and external motivations was also statistically significant, which calls for rejection of the null hypothesis and acceptance of the alternative hypothesis which states that: there is a statistically significant difference between the mean scores of learners regarding their level of motivation to learn English with respect to the educational level variable in favor of learners of postgraduate qualification.

The following table shows the results of this analysis:

Table (10): Results of the One Way ANOVA analysis test of the learners' mean scores differences with respect to the educational level variable

Motivation Scale	Mean score	Sum of scores	Df	Mean score	F	Sig.	Significance
Internal motivation	Between Groups	31.109	2	15.554	438.923	.000	Significant
	Within Groups	5.847	165	.035			
	Total	36.956	167				
External motivation	Between Groups	16.857	2	8.428	49.597	.000	Significant
	Within Groups	28.040	165	.170			
	Total	44.896	167				
Total	Between Groups	17.226	2	8.613	182.301	.000	Significant
	Within Groups	7.795	165	.047			
	Total	25.021	167				

Interpretation of the result: This finding is consistent with the results of Muhammad's (2010), Jaafar's (2012) and Degang's (2010) studies. It may be due to the fact that English is a prerequisite for postgraduate

studies and a prerequisite for scientific research and review of foreign studies, and particularly in English. Table (9) also shows an increase in the level of external motivation versus internal motivation.

Hypothesis 3. There is no statistically significant difference between the mean scores of learners with regard to their level of motivation to learn English with respect to the financial level variable.

Means and standard deviations of learners' scores were calculated in the scale in general and in each of its domains. The level of learners' motivation according to the criterion in table (3) was determined according to the economic level variable.

Table (11) shows that there are apparent differences among the learners' scores according to the financial level variable at its three levels; it also shows that:

- The level of learners' motivation in the internal motivation axis was medium among the low-level learners while the level of motivation was high among the middle- and high- level learners; it was also high for all financial levels in the external motivation domain and in the whole scale.
- Learners from the high financial level were more likely to learn English and their motivation was higher than those from low and medium financial levels.

Table (11): Means and standard deviations of learners' scores with respect to the financial level variable

Motivation Scale	Levels of the variable	N	Mean	Std. Deviation	Rating of Motivational Level
Internal motivation	Low	30	3.22	.018	Medium
	Average	118	3.91	.408	High
	High	20	4.31	.137	High
	Total	168	3.83	.470	High
External motivation	Low	30	4.80	.028	High
	Average	118	4.37	.572	High
	High	20	4.80	.000	High
	Total	168	4.50	.518	High
Total	Low	30	4.00	.016	High
	Average	118	4.14	.244	High
	High	20	4.55	.069	High
	Total	168	4.16	.387	High

In order to verify the statistical significance of the apparent differences, the researcher conducted the one way ANOVA test.

Table (12) shows that:

The value of the F-Statistic of the scale in general was (15.271) and the significance value was (0.000), which is a statistically significant value at the significance level (0.05). The significance value for both the internal and external motivations was also statistically significant, which calls for rejection of the null hypothesis and acceptance of the alternative hypothesis which states that: there is a statistically significant difference between the mean scores of learners regarding their level of motivation to learn English with respect to the financial level variable in favor of high-level learners

The following table shows the results of this analysis:

Table (12:) Results of the One Way ANOVA analysis test of the mean scores differences with respect to the financial level variable

Motivation Scale	Mean scores	Sum of scores	Df	Mean scores	F	Sig.	significance
Internal motivation	Between Groups	17.157	2	8.578	71.489	.000	significant
	Within Groups	19.799	165	.120			
	Total	36.956	167				
External motivation	Between Groups	6.584	2	3.292	14.177	.000	significant
	Within Groups	38.313	165	.232			
	Total	44.896	167				
Total	Between Groups	3.908	2	1.954	15.271	.000	significant
	Within Groups	21.113	165	.128			
	Total	25.021	167				

Interpretation of the result The economic factor in the current crisis is perhaps one of the most important factors that affect the learners' motivation to develop their skills and abilities and to improve their linguistic skills.

Hypothesis 4. There is no statistically significant difference between the mean scores of learners regarding their motivation to learn English with respect to the learning center variable.

In order to verify this hypothesis, the researcher calculated the means and the standard of deviations of the scores of learners' responses in the scale in general and in each of its domains. The level of learner's motivation was identified according to the criterion in table (3) with respect to the learning center variable, and the (t-test) value was calculated to reveal the difference of the two independent samples.

Table (13) shows that:

- The level of internal motivation among learners enrolled in the Higher Institute for Languages was medium while it was high among learners enrolled in private institutes for teaching English.
- The level of external motivation in the scale as a whole was high among learners enrolled in public and private institutes for teaching English.

The (t-test) value of the differences between the mean scores of learners regarding their level of motivation to learn English on the scale in general has mounted to (14.940) at degrees of freedom (166), and it was found that the value of significance has reached (0.000), which is less than (0.05). It's clear that the value of significance in each of the two axes is also smaller than the significance level. Therefore, the difference is statistically significant, which calls for rejection of the null hypothesis and acceptance of the alternative hypothesis which states: there is a statistically significant difference between the mean scores of learners regarding their level of motivation to learn English with respect to the learning center variable.

Table (13): (t-test) values of the differences between the mean scores of learners regarding their level of motivation to learn English with respect to the learning center variable

Motivation Scale	Group	N	Mean	Std. Deviation	Rating of Motivational Level	T	df	Sig. (2-tailed)	significance
Internal motivation	private	86	3.45	.234	Medium	18.986	166	.000	significant
	public	82	4.23	.294	Medium				
External motivation	public	86	4.31	.630	High	5.292	166	.000	significant
	private	82	4.70	.240	High				
Total	public	86	3.88	.275	High	14.940	166	.000	significant
	private	82	4.46	.229	High				

Interpretation of the result: This difference is for the benefit of learners in Asia, Al-Khwarizmi and the Future private institutes for language teaching, and this result confirms the result of the previous hypothesis that showed statistically significant differences for the benefit of learners of high economic income.

Research Suggestions:

In the light of the results, the researcher suggests:

- In conclusion, this study was conducted to provide some insights into the level and type of motivation of the learners. The study provides useful knowledge and information for the institute to improve their English courses. Although the data source of the study may not represent all other student group, the researcher is still confident that the results will give a relative representation and be of a great value to authorities or researchers concerned.

- Motivation in English language learning of the students a great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. Students with adequate motivation will become efficient language learners with ultimate language proficiency.
- Paying attention to learners' motivations and encouraging them, particularly their internal motivations that stimulate them to engage in the process of learning foreign languages.
- A study of the reasons behind the superiority of females over males in the internal motivation and external motivation domains.
- Conducting another study to demonstrate the relationship of learning motivation to other variables that may affect the motivation to learn English as a second language.

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تاريخ ورود البحث: 2018/12/9

تاريخ قبول نشر البحث: 2019/6/30

