

## Attitudes and Motives of Jordanian University Students towards Learning English

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**Abstract:** This study aimed to detect the attitudes and motives of university students in Jordan towards learning English within the current status of the Arab world. A questionnaire was administered on 610 of students at the Middle East University for both MA and BA students in the academic year 2010/2011. Data analysis revealed that attitudes of students were neutral for both levels. Cultural motives were preferable by both levels, while the instrumental and academic motives were neutral. There was no significant difference on the academic domain related to the level with a significant difference between them on the instrumental and cultural domains. There was no significant difference related to the specialty on the academic domain with a significant difference between them on the instrumental and cultural domains. No significant difference appeared on the academic domain related to the school of graduation, with a significant difference on the instrumental and cultural domains. (**Keywords:** attitudes, motives).

### Introduction

Several questions came to my mind after reading the article written by Edge (2003) about his experience as an English language teacher in several countries around the world. He was inspired by Templer's (2003) paper about ELT after the invasion of Iraq in 2003. Edge referred to his experience as an EFL teacher in some Arab countries, one of which was Jordan. He said that EFL teachers were highly respected, and attitudes to study English used to be mostly positive before the invasion. English learners' motives varied, he noticed, between prestigious to academic and instrumental reasons. Edge believes that political actions caused radical changes in the role of EFL teachers, facilitating the policies of war instead of carrying culture and modernity. He says:

*English language teaching is an arm of imperial policy... Before the armoured divisions have withdrawn from the city limits, while the soldiers are still patrolling the streets, English teachers will be facilitating the policies that the tanks were sent to impose. (2003, p.11)*

### اتجاهات ودوافع طلبة الجامعات الأردنية نحو تعلم اللغة الإنجليزية فاطمه جعفر\*

**ملخص:** هدفت هذه الدراسة الى تحري اتجاهات ودوافع طلبة الجامعة في الأردن نحو تعلم اللغة الانجليزية في ظل الظروف الحالية للعالم العربي. تم توزيع استبانة على عينة من طلبة جامعة الشرق الأوسط بلغت 610 في العام الجامعي 2010/2011 من مستويي البكالوريوس والماجستير. أظهرت نتائج التحليل أن اتجاهات الطلبة نحو تعلم اللغة الانجليزية محايدة، والدافع الثقافي إيجابي بالنسبة للمستويين، والدافع العملي والدافع الأكاديمي محايد للمستويين. لم تظهر فروق ذات دلالة إحصائية في الدوافع الأكاديمية بينما وجدت فروق في الدوافع العملية والثقافية تعزى للمستوى لصالح البكالوريوس. لم تظهر فروق في الدوافع الأكاديمية بينما ظهرت في الدوافع العملية والثقافية على مستوى التخصص لصالح التخصصات العلمية والمدرسة التي تخرج فيها الطالب لصالح المدارس الخاصة. (**الكلمات المفتاحية:** الاتجاهات، الدوافع)

Thus, changes occurred not only in the role of EFL teachers, but in the whole Middle East, and the image of the Arabs and Muslims around the world as well. I myself, as a teacher of English, noticed the deterioration in the level of acquiring English by Arab learners, in spite of the growing need for English specially in the modern world of technology. This dilemma of needs and effects resulting in more drawbacks in achievement in learning English was the reason for conducting this paper.

Is it possible that the attitude towards learning English has changed among Arab learners? It is believed that positive attitudes toward speakers of another language, and realistic beliefs about learning a second language increase the learners' motivation and improve the quality of second language instruction (Sunnarborg, 2002). Do Arab learners have negative attitudes towards speakers of English as a result of the current political issues? Anderson (1996, p.1) noticed that "Widespread ignorance of global issues among university freshmen is hardly surprising".

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Being ignorant of the global issues may have a negative effect on the individual's cultural awareness of the self and other cultures which have a broader influence on the individuals' attitudes toward others and their language.

In other words, does cultural awareness of Jordanian university students affect their attitudes and motives to learn English as a foreign language? To learn another language, the individual, driven by one or more reasons, has to take the decision why and how. These reasons vary according to optional personal needs for acquiring a second or foreign language, or compulsory elements for a better living. Factors affecting this decision are attitude and motivation. Freeman (1991) claims that attitude affects motivation which in turn affects second language acquisition. The social-psychological factors of attitude and motivation are thought to have an important bearing on language learning success, with an indirect relationship between attitude and successful second language learning. Brown (2000) points out that attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitudes "form a part of one's perception of self, of others, and of the culture in which one is living" (Brown 2000, p.180).

Littlejohn (2001) points out three major sources of motivation in learning:

- 1 - The learner's natural interest: *intrinsic satisfaction*.
- 2 - The teacher/institution/employment: *extrinsic reward*.
- 3 - Success in the task: *combining satisfaction and reward*.

Based on the fact that all humans in the right circumstances are naturally motivated to learn, Littlejohn (2001) believes that we need to understand why some students are not motivated anymore. In this case we have to ask ourselves: where does that motivation go when people lose interest in learning?

Du (2009) introduced the concept of Krashen's Affective Filter Hypothesis stipulating that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. In his theory, affect includes motivation, attitude, anxiety, and self-confidence. Comprehensible input may not be utilized by second language learners if there is a "mental block" that prevents them from fully profiting from it. Psychological theories on attitudes refer to an evaluative, emotional reaction (i.e. the degree of like or dislike associated with the attitudinal object) comprising three components: affect, cognition, and behaviour.

First and second languages researches have concluded that student's attitude is an integral part of

learning and an essential component of second language learning pedagogy. According to Weinburgh (1998), attitudes toward learning are believed to influence behaviors and achievement as well. The reason is that attitude influences one's behaviors, inner mood and therefore learning. Both negative and positive attitudes have a strong impact on the success of language learning. Inal (2004) indicates that there is a significant relation between student's academic achievement and student attitude towards foreign language.

Sunnarborg (2002) described attitudes as systems of four interactive components: behaviors are what we do and how our attitudes manifest themselves; behavior intentions are what we intend to do; cognitions are what we know, although what we know is not necessarily true; and affective response is how we feel about things. These components were found to be interconnected, and when one changes, the other components adjust to accommodate the new perception.

Affective characteristics have been put forward in the studies for being important in education. With the cognitive characteristics, affective domain allows to determine the individual's capacity to participate effectively in the learning process. The learner must have a positive attitude toward the subject with minimal anxiety. Stern (1983) claims that the affective component contributes at least as much, and often more, to language learning than the cognitive skills. Brown (1994:134) states that "Cognitive theories of learning will be rejected unless a role is assigned to affectivity".

Lambert (1963b) emphasized the cognitive factors such as language aptitudes and intelligence as well as affective factors such as attitudes and motivation in his 'social psychological model'. He proposes that the extent to which an individual successfully acquires a second language will depend upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation.

Therefore, the importance of positive attitude and strong motive are essential in learning a foreign language, and has been focused upon by theorists and practitioners. Any shift in the feelings or needs to learn a foreign language might have significant shift in the ability and capability to acquire and succeed in the process of learning. This is what this study is interested in investigating.

### **Purpose of the study**

This study aimed to detect the attitudes and motives of Jordanian university students towards learning English as a foreign language within the current status of the Arab world. Some Arab Muslim states and individuals are being looked at as terrorists, due to the drawbacks of the political situation caused by the diminishing of the Palestinian Problem, the direct invasion of one of the Arab States (Iraq), and indirect intervention and domination of other parts, may have

affected the feelings of the majority of the Arabs towards the West and its main language: English.

### Questions of the study

This study raises the following questions:

- 1- What is the attitude of the university students in Jordan towards learning English as a foreign language?
- 2- What is the favourable motivational dimension to learn English among university students in Jordan?
- 3- Is there any significant difference between students' motivational preferences according to academic level?
- 4- Is there any significant difference between students' motivational preferences according to academic specialty?
- 5- Is there any significant difference between students' motivational preferences according to school of graduation?

### Review of related literature

In a study by Strong (1984) on the acquisition of English by Spanish-speaking children living in the United States, motivation has been measured to test its effect on L2 learning outcomes, concluding that motivation does not necessarily promote acquisition, but rather stems from it.

Gardner's (1985) Socio-Educational Model of Second Language Acquisition is the framework of much of the research on L2, in which motivation is conceptualized as a complex of variables, specifically, "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (p.10).

Over 300 freshmen in a Japanese university were surveyed by Benson (1991) to assess their attitudes towards English. The results showed that students who had little exposure to English had an extremely low morale due to self-rating of their own skills. Integrative and personal reasons for learning English were preferred over instrumental ones. English was seen as being useful for a selection of modern functions, but not useful for domestic and local ones.

Crismore, Avon, Karen, & Soo, (1996) investigated the perceptions and attitudes of 60 teachers and 439 students at the university level toward the use and acceptance of Malaysian English. The findings showed that respondents accepted the functionality of Malaysian English but were determined to learn Standard English because they regarded Malaysian English as 'wrong' English.

Lin and Warden (1998) analyzed the results from a survey of 346 college-level English language learners in Taiwan focusing on some causes that may have hindered English learning in the past for students participating in the survey, and the students'

perspectives about English learning. Results showed that most of the students had either fear or unpleasant feelings about their past English learning experiences, and that students of different majors had different perspectives about English learning.

Abu-Rabia (2003) investigated the relationship between attitudes, interest, and culture, affecting Arab students learning English as a third language in Israel. Seventy native Arab students aged 15-16 who were sampled from three high schools in the Haifa area, were given an attitude questionnaire, culturally familiar and culturally unfamiliar stories, multiple-choice comprehension questions and an interest questionnaire. The results revealed that the Arab students' attitudes towards English were more instrumental than integrative; their attitude towards the English learning situation was positive.

Mikel & Ardeo (2003) reflected in his study on the socio-cultural and sociopolitical situation in the Basque Country and its relationship with performance in English as L2 or L3. Participants were tested on acquisition of specific technical vocabulary from their fields of study, and they were invited to complete a questionnaire on attitudes towards English. The differences in achievement were not statistically significant and their attitudes showed overall positive attitudes towards English.

Akram (2007) explored the attitude and motivation of the female English language learners towards English language learning. The participants comprised 9 female English language learners in Southern Punjab, which is considered the primitive area of Punjab, where females are not provided with many chances to carry on their education at further or higher level. The findings pointed out the importance of attitude and motivation in learning a foreign language.

Elyıldırım and Ashton (2006) used classroom action research principles to determine attitudes, implement changes, gauge the effectiveness of those changes, and report on the results. The results supported the idea that when students had a positive attitude, it acted as a motivational impetus to enable a greater effort to achieve the goal of learning the language.

Meihua (2007) investigated Chinese university students' attitudes and motives to learn English, and the correlations of the these two variables with the students' English proficiency. A questionnaire was administered on a sample of 202 third-year non-English majors in a southern university in China. The study revealed that the students had positive attitudes toward learning English and were highly motivated to study it. The students were more instrumentally than integratively motivated to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency.

Abu-Melhim (2009) aimed to determine what attitudes college students at Irbid University in Jordan have towards learning English as a foreign language. The 45 female students involved in this research were asked to explain why they wished to become English teachers. The students' reasons for studying English revealed a wide array of attitudes and motivations, and almost half of them exhibited negative attitudes towards learning English and entering the teaching profession, while the others demonstrated more positive attitudes.

### Method

This study is a descriptive analytical survey research designed to detect the attitudes and motives of Jordanian university students towards learning English as a foreign language. Descriptive research aims to infer information about a large number of people from the responses obtained from a smaller group of subjects. Probability sampling is the suitable procedure of selecting participants, and questionnaires with interviews are used to collect data for descriptive research (McMillan, 1997).

### Population and participants

In its fifth year, Middle East University has 8 colleges with 2213 students registered in the academic year 2010/2011, forming the population of this study. The number of BA students is 1372, and MA students 841. There are 228 students in the scientific specialties and 1985 students in the humanistic specialties in different majors of each. In the scientific studies, there are colleges of Civil Engineering and Information Technology, whereas in the humanistic studies there are colleges of Arts and Science, Law, Business Administration, Media, and Educational Sciences.

Stratified random sampling procedure was followed in choosing the participants of the study. Table (1) illustrates the sample of the study which consisted of 610 students representing 27.56% of the total population.

**Table (1):** Description of the Study Sample

Description	Total	Sample	Percentage
Level			
BA	1372	407	29.5%
MA	841	203	24.1%
Specialty			
Scientific	228	74	32.5%
Humanistic	1985	536	27%
Total	2213	610	27.56%

### Instrument

In survey research the investigator administers a questionnaire or conducts interviews to collect data (McMillan, 1997). Several questionnaire models were developed in order to test attitudes and motivations. Gardner & Lambert (1959, 1972), in their Socio-Educational Model, introduced the notions of instrumental and integrative motivation. Acculturation Model by Schumann (1978, 1986) examined the effects

of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group, and cohesiveness of the group on adult language learning. Gardner (1985) explored four other motivational orientations: reason for learning, desire to attain the learning goal, positive attitude toward the learning situation, and effortful behavior.

The Integrative and Instrumental Orientation scales of the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were adapted to a 5-point scale, ranging from strongly agree (5), agree (4), neutral (3), disagree (2) to strongly disagree (1), for this study. The questionnaire was designed with additional items that cover the motives towards the language regarding the current cultural and political issues in part II (The cultural motives), and modifying the other items to match the questions of the current study.

The questionnaire consisted of 37 items divided into two parts; Part I: Students' attitudes towards learning English – items 1-10

Part II: Students' motives to learn English – 26 items, distributed into three domains:

A- Academic motives – items 11- 18

B - Instrumental motives – items 19-26

C - Cultural motives – items 27-37

Since the students came from different academic backgrounds with different levels of proficiency of English, the questionnaire was administered in Arabic, the mother tongue of almost all students. The scale of analysis was decided upon the suggestion of a panel of jurors who were consulted for this purpose. Calculation of attitudes and motives will be according to the following scale:

- The grand mean of attitudes and motives is counted out of 50.0
- Negative = 29.00 and less, neutral = 30.0 – 39.00, and positive = 40.0 - 50.0.

### Validity of the instrument

Validity of the instrument was assured by consulting a number of referees who commented on the questionnaire. The referee consisted of five professors from the Departments of English Language and Literature and ju of Education at Jordanian Universities. Their notes were taken into consideration.

### Reliability of the instrument

To ensure reliability, a pilot study was administered on 50 university students other than the participants of the study. Cronbach Alpha analysis resulted in 0.78 which is considered to be acceptable for the study.

**Definition of variables**

**Attitude**

Gardner (1985:91-93) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. To Brown (2001: 61), attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in community. Brown (1994: 168) adds: "Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience". Lambert (1967) mentions two types of attitudes: 'integrative' and 'instrumental' attitude to language learning. An integrative attitude is a desire to know and become friendly with speakers of a language, while an instrumental one is a desire to better oneself materially by means of the language.

In this study, attitudes are the feelings of the students toward learning English as a foreign language; these feelings are categorized as positive, neutral, and negative attitudes.

**Motive**

Brown (2001:75) defines motivation as the intensity of one's impetus to learn, an integrative orientation that refers to the learner pursuing a second language for any purposes, and within that purpose, a learner could be driven by a high or low level of motivation. The intensity of motivation of a learner to attain that goal could be high or low.

For the purpose of the current study, motivations refer to the purpose that drives the student to learn English as a foreign language. Motives are categorized into three areas; academic, instrumental, and cultural motives.

**Findings**

Data analysis revealed some interesting facts about the attitudes and motives of the Jordanian students towards learning English.

Question number one was answered according to the data analysis summarized in Table (2). The results revealed that Jordanian students have neutral attitudes toward learning English with a grand mean of 35.20. Nine out of the ten statements showed neutral attitudes, and only statement number 10 showed positive attitude.

**Table (2):** Students' Attitudes Towards Learning English

Statement	N	Minimum	Maximum	Mean	Std. Deviation
1	610	1.00	5.00	3.25	1.40
2	610	1.00	5.00	3.24	1.40
3	610	1.00	5.00	3.01	1.32
4	610	1.00	5.00	3.12	1.24
5	610	1.00	5.00	3.77	1.24
6	610	1.00	5.00	3.51	1.26
7	610	1.00	5.00	3.59	1.21
8	610	1.00	5.00	3.97	1.05
9	610	1.00	5.00	3.53	1.25
10	610	1.00	5.00	4.10	0.92
Grand Mean	610			35.20	

Data analysis related to question number two showed that the Jordanian students' favorable motivational dimension is the cultural dimension. Results of data analysis presented in Tables (3), (5), and (7) indicated that means of students' responses to the academic motives were 30.81, 31.58, 31.78, 31.25,

31.24, and 31.41, with a grand mean of 31.35. Their responses means to the instrumental motives showed 30.42, 31.60, 33.09, 30.95, 30.65, and 31.89 with a grand mean of 31.44. The responses means to the cultural motives showed 39.93, 42.23, 43.79, 41.14, 40.89 and 42.16 with a grand mean of 41.70.

**Table (3):** Motivational Dimensions According to Academic Level

L*	N	Mean	Std. Deviation	Std. Error Mean	
A	MA	203	30.81	5.41	0.38
	BA	407	31.57	4.79	0.24

Data analysis for the third question of the study concerning the differences in motives in relation to the academic level of the students (BA, MA) is demonstrated in Table (3). Means of the academic motives were neutral by MA students (30.81) and by the

B	MA	203	30.42	5.26	0.37
	BA	407	31.60	6.43	0.32
C	MA	203	39.23	7.48	0.53
	BA	407	42.23	7.41	0.37

BAs (31.57). The instrumental domain means were neutral (30.42) by the MAs and also neutral (31.60) by the BAs. In the cultural domain, MA motives mean showed neutral (39.23) and the BA means showed to be positive (42.23) motivation.

**Table (4):** Differences between Motives According to Academic Level

	T	Df	Sig. 2 Tailed	Mean Difference	Std Error Difference	95% Confidence Interval of the Mean	
						Lower	Upper
A	-1.777	608	.076	-.76	.43	-1.60	.04
B	-2.261	608	.024	-1.18	.52	-2.20	-.15
C	-3.613	608	.000	-2.31	.63	-3.56	-1.05

Table (4) gives the results of t-test indicating that there is no significant difference in the academic domain between the BA level and the MA level (0.076),

but there is a significant difference between them on the instrumental (0.024) and on the cultural domain (0.000) in favor of the BA level.

**Table (5):** Motivation Dimensions According to Specialty

	SP	N	Mean	Std. Deviation	Std Error Mean
A	Sc	74	31.78	4.98	.57
	Hu	536	31.25	5.02	.21
B	Sc	74	33.09	4.91	.57
	Hu	536	30.95	6.18	.26
C	Sc	74	43.79	6.02	.70
	Hu	536	41.14	7.63	.32

Question four was about differences between motives of the students according to their specialty or major at the university (Scientific or Humanistic). Table (5) shows the means of students' motives. For the academic domain, Scientific students had a neutral mean of (31.78) and the Humanistic students revealed a

neutral mean of (31.25); for the instrumental domain, the Scientific and Humanistic students showed neutral means of (33.09) and (30.95) respectively, and for the cultural domain, the Scientific and Humanistic students showed positive motives of (43.79) and (41.14) respectively.

**Table (6):** Differences between Motives According to Specialty

	T	df	Sig. 2 Tailed	Mean Difference	Std Error Difference	95% Confidence Interval of the Mean	
						Lower	Upper
A	.843	608	.400	.52	.62	-.69	1.74
B	2.851	608	.005	2.13	.75	.66	3.61
C	2.862	608	.004	2.65	.93	.83	4.46

Table (6) shows the results of t-test of answer to the fourth question. In the academic domain, there is no significant difference between the Scientific and Humanistic major students (0.400), but there is a

significant difference between them on the instrumental domain (0.005), and a significant difference on the cultural domain (0.004) in favor of the Scientific specialties.

**Table (7):** Motivational Dimensions According to School of Graduation

	Sc	N	Mean	Std. Deviation	Std. Error Mean
A	Pu	334	31.24	4.97	0.27
	Pr	276	31.41	5.07	0.30
B	Pu	334	30.65	5.64	0.30
	Pr	276	31.89	6.52	0.39
C	Pu	334	40.89	8.14	0.44
	Pr	276	42.16	6.60	0.39

For question five, Table 7 presents the results of analysis which revealed that Public schools' students mean was 31.24 and Private schools' mean was 31.41 on the academic domain. Public schools' students mean

was 30.65, and Privates schools students' mean was 31.89 on the instrumental domain. On the cultural domain, the Public schools students mean was 40.89 while the Private schools students mean was 42.16.

**Table (8):** Motivational Dimensions According to School of Graduation

	T	Df	Sig. 2 Tailed	Mean Difference	Std Error Difference	95% Confidence Interval of the Mean	
						Lower	Upper
A	-.416	608	.675	-.17	.40	-.97	.63
B	-.2.506	608	.012	-1.23	.49	-2.20	-.26
C	-2.088	608	.037	-1.27	.60	-2.46	-7.57

Table (8) shows that there is no significant difference in the academic domain related to the school of graduation, but there is a significant difference (0.012) in the instrumental domain of motives, also means a significant difference (0.037) in the cultural domain of motives related to the school of graduation both in favor of the Private schools.

### Discussion

The results of the study emphasized the attitudes and motives of the Jordanian university students toward learning English. The neutral attitude they have toward English contradicts their needs during and after graduation. In relating the attitudes to motives of the participants, the neutral response on the motivational dimension justifies this weakness. In general, most of the students are barely motivated to learn the language for academic and instrumental reasons. Results of this study support the findings of studies by Elyidrin and Ashton (2006) and Akram (2003) about the importance of positive attitudes of the students to learn a second language. There is an agreement between the findings of this study and Freeman's (1991) who claims that attitude affects motivation which, in turn, affects second language acquisition. The neutral attitude of the students affects their motivation toward learning the language. The only positive reaction was that the students "are trying to learn" (statement 10 of the questionnaire) which seems to be without any intrinsic will. The first nine statements read:

- 1- I fear talking in front of others that I might make mistakes.
- 2- Although I don't like English, I study it.
- 3- I like to learn English because I respect its speakers.
- 4- I study English because it is a beautiful language.
- 5- I feel English is the language of the colonizer.
- 6- I feel English is a difficult language.
- 7- I feel it is the language of powerful people.
- 8- I think English has negative effect on our culture.
- 9- I prefer to increase the period of teaching English in schools for its importance.

These statements tackled some social-psychological factors connected to the attitudes and motivations of the respondents. Freeman (1991) believes that these factors have an important bearing on language learning success, and that there is actually an indirect relationship between attitude and successful

second language learning. The element of fear and unpleasant past experiences appeared to have an effect on the students' attitudes, which is in agreement with the results of Lin and Warden (1998).

The neutral attitudes that Jordanian university students have toward learning English do not match those by most of the reviewed studies. According to these studies, almost all learners of English as a second or foreign language around the world demonstrated rather positive attitudes toward learning English. Chinese students studied by Meihua (2007) appeared to exhibit positive attitudes, similar to those of monolingual and bilingual students from the Basque Country studied by Mikel et al (2003), Malaysian participants of Crismore et al (1996) showed positive attitudes toward learning standard English, and Arab learners in Israel also demonstrated positive attitudes (Abu-Rabia 2003). The results of Abu-Melhim (2009) in Jordan revealed that half of the respondents exhibited negative attitudes towards learning English while the others demonstrated more positive attitudes, which are closer to the results of the current study.

BA students, scientific specialty students, and private school graduates are motivated more than their MA colleagues, humanistic students, and public schools graduates on two of the motivational domains: instrumental and cultural. The instrumental domain of motives is related to the practical and realistic way of looking at their needs for a better job and a better future; they are aware of the job market and the requirements for better chances in the future, in which English is one of the prime requirements in almost all fields.

The cultural domain is related to the affective aspect of motives. Stern (1983) emphasized the importance of the affective component on motivating learners of a foreign language, and Lambert (1963b) proposed the importance of the individual's ethnocentric tendencies and attitudes towards the other community that influence orientation towards language learning and the motivation according to which an individual successfully acquires a second language. Cultural awareness among Jordanian students showed the highest motivating reason. Findings of the study revealed that MA and BA students are neutrally motivated on the instrumental and academic domains, but the BA students are highly motivated on the cultural domain compared to the MA level. Both Science and Humanistic major students had high results on the cultural domain, identical to the results of the Public and

Private schools' graduates. These results support the main idea of this study that the participants of the study have a kind of defensive feelings toward the English language and its speakers. The radical difference in motives on the cultural domain may have to do with the political change in the Arab World after the invasion of Iraq in 2003. Edge's (2003) discussion seems to be in agreement with the findings of this study. This result contradicts Anderson (1996) that university freshmen are not interested and are ignorant in global issues. It seems that Jordanian university students have a high level of cultural awareness that has a great influence on their attitudes and motives toward the language and the speakers of English as such.

### Recommendations

Based on the findings of the study and their discussion, here are some recommendations for future studies and for educators. More detailed studies are needed on the cultural awareness of Jordanian students to detect and guide their attitudes. Attitudes and motives of learners of English need to be studied on a periodic basis in order to refer to when planning and developing policies of teaching English as a foreign language. The influence of political issues on learning should be carefully watched and directed as much as possible in order to control the teaching-learning process on all levels. Teachers of the basic school stages as well as college teachers should be able to guide and positively influence the learners of English, just because it is the language of today, whether we like it or not.

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