

MOTIVATION AND ATTITUDE OF SAUDI
UNIVERSITY'S LEARNERS OF ENGLISH FOR SPECIFIC
PURPOSES

BY

Barakat Humoud Makrami

Submitted to the Department of Curriculum and Teaching
and the Faculty of the Graduate School of Education of the University of
Kansas in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy.

Dr. Paul Markham (Chairperson)

Dr. Phil McKnight

Dr. Robert Rankin

Dr. Bruce Frey

Dr. Manuela Gonzalez-Bueno

Date approved: _____

C2010
Barakat Humoud Makrami

The Dissertation Committee for Barakat Humoud Makrami certifies that this is the approved version of the following dissertation:

MOTIVATION AND ATTITUDE OF SAUDI UNIVERSITY'S LEARNERS OF ENGLISH FOR SPECIFIC PURPOSES

Committee:

Dr. Paul Markham (Chairperson)

Dr. Phil McKnight

Dr. Robert Rankin

Dr. Bruce Frey

Dr. Manuela Gonzalez-Bueno

C2010
Barakat Humoud Makrami

DEDICATION

I would like to dedicate this work to my mother, my father, and my siblings. Also, this work is especially dedicated to my wife, Hayat Makrami, and my three daughters; Lama, Leen, and Sama.

ACKNOWLEDGMENTS

I thank the Almighty God for bestowing on me the needed strength, clarity of mind, and perseverance to complete this task. My full gratitude and appreciation goes to the many people who contributed support, help, suggestions and guidance for this study.

I am especially indebted to the government of the Kingdom of Saudi Arabia and the Saudi Embassy for the confidence they have bestowed on me, and for the support they have afforded me, which enabled me to finish my study, and complete my dissertation.

I am particularly indebted to Jazan University for permitting and facilitating this research. I would also like to thank my advisor and my committee for the help they have given me throughout my Ph.D. program and my dissertation.

I would like to thank my adviser, Dr. Paul Markham, for his mentoring, supervision, and motivation since I began the Teaching English as a Second Language program (TESL), and for his patience and encouragement to make this work become a reality. I sincerely appreciate his significant comments and suggestions for organizing the research, the generous support of his reading, amending, and editing of the research several times before it saw the light. If it were not for his smiles, understanding, and expanded chest, this research would not have been this way.

I would like to express my thanks to Dr. Bruce Frey for his help in almost all methodology, Survey Battery, data entry, and analysis. I also wish to thank him for going through it all, step-by-step, and for his suggestions, comments and patience. If it were not for his kind words and comforting replies, I would not have endured the heavy pressure of all the obstacles that usually come with working on a dissertation.

Thanks are due to Dr. Phil McKnight, Dr. Manuela Gonzalez-Bueno, and Dr. Robert Rankin for their reading and comments that improved this research, as well as for their support and motivation, since I came to the university, to improve the quality of my educational experience and to develop my critical thinking.

Special thanks go to Dr. Reva Friedman-Nimz for her patience and help in reading, and mostly for providing many valuable comments and suggestions to improve the quality of the research questions and method that were used.

I am especially grateful for Prof. Muhammed Al-Hayazi, Dr. Muhammed Al-Rubayi, Dr. Yahya Al-Hakami, Dr. Hasan Ishaq, and Dr. AbdulKareem Al-Alwani, for their support and encouragement to complete my studies in the United States of America. Indeed, I very much appreciate their standing by me through many difficulties.

I would like to thank all my friends, classmates, and workmates. I wish to thank all those who have contributed directly or indirectly to the successful completion of this research.

ABSTRACT

This study examined the affective factors that intervene in learning English as a Foreign Language (EFL), either for Specific Purposes (ESP) or General Purposes (EGP), for Saudi university students, and how these affective factors might relate to achievements of the learners of English as a foreign language. Sub-domains investigated included: motivation, anxiety, attitude towards, integrativeness, and instrumentality. A survey determined students' major, gender, motivation level, anxiety towards English use and English class, and attitude towards English teachers and courses.

Participants rated their affective factors on a scale ranging from 1 (strongly disagree) to 5 (strongly agree) twice. At the beginning of the semester they took the pre-test, and 12 weeks later, they took the post-test of the same items, which had been scrambled into a different order.

The results were as follows: there were no within-subject significant changes in motivation, attitude, and anxiety at the time of the post-test for either group except for the ESP group's attitude ($M = 3.07$, $SD = .68$), which ended up significantly lower than the attitude of the EGP group ($M = 3.66$, $SD = .48$). The learners' achievement on English, measured by their scores on the final English test, correlated more with the attitude, motivation, and anxiety of the EGP group than the ESP group. The ESP group achieved significantly better on English final exams, with ($M = 57.83$, $SD = 25.605$), compared to the EGP group, with ($M = 71.56$, $SD = 17.063$). Attitude, motivation, and anxiety within the

same gender did not change significantly from the pre-test to the post-test, except that the males ended up with their attitude lower, with ($M= 3.15$, $SD= .46$), compared to the females' attitude, with ($M= 3.72$, $SD= .52$). Across majors there were significant differences on all three affective factors. The EGP group were more instrumentally and integratively motivated than the ESP group, with ($M = 3.9$, and $SD = .59$) for instrumentality and ($M = 3.96$, and $SD = .59$) for integrative motive compared to ESP instrumentality, with ($M = 3.6$ and $SD = .59$), and ($M= 3.5$ and $SD = .59$) for integrative motive.

Table of Contents

	Page
Dissertation Committee Approval.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Abstract.....	vi
Table of Contents.....	viii
List of Tables.....	xi
List of Figures.....	xii
MOTIVATION AND ATTITUDE OF SAUDI UNIVERSITY’S LEARNERS OF ENGLISH FOR SPECIFIC PURPOSES	
I. INTRODUCTION.....	1
Introduction.....	1
Statement of the Problem.....	3
Purpose of the Study.....	4
Importance of the Study.....	4
Research Questions and Hypotheses.....	5
Research Questions.....	6
Hypotheses.....	7
Limitations of the Study.....	7
Definition of Terms.....	8
Summary.....	9
II. LITERATURE REVIEW.....	11
Introduction.....	11
The Need for ESP.....	11
Post-War Demand of the New World.....	11
The Revolution in Linguistics.....	12
The Focus on the Learner.....	13
Definition of ESP.....	13
Differences Between ESP and EGP.....	17
History of ESP.....	22
Types of ESP.....	23
Stages of ESP.....	29
Register Analysis.....	29
Rhetorical or Discourse Analysis.....	29
Target Situation Analysis.....	31

Skills and Strategies	31
A Learning-Centered Approach.....	32
Motivation in ESP.....	33
Attitude in ESP	34
III. METHODS	38
Introduction.....	38
Description of the Study	38
Research Design.....	39
Variables	39
Dependent Variables	39
Demographic Variables	39
Independent Variables	40
Survey Instrument.....	40
Reliability.....	42
Human Subject Approvals	43
Participants.....	44
Method	45
Limitations of the Study.....	46
Research Questions.....	46
Question 1	46
Question 2	47
Question 3	47
Question 4	48
Question 5	48
Question 6	48
IV. RESULTS	50
Introduction.....	50
Demographic Description	50
Research Questions.....	52
Question 1	53
Question 2	57
Question 3	58
Question 4	59
Question 5	63
Question 6	63
Hypotheses.....	63
Hypothesis 1.....	64
Hypothesis 2.....	65
Hypothesis 3.....	64
Hypothesis 4.....	65
Summary.....	66

V. DISCUSSION.....	68
Introduction.....	68
Summary of the Results	70
Discussion of the Results	71
Discussion of Research Question 1.....	71
Discussion of Research Questions 2 & 3.....	75
Discussion of Research Question 4.....	77
Discussion of Research Questions 5 & 6.....	78
Conclusion	79
Recommendations for Further Research.....	80
Limitations.....	80
REFERENCES	81
APPENDICES	88
Appendix A: Requesting Gardner’s Permission to Use the IAMTB.....	88
Appendix B: Gardner’s Approval on Using the IAMTB.....	89
Appendix C: Human Subjects’ Approval.....	90
Appendix D: Consent Form in English.....	91
Appendix E: English Survey (IAMTB).....	95
Appendix F: Arabic Survey Cover Letter.....	108
Appendix G: Arabic Survey.....	109

LIST OF TABLES

Table 1:	Participants by their Major and Gender	45
Table 2:	Number of Participants by their Majors.....	51
Table 3	EGP Participants Sorted by their Majors and Gender	51
Table 4:	ESP Participants Sorted by their Majors and Gender	52
Table 5:	Change Significance of Motivation, Attitude, and Anxiety within the same Group	55
Table 6:	Pre-test and Post-test Attitude Means for both Groups	56
Table 7:	Correlation between the Affective Factors and the EGP and ESP Participants' English Scores	57
Table 8:	Tests of Within-Subjects Effects of the Affective Factors by Participants Majors	60
Table 9:	Mean and Standard Deviation Values of Pre-test and Post-test Affective Factors for EGP and ESP Groups.	60

LIST OF FIGURES

Figure 1: Savigton's Classification of ESP Programs (1983)..	25
Figure 2: Hutchinson and Waters' Categorization of ESP Programs (1987)	26
Figure 3: Dudley-Evans and Maggie's Classification of ESP Programs (2002).....	28

CHAPTER I

INTRODUCTION

Introduction

When learning a foreign or second language, the success of our learning is measured, not by how many years we spent learning, the certificates we earned, the courses taken, or number of exams we had, but by the mastery of language and by how many of our goals we achieved. A good measure of how successful we are can be found in the communicative competence we have. This communicative competence can be manifested in all aspects of life where we might need to use the second language, e.g., English. Evaluating language learners on this criterion leaves much to the educators to do in order to come up with teaching programs that help nourishing this communicative competence; this gap is filled by offering English for Specific Purposes (ESP) courses at professional institutions, and higher educational institutes (Sajida, 2006). ESP has sprung from the need of so many things that were happening all over the world at the same time. The growth of technology and economics after World War II, the huge development of linguistic theories, and the focus of educators on the needs of the learners, all have paved the way for the birth and nourishment of ESP (Dudley-Evans & Maggie, 2002; Strevens, 1988; Dehrab, 2002).

The robust maturation and development of ESP can be seen on two important levels: the categorizations of ESP, and the stages of development. By taking a quick look at the well-known categorizations of ESP in the literature, one can easily realize

the big changes that have happened to ESP. The most outspread categorizations in the field are the ones done by Savington (1983), Hutchinson and Waters (1987), and Dudley-Evans and Maggie (2002). Within less than 20 years, the number of programs listed on each categorization jumped from three in Savington's model, to 12 in Dudley-Evans and Maggie's categorization. This big shift in the number of programs under ESP is clear evidence of the quick growth of ESP, and the need for such programs.

ESP has also undergone five stages of development. In the early 1960s, ESP started by focusing on the sentence level and constructing syllabi based on genres of the learners' disciplines (Halliday, McIntosh, & Stevens, 1964; Ewer & Lattore, 1969; and Swales, 1971). Then, it grew a bit and started to focus on the rhetorical aspects behind those sentences and how to implement them in communicative settings (Allen & Widdowson, 1974). After that, ESP started to focus on the skills that needed to be learned and how to make learning and teaching materials evolve around these skills. The main goal at this stage was to help learners master the skills they needed most for their jobs and/or professional settings. Right now, ESP is viewed more as an approach than as a product. That is why ESP researchers started to talk about teaching methods, class management, students and teacher roles inside classes, and affective factors like motivation and attitude.

Since discussion of attitude and motivation related to ESP is a recent development, with the advent of the Learning-Centered Approach, there is little literature on the topic. It is for this reason that Alhuqbani (2005) said, "As far as

motivational and attitudinal variables in ESP are concerned, there is no systematic line of studies in the literature that examined the motivation and attitudes of ESP learners towards the learning of English” (p. 8).

The need to learn English is becoming global. English-speaking countries are, and have been, leading the world economically, politically, and educationally. English-language educators all over the world have specific concerns regarding what programs are to be taught to the learners, what knowledge to deliver in the future to students, and by what means. Should learners’ needs lead the way in choosing textbooks and educational materials, or should educators keep to the old textbook-based curricula and approaches? These are some of the questions and concerns today’s ESL teachers have, and they are keen to keep working on.

Statement of the Problem

More and more ESP programs are being created all over the world. Economics, law, technology, engineering, medicine, and computer sciences are some of the fields where ESP programs are needed. Educators have not started talking about affective factors in ESP until lately. Motivation and attitude, as part of the affective factors, are some of the aspects that are being increasingly explored. Unfortunately, not many studies have targeted college-level students who might have ESP programs. This study aimed to tap into the motivation and attitude of English for Specific Purposes learners and compare it to the motivation of English for General Purposes learners in Saudi Arabia to see if there are any significant differences. This study also tried to test if there are relationships between motivation, attitude, and

anxiety on one side and, on the other side, some demographic aspects like age, gender, major, and number of English courses taken.

Purpose of the Study

This study provides an analysis of the motivation and attitude of Saudi university students who are learners of English for Specific Purposes. It will help university policymakers and curricula designers (such as teachers, educators, administrators, etc.) understand how students' motivation and attitudes toward learning English have or have not changed before and after taking these ESP classes. Furthermore, this study investigates the effect of current ESP programs on students' attitudes towards learning English and how these attitudes might correlate to learners' demographic information. Such studies are needed in Jazan University so the curriculum might be changed, based on results of this and similar studies. For the academic world at large, this study is important because it is one of the few that studied university-student learners of ESP. This study is also one of the first that started tapping into the construct of ESP as defined in the ESL literature. By the end of and study, an Arabic version of the International Attitude/Motivation Test Battery will be available to Arab researchers.

Importance of the Study

Most of the research done on ESP started in the U.S. Definitions of ESP encouraged methods of teaching in the field. The student-teacher relationship and the teacher's role inside the classroom fit the dominant norms of teaching/learning

environments in the U.S. Therefore, when the attitude and motivation of ESP learners are tested, results might differ when testing the same construct in another learning environment, especially in countries where teaching methods other than the ones used in the U.S. are more dominant. Contrary to the communicative and student-centered approach used in the U.S., the dominant methodology for teaching/learning English in Saudi Arabia is the grammar translation or the traditional method. In these methods, teachers control classes, students are more receptive, teaching materials are almost designed by one committee, with no focus on different needs of different groups of learners. The logical questions this study was trying to answer is how motivated the ESP students are and whether there is a relationship between ESP courses and the level of motivation and attitude of ESP students compared to EGP learners. In addition, this study aimed at designing a reliable and valid Arabic version of the International Attitude/Motivation Test Battery.

Very little, if any, prior research has been done in this area in Saudi Arabia. The few research studies that have been conducted there only tapped into how the ESL learners feel about ESP. This study tried to discover what might be the effect, if any, of current English programs on students' motivation and attitudes. Again, the hope of this researcher is that this study will take the body of current research one step further.

Research Questions and Hypotheses

This study explores the following seven research questions and hypotheses:

Research Questions

1. Does the type of English program affect students' motivation, attitude, and anxiety about learning English?
 - a. Is there a significant change in learners' motivation before and after taking ESP courses?
 - b. Is there a significant change in learners' attitude before and after taking ESP courses?
 - c. Is there a significant change in learners' anxiety before and after taking ESP courses?
2. Do motivation, attitude, and anxiety of ESP and EGP learners correlate with achievement the same way?
3. Are there differences in learning achievements of the Foreign Language (FL) between ESP and EGP groups?
4. Do the demographic variables affect students' motivation, attitude, and anxiety about learning English?
 - a. Are there differences in students' attitude, motivation, and anxiety by gender?
 - b. Are there differences in students' attitude, motivation, and anxiety by major?
5. Are ESP learners more instrumentally motivated than EGP learners?
6. Are EGP learners more integratively motivated than ESP learners?

Hypotheses

The following hypotheses were developed to test the research questions regarding the attitude and motivation of the ESP and EGP learners at Jazan University. The study formulates and tests the following statistical research hypotheses:

- H₁.** Learners of ESP are more motivated than learners of EGP after taking ESP courses.
- H₂.** ESP learners' attitude will increase better than EGP learners' attitude after taking ESP courses.
- H₃.** ESP learners are more instrumentally motivated than EGP Learners.
- H₄.** There is a relationship between students' major, gender, and level of attitude and motivation.

Limitations of the Study

One of the limitations of this study is that it was conducted at one university in Saudi Arabia. Another limitation is that the sampling was not randomly done. The sample was conveniently selected, and the researcher had nothing to do about it. Another limitation, results from the nature of the affective factors. Since, all psychological factors are intangible it was hard to test them directly. It is for this reason that, in this study, motivation, attitude and anxiety are interpreted by the scores given to them by the participants on a scale from one to five.

This study mainly looked at the attitude, motivation, and anxiety of the English Learners, and the type of English programs available at Jazan University.

Discovering which program has helped more and resulted in increasing students' motivation and attitude, while lowering their anxiety, will help the English teachers at Jazan University when choosing new programs and designing curriculum for their students in the coming years.

Definition of Terms

In order to give the reader a clear understanding of the terms used in this study, the following definitions are provided.

ESL English as a Second Language

ESP English for Specific Purposes. Basturkmen (2006), says that ESP aims to enable learners to use English in the academic settings, professional settings, and workplaces.

Attitude "An evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985, p9). In this study, attitude is interpreted as the sum of the scores the participants gave on both the Evaluation of the English Teacher and the Evaluation of the English Course in the International Attitude/Motivation Test Battery.

Motivation As defined by Gardner (1985) motivation refers "to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." (p. 10). In this study, motivation is the average score of two constructs: Motivational Intensity and Desire to learn English. Keller (1983)

defined motivation as the choices people make as to what experiences or goals they approach or avoid, and the degree of effort they will exert in this respect.

Integrative Motivation “The integratively motivated individual is the one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively” (Gardner, 2001, p. 9). In this study it is measured by averaging the scores of the participants on three constructs: integrative orientation, interest in foreign languages, and attitudes toward the English-speaking people.

Instrumental Motivation In this research, instrumental motivation means the wish to learn the language for the purpose of study or career promotion, (Gardner & Lambert, 1972). In this study, it is measured by the construct Instrumentality by averaging the scores participants have on the four items in the instrument.

Anxiety In this study, anxiety is measured by the scores the participants have on two constructs: English class anxiety, and English use anxiety.

Demographic Variables Gender and major

Summary

Chapter I included the statement of the problem, the purpose and importance of the study, the research questions and hypotheses, the limitations of the study, and the definition of terms.

Chapter II contains the literature review for ESP, including its definition, some of its history and the main factors that paved the way for its advent. The chapter also includes a discussion of the stages of development and growth that ESP has gone through, and some of the affective factors that play major roles either in hindering or nourishing the process of English as a Second Language.

Chapter III focuses on the methodology of this research, its structure, the data collection and instruments used, analysis methodology, and the Battery used.

Chapter IV and Chapter V, consecutively, report results derived from participants' replies to the surveys given to them, and list the main findings of this study and their implications for Jazan University

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter reviews the literature on ESP, including the historical background, definition and the stages of development ESP has undergone since WWII, The differences between EGP and ESP, the types of ESP, the stages of ESP, attitude, motivation, and anxiety will also be discussed.

The Need for ESP

There are many human acts that arise unplanned for, and one of them is ESP. ESP grew out of a bunch of incoherent convergent trends and factors all over the globe. Those trends and factors came from such different fields as linguistics, economics, and politics. According to Hutchinson and Waters (1987), all of these trends and factors that paved the way for the advent of ESP, are subcategorized under three main entities: (a) post-war demand of the New World, (b) the revolution in linguistics, and (c) the focus on the learner.

Post-War Demand of the New World

Right after WWII, there was a switch from German to English as a global language because of the leading role The United States started to play in the world. There was also an unprecedented international expansion in scientific, technical, health, and economic aspects. This expansion was shaped primarily by the two main powers, technology and commerce, which created a big demand for having a global

means of communication. The role of an international language of communication (i.e., Lingua Franca) fell on English because of the pioneering role the United States plays in global technology and economy. That is why, in the post-war world, learning English was no longer part of a well-rounded education, but became a good survival tool. By understanding the fact that English was becoming the language of international communication, English learners became more aware of why they wanted to learn English. Thus, they started to have different goals and needs behind learning English (Dudley-Evans & Maggie, 2002).

The Revolution in Linguistics

The growing global demand for learning English to meet some new, specific needs, plus the emergence of new ideas in language study, gave birth to more courses geared towards learners' specific needs. This shift in educational theory resulted in shifting language research from focusing only on giving definitions of the formal features of language to discovering actual ways that the language is actually used in real life situations. Widdowson (as cited in Hutchinson & Waters, 1978) said that this shift in focus made educators see that language should vary from one group of learners to the next, based on the different needs each group has. Support for this idea came from several researchers (Ewer & Latorre, 1969; Selinker & Tribmle, 1976; Swales, 1971, 1985) who started to give much credit to students' needs in their research. And, as Hutchinson & Waters (1987) said, the logo of this era can be phrased as that tail English programs based on what the learners want to learn English for.

The Focus on the Learner

The third main factor that helped give life to ESP was the focus on learners and their needs. Rodgers (1969) said that the interest in learners and their needs contributed to the rise of ESP. Psychological educators started to realize that students with different learning needs and desires have different motivations that affect their achievement and language development. The stronger the relevance between the students' needs and the texts they use when studying English, the more they opt to do better and show more interest in learning. This led many educators to design different courses for different learners based on the learners' interests (Hutchinson & Waters, 1987; Strevens, 1988; Widdowson, 1983). All these changes helped educators conclude that it is more effective for students to learn English via structures and vocabulary they might see at their workplace or environment (Bloor, 1986).

Definition of ESP

There are many definitions of ESP in the literature of ESL. Some researchers defined it based on the fact that ESP is designed to meet the needs of the students (Hutchinson & Waters, 1987); some other educators (e.g., Dudley-Evans & Maggie, 2002; Strevens, 1988) defined ESP based on the absolute and variable characteristics that ESP might have. Other recent educators,(e.g. Orr, 2002), defined ESP as an approach toward teaching, which is why they talked about class management, a teacher's role, and learning affective factors when discussing ESP. Some light will be shed, in this section, on some of the well known definitions in the field.

Most researchers considered students' needs when defining ESP. Robinson (1980), as cited in Dehrab (2002) said:

An ESP course is purposeful and is aimed at satisfying the specific need of the students with the ultimate goal of the learners' successful performance of the occupational and educational role of a specific register of English language usage. Consequently, the ESP language refers to the use of English language as a specialized language of the register it is used in.(p, 9).

In addition to Robinson (1980), Basturkmen (2006) also says that ESP aims at enabling learners to use English in academia, professional settings, and workplaces. The keystone in doing such is to design good syllabi that really meet the needs of the learners based on a thorough analysis of the learners' needs and goals behind learning.

ESP as a construct has already had many definitions and explanations. Yet, it still needs to be investigated in more depth because the controversy about ESP contains relevant questions, not only about the major issues surrounding ESP, but also about its very definition. Although the name can be misleading, ESP does not refer to English or English-language education for any specific purpose, because all education exists for specific purposes. Only English education for highly specialized purposes, which require training beyond that normally received in Grades K-12 or the ESL/EFL classroom, interests ESP professionals. Alcaraz Varo (2000, as cited in Bocanegra, 2007) asked that the name "English for Specific Purposes" be changed to "English for

Professional and Academic Purposes” based on the fact that anyone who learns any language does so for a purpose, and any use made of this language is also specific.

Another aspect of ESP, which EGP does not have, and which some of the educators used as a defining trait of ESP, is the language specificity ESP has. This specificity of ESP programs springs from the nature of the knowledge English learners are supposed to have. According to Orr (2002), “specific-purpose English includes not only knowledge of a specific part of the English language but also competency in the skills required to use this language, as well as sufficient understanding of the context within which it is situated” (p. 1).

Among all the definitions in the ESP literature, few have really captured the nature of ESP or clarified the construct and brought it closer to the minds of the readers. Dudley-Evans and Maggie’s (2002) definition is the most influential one. Before discussing it, three other definitions of ESP will be mentioned. Hutchinson and Waters (1987) defined ESP not as a product, but as an approach that tries to answer the question, “Why does this learner need to learn a foreign language?” Their answer to this question relates to the learners’ goals to be met, learning materials to be used, and language skills that need to be learned. By this, Hutchinson and Waters were trying to say that ESP is free from any particular teaching materials, instructional language, or pedagogical method of teaching.

Robinson (1991) provided her own definition of ESP. It is based on the goal of learning. She says that knowing learners’ needs is the keystone in making any ESP program. She sees ESP as more “normally goal-directed,” and says that needs

analysis is the best way to develop ESP courses. Robinson also mentioned some of the characteristics that distinguish any ESP program from other programs. Included in these characteristics are that ESP courses are always more goal-oriented and that learners are only given a limited time to achieve all their learning goals. She added that ESP learners are almost homogeneous adults who share the same needs and have the same goals.

On the other hand, Strevens' (1988) definition of ESP distinguished between four absolute characteristics and two variable ones. The absolute characteristics are:

1. Curriculum should be designed to meet the needs of the learners;
2. Contents are related to one theme or field of science, activity, or occupation.
3. ESP is centered on language that is good for those activities, in syntax, semantics, lexis, and discourse.
4. ESP is in contrast with General English.

The variable characteristics are:

1. The whole program might be restricted to the one skill to be learned.
2. ESP programs do not have to have any specific pre-ordained methodology.

Criticism of Strevens' definition of ESP paved the way for Dudley-Evans and Maggie (2002) to give another definition of ESP. Their definition followed the same absolute and variable characteristics created by Strevens, but with fewer absolute and more variable characteristics. They agreed with Strevens' first absolute characteristic that the ESP curriculum should be designed to meet specific goals of the learners. Their second absolute characteristic says that ESP teachers, when designing any

curriculum or educational materials should use the underlying methods and activities of the learners' disciplines. On top of these two absolute characteristics, Dudley-Evans and Maggie postulated four variable characteristics:

1. ESP can be designed for a specific discipline, but does not have to be;
2. ESP might use, in some situations, some methodologies different from the ones used in EGP.
3. ESP is mostly designed for adults at some institutions or professional workplaces;
4. Most ESP curricula targets intermediate to advance level students.

Differences between ESP and EGP

There are many differences between ESP and EGP that can be traced in the ESP literature. This section will list some of the differences. Strevens' (1988) definition of ESP gave birth to many differences between ESP and EGP. Strevens said that ESP programs are different from the EGP programs because they are designed to meet some specific needs of the learners, are related to the learners' disciplines or occupations in themes and topics, and result from the linguistic analysis of syntax, semantics, lexicons and discourse analysis of genres in the field. Additionally, the variable characteristics reflect some extra differences: (a) ESP content might be limited to the skill(s) needed to be learned, such as reading, writing, or negotiation skills; and (b) it may not be taught in one specific method of teaching. Dudley-Evans and Maggie (2002) talked about the same aspect.

Johns (2002) added one more difference between ESP and EGP. He thinks ESP courses mostly target adult learners, either in academic institutions or in professional work situations, and ESP, for the most part, is designed for learners with some English background (i.e., intermediate or even advanced learners). This agrees with the last two variable characteristics of Dudley-Evans & Maggie (2002).

Some other differences between ESP and EGP can be seen clearly when talking about the advantages ESP has over EGP. Strevens (1988, as cited in Dudley-Evans & Maggie, 2002) mentioned some of these advantages, stating that ESP saves learners' time by being built or designed based on learners' needs. ESP content is more relevant to the learners. It helps learners more to succeed in achieving their goals, and it is more cost-effective compared to EGP.

Another difference between ESP and EGP springs from the methods of teaching used in each approach. ESP and EGP not only differ in the type of teaching approach used, but also in the role played by the teacher inside the classroom. Although the teaching methods of ESP and EGP may not differ radically from one another because of the overlap between the two, a big difference can still be seen to exist. The one main difference that is at the core of ESP is related to the teacher's role inside the classroom. Belcher (2006) and Dudley-Evans and Maggie (2002) state that, in ESP, the teachers no longer play the role of "primary knower." This is true because, in terms of carrier contents (i. e. the content used in teaching English for any specific reasons), the students might know more than the teachers. They explain that "the students may in many cases, certainly where the course is specifically

oriented towards the subject content or work that the students are engaged in, know more about the content than the teacher” (Dudley-Evans and Maggie 2002, p. 13). For this reason, the teachers need to rely more on the students’ knowledge to create authentic communication inside the classroom. That is why ESP teachers are seen more as facilitators and helpers for the students. As a result of this new role ESP teachers are playing, more communicative, student-centered trends are to be found under ESP. Hutchinson and Waters (1987) add to this by saying that ESP teachers are like “reluctant dwellers in a strange and uncharted land.” That land was described as intimidating for many ESP teachers (Belcher, 2006). In many cases, the teachers are taken away from their areas of knowledge and asked to deal with areas of knowledge with which they are not familiar.

Little has been written about how much subject knowledge, or what subject knowledge, ESP teachers need to have. Hutchinson and Waters (1987) say that ESP teachers have to struggle to achieve two things to get ready to teach ESP. They have to master both language and subject matter beyond the limits of their old experience.

Dudley-Evans, (1998), and Edwards (1984) stipulated the implications of the ESP approach for language teachers. They think that teachers should design and compile language-learning materials based on the real needs of the students. Instructors are required to start viewing the learning-teaching process from the students’ perspective.

Dehrab (2002) says that although ESP ascribes to EFL and ESL’s research and approaches, Schleppegrell & Bowman, (1986) provided researchers with two

major differences between ESP and EFL/ESL. They contended that the first major difference lies in the nature of the learners and their purpose for learning the language. They explained that the ESL learners are adults or adolescents who already have some familiarity with English and who are learning ESP in order to be able to communicate and perform particular job-related functions. According to them, the second major difference is the scope of the goals of instruction. Explaining that difference they said, “whereas in EFL, all four language skills; listening, reading, speaking, and writing are expressed equally, in ESP a need assessment determines which language skills are most needed by the students , and the program is focused accordingly.” Dehrab (2002, p. 84).

Book design is one area where differences between ESP and EGP can be found. Robinson (1991) believes that the differences between ESP and EGP should be reflected in all aspects related to ESP. He criticized most of the ESP textbooks as being similar to the EGP textbooks. He said,

a striking feature is the large number of general books, which seem to differ very little from course books for EGP (English for General Purposes) – working through a standard set of structure, teaching much common core as well as some work-related vocabulary, and dealing with all the skills.

According to Basturkmen (2006), another difference between ESP and EGP resides in the lexicon to be found in the teaching materials for both. In ESP, teachers use specialized vocabulary while designing their courses. Specialized vocabulary lists

are taken from the authentic context, which ESP teachers use while putting their teaching materials together. Such vocabulary is the vocabulary that occurs more often in the field for which learners study English.

Ose (2002) gives another difference between ESP and EGP on the goals learners might have while learning English. Ose said that ESP brought the sense of purpose which English learning used to lack. Before the advent of ESP English learning was only the outcome of a cultural prestige or educational requirement.

Dudley-Evans and Maggie (2002) give another difference between ESP and EGP that lies in the pedagogical practices encouraged by each approach. ESP educators mostly use methodologies that differ from the ones used in EGP. Under ESP, interaction between teachers and learners leans more toward student-centered than teacher-centered teaching. Another trait is that ESP uses the underlying methodology, activities, and vocabulary dominant in the discipline it serves. Dudley-Evans and Maggie (2002) say that:

“... much ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of a methodology that differs from that used in General Purpose English teaching. By methodology here we are referring to the nature of the interaction between the ESP teacher and the learners. The teacher sometimes becomes more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter” (p. 15).

Dudley-Evans and Maggie (2002) continue stressing this essential difference, saying that the commonly used methods in any discipline or profession should be reflected in the teaching methods, and the interaction between the teachers and the learners might be different from that of the EGP.

Some other differences between the two approaches are found in the advantages ESP might have over EGP. Strevens (1988) pinpoints some of these differences. One of the main things that ESP has, which EGP does not have is that by being focused on the learners' need, ESP wastes no time; this goes with what Basturkmen (2006) said that ESP is considered to be a practical endeavor because it urges learners on going from current level to the second upper level in the most time efficient ways. West (1994) added that in ESP programs, time constraints are very crucial. Time must be utilized wisely and in an efficient way. It is for these time constraints ESP programs tend more to only teach the bits of English the learners need to learn. Jose, 2002 adds to this two more differences. First, ESP is successful in imparting learning. Second, ESP is more cost-effective than General English is.

History of ESP

Dudley-Evans and Maggie (2002) said that,

“The study of languages for specific purposes has had a long and interesting history going back, some would say, as far as the Roman and Greek Empires. Since the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language movement (TEFL/TESL).” (p. 1).

Dudley-Evans and Maggie (2002) and Dehrab (2002) said that the early works of Swales and Barber were the first publications that gave birth to what is known today as ESP. Swales (1988) believed that Barber's (1962) article on structural and lexical features of the scientific writings at that time was the real beginning of ESP. In 1964, Halliday, McIntosh, and Strevens published their work, which was based on the same linguistic features mentioned in Barber's article. Herbert (1965) published the first significant textbook on ESP. This work was meant to be helpful for those learners who have some basic English and need to know more about the English language used in technology.

Howatt (1984, as cited in Dudley-Evans & Maggie, 2002) said that, for much of its early life, ESP was dominated by the teaching of English for Academic Purposes (EAP). Most of the material produced, course descriptions, writings and research carried out, was in the area of EAP. English for Occupational Purposes (EOP) played an important, but smaller, role. In recent years, however, the massive expansion of international business has led to a huge growth in the area of English for Business Purposes (EBP). Within ESP, the largest sector for published material is now that of Business English, and there is burgeoning interest in this area from teachers, publishers, and companies.

Types of ESP

There are many categories and classifications of ESP programs. This is due to the novelty of the field and the emergence of new groups of learners from different

disciplines around the world who want to learn English for some specific goals. This provides a good hint of the need for more scientific research in this area to test all these different classifications before any kind of agreement can be achieved. The development and evolution of ESP is clearly manifested in the available categorization. Listing all available classifications of ESP programs is beyond the scope of this research. Only some of the well-known classifications will be mentioned here.

In 1983, Savington gave a good categorization for ESP. Savington said that a large subgroup within these specialized programs has to do with the communicative uses of English in the fields of science and technology. This study of scientific English has become known as EST (English for Science and Technology). Another, somewhat overlapping, subgroup is English for Academic Purposes (EAP). ESL programs that meet specific vocational needs (for example, airplane pilots, police, bank clerks) are sometimes referred to as VESL. Figure 1, below, shows Savignon's chart of ESP programs. From this categorization, one can easily see the absence of English for Occupational programs, English for Medical Purposes and other current ESP programs.



Figure 1

Savington's Classification of ESP Programs (1983).

A few years later, ESP became more complex and mature. This growth in ESP programs was reflected in Hutchinson and Waters' (1987) categorization of ESP. They said that there were three large categories under the heading ESP, namely EST (English for Sciences and Technology), EBE (English for Business and Economics) and ESS (English for Social Studies). To Hutchinson and Waters, ESS is not that much different than General English because both are humanities-based courses. On the other hand, each of the EST and EBE is subcategorized into EAP (English for Academic Purposes), EOP (English for Occupational Purposes), and EVP (English for Vocational Purposes).

Hutchinson and Waters' classification of ESP adds two new main subcategories to ESP: (a) English for Business Purposes (EBE), and (b) English for Social Studies (ESS). Figure 2 shows these categorizations and how they relate to one another.

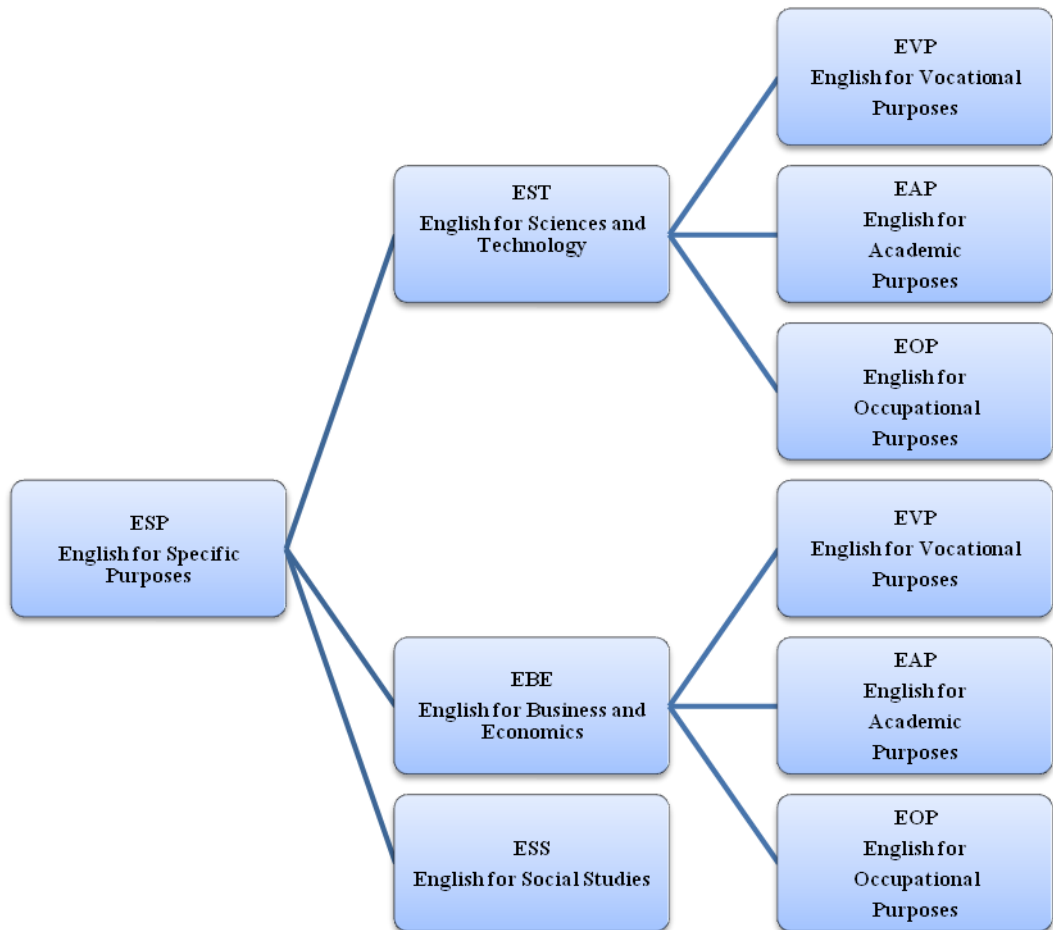


Figure 2

Hutchinson and Waters' Categorization of ESP Programs (1987).

The most comprehensive and informative classification of ESP programs is the one suggested by Dudley-Evans and Maggie (2002). In this classification, more new subcategories are to be found. The advent of these new programs shows the

ongoing nature of the development ESP programs are still undergoing. New programs like EMP (English for Medical Purposes), EMFEM (English for Management, Finance, and Economics Purposes), and ELP (English for Legal Purposes) are presented in this category. Each group of programs is classified under one subcategory based on the common groups of learners studying these programs. Under this model, ESP is divided into two main categories, namely, English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). The latter covers all ESP that are not designed for academic purposes. Under EAP, English for Science and Technology (EST) is the leading branch, and English for medicine (EMP) and English for Legal Purposes (ELP) are also found there. Lastly, English for Management, Finance, and Economics (EMFEP) was added to this category. On the other side, EOP is divided into two main subcategories. English for Professional Purposes (EPP) includes English for Medical Purposes (EMP), and English for Business Purposes (EBP), The other subcategory is English for Vocational Purposes (EVP), which also can be subcategorized into yet smaller categories like Pre-Vocational English (PVEP) and Vocational English (VEP). Figure 3, below, shows these programs.

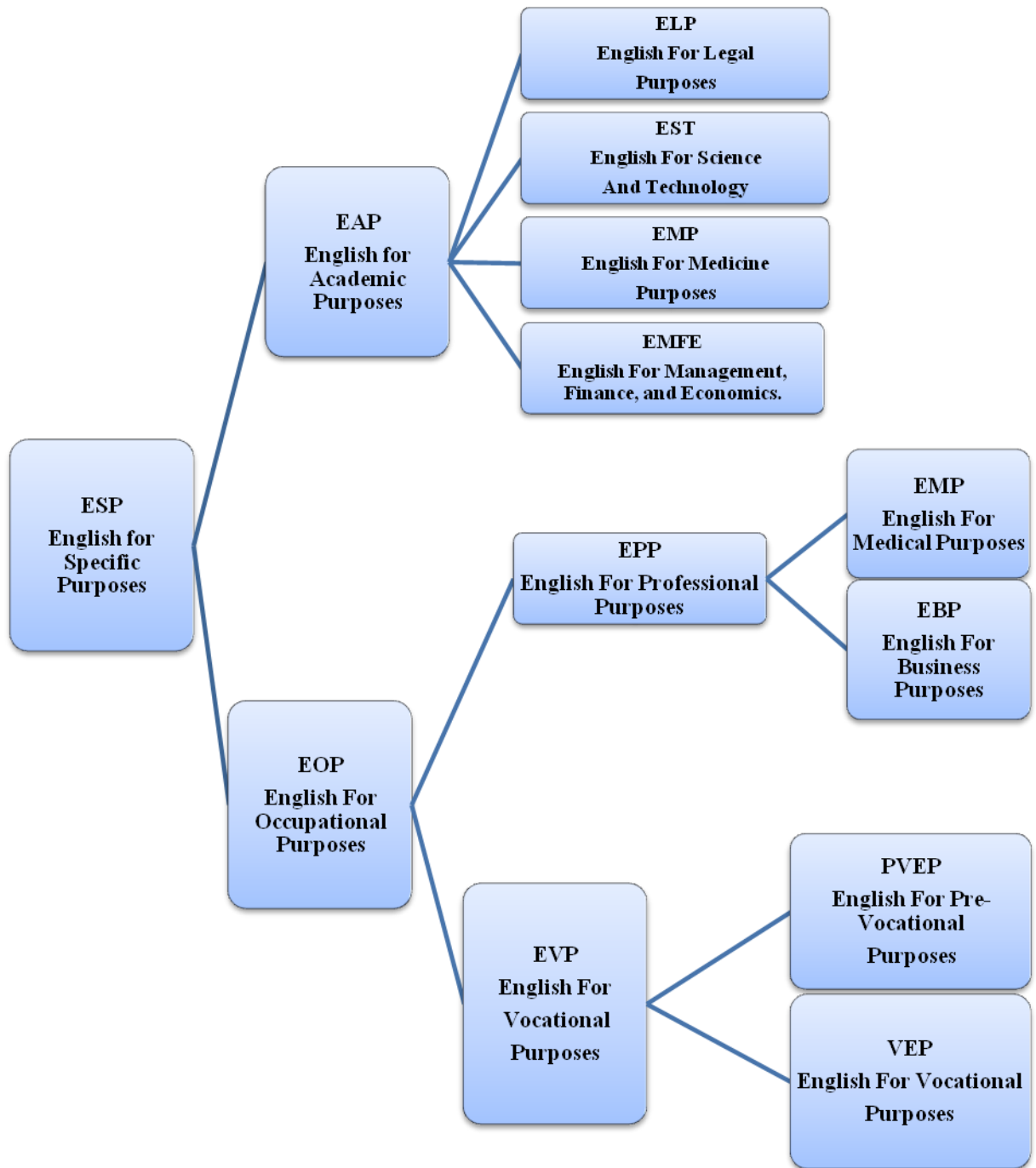


Figure 3.

Dudley-Evans and Maggie's Classification of ESP Programs (2002).

Stages of ESP

ESP has gone through many stages to reach what it is now. This section will shed some light on the main, well-known stages in the literature of ESP. Basically, most researchers talked about five stages. These five stages are: (a) Register Analysis, (b) Rhetorical Analysis, (c) Target Situation Analysis, (d) Skills and Strategies, and (e) The Learning-Centered Approach.

Register Analysis

This is the earliest school of ESP. It started around the late 1960s and early 1970s with the work of Halliday, et.al., (1964); Ewer and Lattore (1969); and Swales (1971). The general basic theory behind this school of ESP is that the English of different fields or disciplines constitutes a specific register that is different from one field to another. The main goal of this concept is to identify the structure, lexicon, and linguistic features of any discipline. Then, the teaching materials are designed based on these linguistic features. A good example of this stage of ESP can be found in Ewer and Lattore. The main aim of this stage is to highlight, in any educational material, the most frequent linguistic features in the discipline, which the learners are apt to meet more often in their field of specialty or academic profession.

Rhetorical or Discourse Analysis

Register analysis was criticized for only looking at the surface level of language (i.e. lexicon and sentence level) when analyzing any genre in order to design curricula. This sound criticism of register analysis, plus the mass development in the field of linguistics, paved the way for ESP to take another step towards

maturation and complexity. ESP's second shift was from register analysis to the rhetorical level (i.e., from the lexicon and surface structure level, towards the discourse level). Henry Widdowson, Washington School of Larry Selinker, Louis Tribmle, and John Lackstrom are just a few of the advocates of this stage of ESP.

No one has explained the basic concept of this phase better than Allen and Widdowson (1974), two of the godfathers of this stage. They said,

“We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by ones which develop a knowledge of how sentences are used in the performance of different communicative acts” as cited by Hutchinson and Waters (1987,p. 10).

Whereas Register Analysis focuses on the sentence level (i.e. the grammar and the structure of the language), Rhetorical Analysis pays more attention to the way or the how of combining these structures in communicative acts. *The English in Focus Series* by Allen and Widdowson (1974) is a good example on this stage.

Target Situation Analysis

This stage did not add or try to add something new to the previous stages. Neither did it adopt a new approach or theory for ESP. All it aimed at was to give more scientific justifications for how ESP might be designed to properly meet the needs of the learners. Because of its focus on finding the best way to know the actual needs of the learners, and how to build the learning materials that best meet those needs, this stage is known as The Needs Analysis Approach. However, Chamber's (1980) term, Target Situation Analysis, is more preferred in the literature of ESP.

While there are many works that show this stage, a good one is that of Munby (1978). In this model, Munby provided very thorough details about the learners' needs in terms of their communication goals and purposes. Munby also showed how to meet these goals and needs perfectly in communicative settings, and showed the means of communication that the learners might use. Munby then listed the skills and the functions the students might need and put all these things together in his syllabus.

Skills and Strategies

In this stage, ESP was taken into yet a different dimension than the structural-based stages the first two approaches gave to ESP. Whereas the first and the second stages confine ESP to the structures and the discourse of these structures, the fourth one, (i.e. Skills and Strategies) is more concerned with the psychological and cognitive level of ESP.

This approach attempts to consider not the language itself, but, rather, the thinking process underlying it. Good examples of this stage can be found in the works of Grellet (1998), Nuttall (1982), and Anderson and Urquhart (1984).

The core concept behind this approach is to shift the educators' scope of interest from the content of ESP to the skills that need to be mastered. Proponents of this approach justify that shift by saying that it is not the content we read that really matters, it is the ability to be able to read. Thus, there is no reason why, in ESP, educators would focus on the content, the structural forms, and the grammar. The focus should rather be on the skills and strategies that enable students to learn. It is for this reason that the National ESP Project in Brazil and the University of Malaya ESP Project use learners' L1 as means of instruction for the skills the ESP learners try to achieve. A good piece of evidence on this stage can be seen in the statement by Chitravelu (1980, as cited by Hutchinson and Waters, 1987) that "it was argued that reading skills are not language-specific but universal and that there is a core of language (for example, certain structures of argument and forms of presentation) which can be identified as 'academic' and which is not subject-specific" (p. 13).

A Learning-Centered Approach

This stage looks at ESP from the perspective of the learning process itself. It is not enough for any ESP syllabi, or program, to simply analyze the needs of the learners and/or compile content where certain forms and structures are stressed more. ESP needs also to speak to the learning process itself and see what really happens to the learners of ESP. It is vital to any ESP program to take into consideration all

factors related to the learning process and to know how the learning process happens. This is what the Learning-Centered Approach is all about. A good example of this approach is manifested in Hutchinson, and Waters on (1987). Orr (2002) agreed and said, “specific-purpose English includes not only knowledge of a specific part of English language but also competency in the skills required to use this language” (p. 1).

Motivation in ESP

Many affective factors play major roles in enhancing or hurting ESL/EFL in general or ESP in specific. Rubin (1975) said that three main factors play a role in language learning: aptitude, motivation, and opportunity. Keller (1983) defined motivation as the choices people make about which experiences or goals they approach or avoid, and the degree of effort they will exert in this respect. In fact, many researchers stated that good English teaching requires an understanding of the individual differences among learners such as age, gender, aptitude, motivation, anxiety, and culture (Dornyei & Skehan, 2003; Ehrman & Oxford, 1990, 1995; Oxford, 1992; and Scarcella & Oxford, 1992).

Motivation in L2 learning was always viewed from the psychological point of view until Gardner (1985) came up with a more situated concept of L2 motivation by emphasizing the socio-cultural dimension of L2 motivation. After the advent of Gardner’s Socio-Education Model, many researchers started to believe that motivation is one of the main aspects in second language learning success, and

students with higher motivation usually reach a higher level of proficiency and better grades. (Oxford, 1996; and Oxford & Shearin, 1994).

Attitude in ESP

Language learning is an emotional experience which generates emotions that can have crucial bearings on the success or the failure of the learners as Hutchinson and Waters (1987), and Stevick, (1976) said. Hutchinson and Waters went on to say that the trend among most educators is a belief that human's acts are always logically justified. This belief affects the way educators, teachers, and policy makers view learners as machines, or empty containers to be filled with knowledge and information.

The new developments in education and psychology helped give birth to ESP, by highlighting the central importance of the students and their emotional aspects, such as attitude and motivation toward learning (Rogers, 1969). No one denies the strength of the correlation between learning, in general, and learners' emotional factors (Ellis, 1997; Gardner, 1985; and Gardner & Lysynchuk, 1990). This correlation tends to be even stronger in language learning (Ellis, 1997; and Gardner, 1985). Hutchinson and Waters (1987) say that when we consider how the thinking aspects of the learners are affected by the affective aspects, then we become able to realize the importance of the emotional factors in language learning. That constitutes the core concept behind the cognitive theory, which believes that learning takes place when learners want to learn. It is at this wanting level where affective factors like motivation, attitude, and aptitude play a major role in the learning process.

According to Gardner (1985) attitude is the process of evaluating or reacting to some referent in the world or an attitude object based on our individual beliefs or perceptions on the nature of this referent. There are many studies that have been conducted on motivation and attitude towards language learning, either as an ESL or EFL. In almost all of these studies, motivation and attitude are studied at the same time. This is because of the effect of Gardner's model of motivation in language learning where attitude was looked at as a subcategory under the wider construct motivation (Gardner and Lambert, 1972; Oller, 1977; Savens 1987; Gardner and MacIntyre, 1991; and Suleiman 1993). All these studies found that attitude and motivation play a major role in EFL/ESL.

Attitude has been investigated in many contexts. In all them, it was found to be one of the affective aspects. In one study in a foreign language environment, Mantle-Bromley and Miller (1991) studied the effect of the pedagogical approach on attitude toward language learning. They found that, when multicultural sensitivity lessons are incorporated into the curriculum, the students had more attitudes towards learning English than the times when these lessons were taken out. This gives a clear hint that, when students learn what they want, they do better and they have a more positive attitude. Contrary to this study, Clement & Noels, (1994) applied Gardner's (1972) Battery to mono-cultural second language learners of English in Hungary. They found that there was a positive correlation between learners' attitude toward English learning and their achievement.

In an interesting study by Alansari and Lori (1999), two homogeneous groups of college-level students were tested on integrative motivation, instrumental motivation and attitude. Their interesting result was that there was a strong correlation between students' majors and the level of attitude they had toward the language they were learning. Students majoring in English had a more positive attitude towards the language and its culture than students who majored in Arabic. This is another piece of evidence that, when students learn what they want, they have a more positive attitude towards the language and the learning process, and this is reflected in their achievement.

Malallah (2000) investigated the attitude of three groups of students in Kuwait: science students, Arabic students, and Islamic students. More than 400 students filled out a questionnaire that was given to them. Malallah found that there was a positive correlation between attitude towards language learning and students' majors, with science students having the highest score on the attitude scale, followed by Arabic students, then Islamic Students.

Within the framework of ESP, it is obvious that learners are usually instrumentally oriented or motivated. This means they will have a more positive attitude toward learning English than the other learners of EGP who might study English because it is part of their programs (Aljurf, 1994; Alhuqbani, 2005). Johns (1991, as cited in Hutchinson and Waters 1987) said that ESP groups always express high positive attitudes which is results in the improvement in their English. That is why Jose (2002) said that ESP learners are motivated because they see the relevance

of what they study with what they want to study because the syllabus is usually designed based on the their needs

Although there are some studies on motivation and attitudes under ESP, there is still a lack of systematicity. A good number of the previous studies on attitude in ESP were done with specific groups of learners who studied ESL or EFL, even if they did not really study an ESP program. Some of the researchers targeted specific groups like police officers (e.g., Abo Mosallem, 1994; Akeyl and Yale, 1991), science students (e.g., Al-Jurf, 1994), or bankers (e.g., Al-khatib, 2007).

This chapter talked about ESP. A brief historical background was given, followed by the definition of ESP, differences between ESP and EGP, stages of development of ESP, and finally types of ESP programs.

CHAPTER III

METHODS

Introduction

This study aimed at examining the motivation, attitude, and anxiety of Saudi university students who study English for Specific and/or General purposes, how their achievement correlated to the three affective factors, and how the English learning program might correlate with students' achievement. The focus of the study was on Jazan University students. This study investigated the degree of motivation the students have before and after studying English at the university, as well as how this might be related to their final scores.

Both male and female students at Jazan University were asked to participate in a survey of their motivation, attitude, and anxiety. Then, their responses were compared so that the relationship to the demographic information could be identified.

This chapter discusses the research questions and hypotheses and the research design. The Battery used in the study, its reliability and validity, the translation from English to Arabic, the backward translation, the approval of the Battery to be used, the approval for using human subjects in the study, the participants in the study, the limitations of the study, and the statistical methods are also discussed

Description of the Study

To provide a comprehensive understanding of L2 learners' motivation and attitude, the researcher used Gardner's (1985) International Attitude/Motivation Test Battery (IAMTB) to survey the two groups learning ESP or EGP at Jazan University.

Therefore, this descriptive study examined the motivation, attitude, and anxiety in Saudi graduate students, and identified how these factors related to the students' achievement.

Research Design

This research design is quantitative pre-test post-test; and used a survey to collect data.

Variables

Dependent Variables

The dependent variables of this study are the scores the participants had on attitude, motivation, anxiety, integrativeness, and instrumentality when answering the survey, and their final scores in English reflected by the final scores they had in the English class. The instrument used scored measures of level of motivation, attitude, anxiety, integrativeness, and instrumentality. In addition, the final scores of English, measured by the actual grades the participants had on their final exam, were also looked at as a dependent variable.

Demographic Variables

Demographic questions were included in the first segment of the survey. Questions included the participant's major and gender.

Independent Variables

Type of English program taught to the students was the only independent variable examined in the study.

Survey Instrument

The instrument used in this study is a translated form of the International Attitude/Motivation Test Battery (IAMTB). The IAMTB, (see Appendix E) is the English version of Gardner's (1985) well-known Attitude/Motivation Test Battery (AMTB). There are 96 items in the instrument, plus three demographic questions, for a total of 99 items. The instrument is designed to gather data on five major areas: (a) Motivation, (b) Attitudes toward the Learning Environment, (c) Integrative Motives, (d) Instrumental Motives, and (e) Language Anxiety.

The original IAMTB instrument consists of 104 items on a Likert Scale from one to seven. It has 12 constructs with five to 10 items on each construct. Some of the items are positively scored, and some are negatively scored. The constructs are: (a) Interest in Foreign Languages, (b) Parental Encouragement, (c) Motivational Intensity, (d) English Class Anxiety, (e) English Teacher Evaluation, (f) Attitudes toward Learning English, (g) Attitudes toward English Speaking People, (h) Integrative Orientation, (i) Desire to Learn English, (j) English Course Evaluation, (k) English Use Anxiety, and (l) Instrumental Orientation. The parental encouragement subscale was deleted from the instrument because it was off the scope of this study. It contained 8 items, which left the new Survey with 96 items.

The instrument used in this research includes two sections: (a) demographic information, and (b) the IAMTB. The first part contains three demographic questions regarding learners' gender, major, and student I.D. number. The second section uses a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The IAMTB is a self-reporting questionnaire developed by Gardner (1985) to investigate the types of L2 learners' motivation, attitude, and anxiety.

The IAMTB was chosen for use in this study because it was designed specifically to assess second language learning motivations and has been used and reported to be valid and reliable in many learning motivation studies (Kaylani, 1996; Masgoret et. al., 2001, Rueda & Chen, 2005). The IAMTB has been translated and used in many research projects in Brazil, Croatia, Japan, Poland, Romania and Spain (Catalonia).

The instrument evaluates motivation, attitude, integrativeness, instrumentality, and language anxiety. Motivation consists of 30 items, 15 of which are negatively scored. These 30 items are the sum of 10 items under Motivation Intensity, 10 items under Desire to Learn English, and 10 under Attitudes toward Learning English. Attitude has 20 items under two subscales, Evaluation of the English Teacher and Evaluation of the English Course. Integrativeness consists of 22 items. Four of them are under Integrative Orientation, 10 are under Interest in Foreign Languages, and 8 are under Attitudes toward English-Speaking People. Instrumentality contains only 4 items, with only one subtitle, Instrumental Orientation. The last 20 items go under Language Anxiety. This construct is divided into two sub-constructs: English Class Anxiety with 10 items, and English Use Anxiety with the rest of the 10 items.

Reliability

Due to the lack of English mastery by the participants, the researcher eliminated this threat to the validity and reliability of the instrument by translating it into Arabic to make it easier for the participants and more apt to measure what it was supposed to be measuring. That was also suggested by Gardner in his email when the researcher asked for his permission to use the IAMTB.

The Instrument was given to three English teachers who are well-known for their mastery of English and their long experience in teaching English. They were asked to translate the instrument into Arabic separately. After they did the translations, an Arabic teacher was asked to go through all three translations for each item and choose the best matching translations and make it one. When that was done, and in order to raise the reliability of the Arabic Version of the IAMTB, the researcher gave the Arabic version to three Saudi graduate students in the U.K., Australia, and America, and asked them to do a backward translation. The three English translation texts were given to a fourth English teacher to compile one translation out of the three by choosing similar structures, and phrases. The backward translations were put next to the original IAMTB items and were given to three English teachers to judge the similarity of the two texts. Then, the Arabic version was given to 10 native Arabic speakers to read the items and give their judgments on the clarity and comprehensibility of the items. Items were adjusted based on the suggestions of the native Arabic reviewers.

The researcher tested reliability by deriving coefficient alpha of the items after the survey was given to a small representative group of 20 male and female participants.

These participants were excluded from taking part in the actual study. Data were processed using SPSS. The internal consistency estimates of reliability were computed for the IAMTB: a co-efficient alpha for all five sub-scales (i.e., motivation, integrativeness, instrumentality, attitude, and anxiety) was done. Values for the co-efficient alpha were high, which indicated a high satisfactory level in the questionnaire of .85. Reliability was also computed for co-efficient alpha if an item was deleted, and all five subscales scored lower than the overall Cronbach's alpha with, .75, .78, .83, and .76. for motivation, integrativeness, instrumentality, and attitude, respectively. The researcher considered removing anxiety from the scale because the scale would have scored a higher alpha value, .91, without it. But, since the overall alpha value for the scale was quite high, and anxiety was used in almost all previous research, the researcher did not take it off the scale.

Human Subject Approvals

The Human Subjects Committee at the Lawrence campus of the University of Kansas reviewed and approved the project application (Appendix C). This research was approved and the researcher was allowed to begin collecting research data. The researcher's doctoral committee at the University of Kansas also approved the research proposal. The data collection lasted for about three months, after Jazan University in Saudi Arabia issued its approval allowing the researcher to start collecting the data.

A cover letter was attached to the survey instrument explaining the purpose of the study, and how important the participation of the subjects was to the success of the study.

Participants

The participant sample selected for this study consisted of students at Jazan University in Saudi Arabia who were studying English as a Foreign Language for either General Purposes or Specific Purposes during the 2009-2010 academic year. Male and female students at Medicine School, Computer Sciences School, Engineering School, Business School, Community College, and English Department volunteered to participate in the study. 650 participants took part in the pre-test at the beginning of the experiment. By the end of the semester, 545 participants were able to take the post-test. Thirty-eight of those either failed to write their students ID numbers, or did not finish more than half of the survey, so they were eliminated. Since the participants were assigned to groups prior to the start of the experiment, the sample was considered a convenient one. Table 1 classifies all participants by their gender and major.

Table 1

Participants by their Major and Gender

Major	Male	Female	Total
Medical	61	50	111
Engineering	65	0	65
Computing	61	0	61
Business	0	54	54
Community College	53	46	99
English	59	58	117
Total	299	208	507

Method

All students at Jazan University take Intensive English courses during their freshmen year. There are two English programs at the university, English for General Purposes and English for Specific Purposes. Students at the Business School, English Department, and Community College take EGP. Students majoring in Health Sciences (i.e. Medicine, Pharmacy, Applied Health Sciences, and Dentistry), Computing School, and Engineering School take ESP. Both programs are taught for 15 hours per week. The only difference between the two programs is that in the ESP, the courses are taken from the content area of the students' majors. Medical students study English for Medicine, computer students study English for computing, and Engineering Students study English for engineering.

The participants took the pre-test survey at the beginning of the semester, and towards the end of the semester they took the post-test survey. Both surveys have the

same items but the items were intermingled in the post-test survey to minimize the chances of the participants knowing that they were taking the same survey twice, which might have been a threat to the reliability of the test.

Limitations of the Study

One of the limitations of this study was that it was conducted at only one university in Saudi Arabia. Another limitation was that the sampling was not randomly done. The sample was a convenient sample and the researcher had nothing to do about it. One more limitation resulted from the nature of the affective factors. Since all psychological factors are intangible, it was difficult to test them directly. It is for this reason that, in this study, motivation, attitude and anxiety were interpreted by the scores given to them by the participants.

Research Questions

Research questions were developed to see if the English programs have affected motivation, attitude, and anxiety of the two groups, how gender and major related to these three factors, which of the two groups were more instrumentally and/or integratively oriented, and how both groups did in their English courses.

Question 1. Does the Type of English Program affect students' motivation, attitude, and anxiety about learning English?

1. Is there a significant change in learners' motivation before and after taking ESP courses?

2. Is there a significant change in learners' attitude before and after taking ESP courses?
3. Is there a significant change in learners' anxiety before and after taking ESP courses?

This question was three-fold. Therefore, before it was answered, a correlation test was run for all three items. Since the correlation was significant at p value .01, it was answered using descriptive statistics followed by MANCOVA. In order to see if there is a significant difference between the two groups at post time, a MANCOVA test was run with the post values of all three factors as the dependent variables, pre-test values as the covariates, and the type of English program as the fixed factor. Then, a repeated measure test was run between samples and within samples to see if the change was due to the treatment.

Question 2. Do motivation, attitude, and anxiety of ESP and EGP learners correlate with achievement the same way?

This question was answered by running a Bivariate Correlation Test to see if motivation, attitude, and anxiety of the two groups correlate the same with the participants' English final scores. The null hypothesis for this question is: the two final scores of the two English groups will not correlate the same way with motivation, attitude, and anxiety.

Question 3. Are there differences in learning achievements of the Foreign Language (FL) between ESP and EGP groups?

This question was answered by comparing the means of the English final scores for both groups using a Two Independent-Samples Test, where English scores were used as the test variables and the program type as the grouping variable.

Question 4. Are there differences in students' attitude, motivation, and anxiety by demographic variables?

1. Are there differences in students' attitude, motivation, and anxiety by gender?
2. Are there differences in students' attitude, motivation, and anxiety by major?

This question is two-fold. The same procedure was used for both questions.

Answering the first part, a MANCOVA test was run with the post-test scores of all the affective variables as the dependent variables, the pre-test scores as the covariates, and gender as the fixed factor. This was followed by a repeated measures test between and within samples to measure for the change. The same procedure was followed in answering the second half of the question, substituting major instead of gender for the fixed factor.

Question 5: Are ESP learners more instrumentally motivated than EGP learners?

Question 6: Are EGP learners more integratively motivated than ESP learners?

Questions 5 and 6 compared the means of the two groups on instrumentality and integrative motive to find out which group did better on them. Answering these two questions an ANCOVA was used for each variable where the post-test scores were the

dependent variables, the pre-test scores the covariate, and the program type as the fixed factor.

In this Chapter, the methodology of the research was explained. The overall method of collecting the data was talked about followed with the instrumentation used, and the statistical tests that were conducted in analyzing the data.

CHAPTER IV

RESULTS

Introduction

An analysis of the research study was done to measure (a) motivation and attitude of English learners, (b) anxiety, and (c) demographic factors. This study researched the attitude and motivation of male and female students at Jazan University in Saudi Arabia. Descriptive statistics were used in reporting frequencies, percentages, means, and standard deviations of responses to the survey that measured degree of motivation, attitude, and anxiety towards learning English as a foreign language. SPSS for the Windows computer-software program was used to analyze the quantitative data.

Demographic Description

The following descriptive results define the demographic characteristics of study participants. Overall descriptive numbers will be given first, then participants will be sorted based on which English program they are taking, their gender, and their major. Five hundred and seven participants took part in this study. Table 2 reports the physical distribution of participants based on their majors.

Table 2

Number of Participants by Their Majors

	Frequency	Percent	Valid Percent	Cumulative Percent
Medical	111	21.9	21.9	21.9
Engineering	65	12.8	12.8	34.7
Computing	61	12.0	12.0	46.7
Business	54	10.7	10.7	57.4
Community College	99	19.5	19.5	76.9
English	117	23.1	23.1	100.0
Total	507	100.0	100.0	

Tables 3 and 4, respectively, show the distribution of the EGP and the ESP participants based on their majors and genders.

Table 3

EGP Participants Sorted by Their Majors and Gender

Major		Gender		
		Male	Female	Total
Business	Count	0	54	54
	% within Major	.0%	100.0%	100.0%
Community College	Count	53	46	99
	% within Major	53.5%	46.5%	100.0%
English	Count	59	58	117
	% within Major	50.4%	49.6%	100.0%
Total	Count	112	158	270
	% within Major	41.5%	58.5%	100.0%

Table 4

ESP Participants Sorted by Their Majors and Gender

ESP			Gender			
			Male	Female	Total	
ESP	Major	Medical	Count	61	50	111
			% within Major	55.0%	45.0%	100.0%
		Engineering	Count	65	0	65
			% within Major	100.0%	.0%	100.0%
		Computing	Count	61	0	61
			% within Major	100.0%	.0%	100.0%
		Total	Count	187	50	237
			% within Major	78.9%	21.1%	100.0%

As can be seen in Tables 2, 3, and 4, the total number of participants was 507. One hundred and eleven students came from the School of Medicine, 65 males came from the Engineering School, and 61 male participants came from the Computer Engineering School. Fifty-four female participants came from the Business School, 99 males and females came from the Community College, and 117 males and females came from the English Department.

Research Questions

This research studied the effect of two English programs on the motivation, attitude, and anxiety of Jazan University students. The following questions were answered in order to derive the researcher's conclusion home.

Question 1: Does the type of English program affect students' motivation, attitude, and anxiety about learning English?

1. Is there a significant change in learners' motivation before and after taking ESP courses?
2. Is there a significant change in learners' attitude before and after taking ESP courses?
3. Is there a significant change in learners' anxiety before and after taking ESP courses?

Before answering this question, the researcher measured the correlation of all three psychological items involved in this question to learn how strongly they are related. A Pearson product-moment correlation coefficient was computed on post test scores to assess the relationship between motivation, attitude, and anxiety. There was a strong positive correlation between motivation and attitude ($r = 0.92$, $p < 0.01$); a moderate negative relationship between motivation and anxiety ($r = -0.65$, $p < .01$); and a slightly weaker correlation was found between attitude and anxiety ($r = -.703$, $p < .01$). The correlation values show that increases in motivation correlated with increases in attitude. There were also moderate negative correlations between anxiety on one side, and motivation and attitude on the other side. Increases in anxiety resulted in decreases in motivation and attitude. Based on the strong correlation between all items, the researcher ran a MANCOVA test when testing these three factors.

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine the effect of program type of the two English programs (ESP and EGP) on the three dependent variables (motivation, attitude, and anxiety) with the pre-test scores of the three dependent variables as the covariate. There was a significant difference between the groups on all three dependent variables taken together after adjusting for the groups' means at testing time-1 with $F(3, 500) = 17.71, p < .01$. The multivariate η^2 was .096.

An analysis of covariance (ANCOVA) on the dependent variables was conducted as a follow-up test to the MANCOVA. Using the Bonferroni method, each ANCOVA was tested at .016 levels. The ANCOVA on all factors were significant with $F(1, 502) = 20.48, p < .01, \eta^2 = .04$ for post-motivation, $F(1, 502) = 21.25, p < .01, \eta^2 = .041$ for post language anxiety, and $F(1, 502) = 44.32, p < .01, \eta^2 = .08$ for attitude. In order to know if the difference between the two English groups at post-test was due to the treatment or not, a two-way within-subject, and between-subjects analysis of variance was conducted to evaluate the effect of the program type on the affective factors' level. The dependent variables were the three affective factors' rating of 1 to 5, taken one at a time. The three affective factors were tested one at a time as the within-subject factors on the two levels of pre and post, when the between-subject factor was the program type (i.e., ESP/EGP). The changes in motivation and anxiety were not found to be significant; however, there was a significant change within the two groups on attitude, with $F(1, 505) = 9.27, p = .002, \eta^2$. (see Table 5).

Table 5

Change Significance of Motivation, Attitude, and Anxiety Within the Same Group

Source		df	F	Sig.	Partial Eta Squared
Motivation	Sphericity Assumed	1	.158	.691	.000
	Greenhouse-Geisser	1.000	.158	.691	.000
	Huynh-Feldt	1.000	.158	.691	.000
	Lower-bound	1.000	.158	.691	.000
Anxiety	Sphericity Assumed	1	5.264	.022	.010
	Greenhouse-Geisser	1.000	5.264	.022	.010
	Huynh-Feldt	1.000	5.264	.022	.010
	Lower-bound	1.000	5.264	.022	.010
Attitude	Sphericity Assumed	1	9.277	.002*	.018
	Greenhouse-Geisser	1.000	9.277	.002*	.018
	Huynh-Feldt	1.000	9.277	.002*	.018
	Lower-bound	1.000	9.277	.002*	.018

*. Change is significant at the 0.016 level.

The significance change in attitude was a negative one. Participants ended up having lower level of attitude towards learning English compared to the mean of their

attitude at the pretest time. The ESP group ended up having a significantly less positive attitude towards learning English compared to the EGP group (see Table 6).

Table 6

Pre-test and Post-test Attitude Means for Both Groups

	EGP/E		Std. Deviation	N
	SP	Mean		
Pre Attitudes Toward Learning	EGP	3.8667	.47017	270
	ESP	3.4211	.66586	237
	Total	3.6584	.61142	507
Post Attitudes Towards Learning	EGP	3.6632	.48047	270
	ESP	3.0764	.68799	237
	Total	3.3889	.65527	507

Question 2: Do motivation, attitude, and anxiety of ESP and EGP learners correlate with achievement the same way?

Answering this question, the data were split on EGP and ESP. A Pearson product-moment correlation coefficient was then computed to assess the relationship between motivation, attitude, anxiety, and English final scores. EGP's affective factors correlated with English final scores higher than the ESP group, with $r = .239$, $p < 0.01$ for attitude, $r = .235$, $p < .01$, for motivation and negatively correlated with anxiety, with $r = -.15$, and $p < .05$. As for the ESP group, there was only one significant negative correlation between anxiety and English final score, with $r = -.147$, $p < .05$. Table 7 compares the correlation means for the ESP and EGP groups.

Table 7

Correlation between the Affective Factors and the EGP and ESP Participants' English Scores

		ESP English Score	EGP English Score
Post Attitudes Towards Learning	Pearson Correlation	.062	.239**
	Sig. (2-tailed)	.339	.000
	N	237	270
Post Language Anxiety	Pearson Correlation	-.147*	-.152*
	Sig. (2-tailed)	.024	.012
	N	237	270
Post Motivation	Pearson Correlation	.044	.235**
	Sig. (2-tailed)	.502	.000
	N	237	270
English Score	Pearson Correlation	1.000	1.000
	Sig. (2-tailed)		
	N	237.000	270.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Question 3: Are there differences in learning achievements of English as a foreign language between the ESP and EGP groups?

An independent-samples t-test was conducted to compare final scores in English for the EGP and ESP groups. There was a significant difference in the scores for EGP (M=57.83, SD=25.605) and ESP (M=71.56, SD=17.063) groups; $t(505) = -7.005$, $p <$

0.01. These results suggest that the ESP group scored significantly better on English final exams than EGP group.

Question 4: Are there differences in students' attitude, motivation, and anxiety by demographic variables?

1. Are there differences in students' attitude, motivation, and anxiety by major?
2. Are there differences in students' attitude, motivation, and anxiety by gender?

In order to see if there were differences in students' attitude, motivation, and anxiety by their majors and gender, the two demographic factors were tested, one at a time.

A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine if there were differences in students' affective factors by major. The post-scores of students on motivation, attitude, and anxiety were the dependent variables. The participants' major was used as the fixed factor, and the pre-scores of the same factors were used as the covariates. Significant differences were found among different dependent variables on different measures, e.g., Wilks' Lambda $\Lambda = 27.1$, $F(15, 1369) = .488$, $P < .01$. The Multivariate η^2 based on Wilks' Lambda Λ was quite strong, .213.

An analysis of covariance (ANCOVA) on the dependent variables was conducted as follow-up tests to the MANCOVA. Using the Bonferroni method, each ANCOVA was tested at the .016 level of significance. The ANCOVA on the post-motivation scores was

significant with $F(5,498) = 61.33, p < .016, \eta^2 = .38$, with $F(5,498) = 33, p < .016, \eta^2 = .25$ for post-language anxiety. Post attitude was significant, too, with $F(5,498) = 81.8, p < .016, \eta^2 = .45$.

A two-way within-subject analysis of variance was conducted to see if there was a significant difference between pre-scores and post-scores of each affective factor at a time. The within-subject change of motivation*major was negatively significant with $F(5,501) = 4.14 .36, p < .016$. The same negative significant change was seen on attitude *major with $F(5,501) = 6.194, p < .016$. Anxiety also went up significantly by majors with $F(5,501) = 10.42, p < .016$. This meant that attitude and motivation went significantly down within majors, and anxiety went up. (see Table 8).

Table 8

Tests of Within-Subjects Effects of the Affective Factors by Participants Majors

Source		Mean Square	F	Sig.	Partial Eta Squared
Motivation * major	Sphericity Assumed	.668	4.137	.001	.040
	Greenhouse-Geisser	.668	4.137	.001	.040
	Huynh-Feldt	.668	4.137	.001	.040
	Lower-bound	.668	4.137	.001	.040
Anxiety * major	Sphericity Assumed	1.919	10.424	.000	.094
	Greenhouse-Geisser	1.919	10.424	.000	.094
	Huynh-Feldt	1.919	10.424	.000	.094
	Lower-bound	1.919	10.424	.000	.094
Attitude * major	Sphericity Assumed	.812	6.194	.000	.058
	Greenhouse-Geisser	.812	6.194	.000	.058
	Huynh-Feldt	.812	6.194	.000	.058
	Lower-bound	.812	6.194	.000	.058

The overall means and standard deviations of the three affective factors showed the direction of the change. Table 9 shows that clearly.

Table 9

Means and Standard Deviation Values of Pre and Post Affective Factors

	N	Mean	Std. Deviation
Pre-Motivation	507	3.6577	.64887
Post Motivation	507	3.5660	.62884
Pre Language Anxiety	507	2.9668	.58143
Post Language Anxiety	507	3.0179	.58635
Pre Attitudes Toward Learning	507	3.6584	.61142
Post Attitudes Towards Learning	507	3.3889	.65527
Valid N (listwise)	507		

The same procedure was followed when testing how the dependent variables changed based on the subjects' gender. A one-way multivariate analysis of covariance (MANCOVA) was conducted to determine if there were differences in students' affective factors by gender. The post-scores of students on motivation, attitude, and anxiety were the dependent variables; gender was the fixed factor, and the pre-scores of the same factors were the covariates. Significant differences were found among different dependent variables on different measures $F(3, 500) = 19.9, P < .01$. The Multivariate η^2 was .11.

An analysis of covariance (ANCOVA) on the dependent variables was conducted as follow-up tests to the MANCOVA. Using the Bonferroni method, each ANCOVA was tested at the .016 level of significance. The ANCOVA on the post-motivation scores was significant with $F(1,502) = 30.5, p < .016, \eta^2 = .057$, significant for the post attitude with $F(1,502) = 44.7, p < .016, \eta^2 = .08$, and language anxiety was not significant, with $F(1,502) = .34, p > .016, \eta^2 = .001$. Across gender there was a significant decrease on both attitude and motivation but not on anxiety.

A two-way within-subject analysis of variance was conducted to see if there were significant differences between pre-scores and post-scores of one affective factor at a time. The within-subject change of motivation* gender was not significant at $F(5,501) = .87, p > .016$; however, attitude decreases significantly with $F(5,501) = 1.7, p < .016$. Anxiety did not change significantly by gender with $F(5,501) = 10.42, p < .016$.

Question 5: Are ESP learners more instrumentally motivated than EGP learners?

A one-way analysis of covariance was conducted to measure the difference in the means of each groups' scores on instrumentality. The program type was used as the fixed factor, instrumentality pre-scores were the covariate, and the post-scores were used as the dependent variables. The two groups were significantly different on instrumentality, with $F(1,504) = 27, p < .01$. The EGP group was found to be more instrumentally oriented than the ESP group, with an ($M = 3.9$, and $SD = .59$) compared to ($M = 3.6$ and $SD = .59$).

Question 6: Are EGP learners more integratively motivated than ESP learners?

The same one-way analysis of covariance was conducted to measure the difference in the means of the scores each group has on integrative motive. The program type was used as the fixed factor. Integrative pre-scores were the covariate, and the post-scores were used as the dependent variables. The two groups were significantly different on integrativeness, with $F(1,504) = 27.8, p < .01$. The EGP group was found to be more integratively oriented than the ESP group, with an ($M = 3.96$, and $SD = .59$) compared to ($M = 3.5$ and $SD = .59$).

Hypotheses

The researcher predicted four hypotheses in this study, based on the findings of most of the previous studies and what was suggested by the literature on ESP. The hypotheses and the null hypotheses were:

H1. Learners of English for Specific Purposes, after taking ESP courses, are more motivated than Learners of English for General Purposes after taking EGP

- courses. The null hypothesis for this hypothesis was H_0 : Learners of English for Specific Purposes, after taking ESP courses, are not more motivated than Learners of English for General Purposes after taking EGP courses.
- H2. Learners of English for Specific Purposes, after taking ESP courses, are having more attitudes toward learning English than Learners of English for General Purposes after taking EGP courses. ESP learners' attitude, after taking ESP courses, will increase more than EGP learners' attitude after taking EGP courses. The null hypothesis for this hypothesis was H_0 : ESP learners' attitude will not increase more than EGP learners' attitude after taking English courses.
- H3. ESP learners are more instrumentally motivated than EGP learners. The null hypothesis for this hypothesis was H_0 : ESP learners are not more instrumentally motivated than EGP learners.
- H4. There is a relationship between students' major, gender, and their level of attitude and motivation. The null hypothesis for this hypothesis was H_0 : There is no relationship between students' major, gender, and their level of attitude and motivation.

Hypothesis 1

The first null hypothesis stated that towards the end of the program the ESP group will not have a more significant change in motivation compared to the EGP group. The researcher tried to reject this null hypothesis at $P = .016$ level of significance. Based on

what the researcher has found on question one there were no significant change in motivation. The researcher failed to reject the null hypothesis.

Hypothesis 2

The second null hypothesis stated that, after taking the ESP courses, the ESP learners' attitude will not increase better than the EGP learners' attitude. The researcher tried to reject this null hypothesis at $P = .016$ level of significance. Based on what the researcher found on question one, there was a negative significant change in attitude between the two groups, with the ESP group's mean of attitude going down more. Both groups were expected to have higher means in attitude at the post-test than at the pre-test, but that was not the case here. The researcher failed to reject the null hypothesis at $p < .016$.

Hypothesis 3

The third null hypothesis stated that the ESP learners are not more instrumentally motivated than the EGP learners. The researcher tried to reject this null hypothesis at $P = .05$ level of significance. Based on what was found about question five, the researcher failed to reject the null hypothesis. The EGP group ended up having a higher instrumental motive.

Hypothesis 4

The fourth null hypothesis stated that there is no relationship between students' major, gender and their level of attitude and motivation. The researcher tried and

succeeded in rejecting this null hypothesis at $P = .016$ level of significance. There were significant changes in attitude and motivation based on the participants' major.

Summary

This chapter presented the results of the analyses of the data, answers to all the questions, and judgments about the hypotheses. All six questions of the study focused on the change in motivation, attitude, and anxiety of the ESP group compared to the EGP group and how this change related to the participants' achievements, major, and gender.

For the first question, MANCOVA and repeated measures were used to compare the differences between the two groups (i.e., ESP and EGP) at the beginning and at the end of the study. While statistical differences appeared between the two groups both before and after the intervention, not all three affective factors were found to change significantly within the same group.

The second question looked into how the affective factors of the two groups correlated to their scores on the English final test. Results of the correlation test showed that the motivation, attitude, and anxiety of the EGP group correlated more to the English final scores than did the ESP group. There was only one significant correlation between anxiety and the final score on the English test for the ESP group.

The third question tested for the mean of the achievement of the two groups. A t-test was done and the ESP group was found to achieve significantly better on the final English test than the EGP group.

The fourth question related to the differences between motivation, anxiety, and attitude based on the participants' major and gender. There were significant changes on all three affective factors when the participants were grouped by their majors. Attitude and motivation went significantly down across majors from time 1 to time 2. Regarding gender, there was only one significant change. Females' anxiety was higher at time 2 compared to time 1.

Finally, for questions five and six, ANCOVA were used to find out which of the two groups were more instrumentally, integratively motivated. In both questions, the EGP group was found to be more integratively and instrumentally motivated compared to the ESP group.

CHAPTER V

DISCUSSION

Introduction

This chapter presents an overall summary of the study. The purpose of the study, research questions, method used, and the findings will be all touched on briefly. In addition, a discussion of the findings, recommendations, and implications of this study are detailed in this chapter.

The main goal of this study was to compare and examine motivation, attitude, and anxiety of two groups of students. at Jazan University in Saudi Arabia, who were studying English either for specific purposes or for general purposes. The study's aim was to discover which of the two groups had significant changes in motivation, anxiety, and attitude when compared to the other group. The study also examined the correlation between these three affective factors and the participants' achievement in English. In addition, participants were grouped by major and gender to see if there were any significant differences in motivation, attitude, anxiety by gender and major.

The following research questions were addressed in this study:

1. Does the type of English program affect students' motivation, attitude, and anxiety about learning English?
 - a. Is there a significant change on learners' motivation before and after taking ESP courses?

- b. Is there a significant change on learners' attitude before and after taking ESP courses?
 - c. Is there a significant change on learners' anxiety before and after taking ESP courses?
2. Do motivation, attitude, and anxiety of ESP and EGP learners correlate with achievement the same way?
3. Are there differences in learning achievements of English as a foreign language between the ESP and EGP groups?
4. Are there differences in students' attitude, motivation, and anxiety by demographic variables?
 - a. Are there differences in students' attitude, motivation, and anxiety by major?
 - b. Are there differences in students' attitude, motivation, and anxiety by gender?
5. Are ESP learners more instrumentally motivated than EGP learners?
6. Are EGP learners more integratively motivated than ESP learners?

In this study, the participants ($N = 507$) were university students from Jazan University, Saudi Arabia. The instrumentation used to gather the data was an adapted version of Gardner's (1985) IAMTB, plus three demographic questions. The IAMTB tested the participants on five scales: motivation, attitude, anxiety, instrumentality, and integrative motive.

Summary of the Results

The findings of this study can be summarized as follows:

1. There were no within-subject significant changes in motivation, attitude, and anxiety at post-test, when the English program was used as the fixed factor, except for the ESP group's attitude, which ended up significantly lower than the attitude of the EGP group.
2. The achievement in English correlated more with the attitude, motivation, and anxiety of the EGP group. Attitude and motivation correlated positively, and anxiety correlated negatively. As for the ESP group, there was only one negative correlation, between anxiety and achievement with ($r = -.147$, $p < .05$).
3. There was a significant difference in the scores for the EGP ($M=57.83$, $SD=25.605$) and the ESP ($M=71.56$, $SD=17.063$) groups: $t(505) = -7.005$, $p < 0.01$. The ESP group achieved significantly better on English final exams. with ($M=57.83$, $SD=25.605$), compared to the EGP group. with ($M=71.56$, $SD=17.063$).
4. Attitude, motivation, and anxiety within the same gender did not change significantly from the pre-test time to the post-test time, except that the males ended up with a lower attitude, with ($M= 3.15$, $SD= .46$), compared to the females' attitude with ($M= 3.72$, $SD= .52$). When the two means of the males and the females were compared, it was obvious that females are more motivated.

5. Across majors there were significant differences on all three affective factors. The motivation of Computer Sciences and Business Administration increased by the end of the program. The motivation in the rest of the majors went down. Anxiety was an issue for students in Medicine, Engineering, and Computer Sciences. It increased in all of these majors. Attitude in all majors ended up less than it had begun.
6. The EGP group was more instrumentally ($M = 3.9$, and $SD = .59$) and integratively ($M = 3.96$, and $SD = .59$) motivated than the ESP group, with an instrumentality ($M = 3.6$ and $SD = .59$), and integrative ($M = 3.5$ and $SD = .59$) motive.

Discussion of the Results

As mentioned above, the main purpose of this study was to measure the effect of the type of English program on the motivation, attitude, and anxiety of the L2 learners at Jazan University.

Discussion of Research Question 1

Research Question 1 concerned significant changes on learners' motivation, attitude, and anxiety before and after taking ESP courses. As seen from the responses of participants, both groups had quite high attitude and motivation at the beginning of the experiment. The EGP group had numbers of ($M = 3.8$ and $SD = .5$; $M = 2.8$ and $SD = .49$; and $M = 3.8$, $SD = .47$) for motivation, anxiety, and attitude, respectively. The affective factors' means and standard deviations for the ESP group were also quite high, with ($M =$

3.3 and $SD = .69$; $M = 3.1$ and $SD = .63$; and $M = 3.4$, $SD = .66$) for motivation, anxiety and attitude respectively. The ESP group started lower on motivation and attitude, and higher on anxiety. Both groups ended with lower means of motivation and attitude, and higher means of anxiety. There was one significant change found between the times of the pre-test and post-test in the attitude of the ESP group, which went down from (3.4, $SD = .66$) to ($M = 3$, $SD = .68$). This finding was not consistent with the basic logic of ESP that learners have higher attitude when learning what they want. Alansari and Lori (1999) tested two homogeneous college groups and found strong correlations between what students study and their level of attitude. Students majoring in English achieve higher on motivation and attitude toward learning language than students from different majors, such as Arabic and theology.

This unexpected result can be justified by the nature of the curriculum, teacher-student relation, and weekly academic load. The ESP program at Jazan University was not designed specifically for Jazan students and, according to Keller (1983), motivation is the sum of the choices people make about which experiences or goals they approach or avoid, and the degree of effort they will exert in this respect. The ESP participants in this study lacked the chance to make any choices in terms of what they really wanted to learn because no need analyses were made for them prior to the beginning of the academic year. The university adopted textbooks like English for Medicine and English for Computing and started teaching them to these two majors.

The ESP group's numbers went down significantly on attitude toward learning language. This scale consisted of 20 items on the IAMTB. Ten items were on teachers'

evaluation and the other ten were on course evaluation. By comparing the means of the two scales for the two groups it was found that:

1. The ESP group gave the lowest two scores to the course evaluation and the teacher evaluation, with (M= 2.9 and SD= .64; and M=3.2 and SD=.84), respectively.
2. There is a big difference between the mean of teachers' evaluation between the EGP group (M=3.8 and SD= .71) and the ESP group (M=3.2 and SD=.84).

Why did the ESP participants give such low scores to their teachers compared to the EGP participants? Teachers at Jazan University are doctors, lecturers or Teacher Assistants (TA) with B.A degrees. Most of the TAs for the last two years came from India, Pakistan, and Bangladesh. They did not speak the participants' L1 at all, they did not know the culture, and they were not even from a similar culture. Most of the non-Arabic-speaking staff members were directed to teach at the Medicine School, Computer Sciences, and Engineering in order to create English classes where Arabic is not used. According to Dornyei and Skehan (2003), good English teaching requires an understanding of the individual differences among learners, such as age, gender, aptitude, motivation, anxiety, and culture. Lacking enough knowledge of the participants' culture could be one of the reasons why the ESP group evaluated the teachers so low. Absence of L1 usage inside the classroom might have been one of the reasons that the ESP students ended with lower attitude than the EGP students. The fact is that only the Arab teachers spoke, and used Arabic in their classes when that was needed. The Indians, Pakistani, and

Bangladeshi teachers could not do so. From the learners' side, this was a loss in the teachers' quality. In her study, Al-nofaie (2010) found that 86% of her sample preferred the use of Arabic by their teachers when learning new vocabulary. Finally, the interrelationship between the teacher and the students might have played a significant role in causing attitude to go down. Healthy interrelationships between teachers and their students must be present if the students are to be engaged and learn (Brekelmans, Wubbels, & den Brok, 2002). In many cases witnessed by the researcher, such teachers failed to put their classes to work. The students were distracted from the learning process by loud talking, late arrivals to classes with noisy entrances, and, in some cases, talking back to the teachers in Arabic, which made the whole class start laughing. Many teachers came to the researcher complaining about not knowing what, or how, to control the class and make the students sit and focus on learning.

In addition to what was discussed above, the researcher thinks part of the low attitude of the ESP learners was due to the stereotype most of the learners have about the Bangladeshi and Indian teachers. Although the researcher has no evidentiary proof of that, it might be a valid reason. Most of the laborers in Saudi Arabia come from these two countries, as well as some other countries. This fact, to some extent, creates, in the minds of most youth in their twenties, the stereotype that anyone who comes from these countries is a laborer. This possible stereotype was reflected in many aspects, and witnessed by the researcher while he was there. In many cases, some of the teachers came to the researcher asking for help and advice on how to control the class and deal with the students in a good way. During finals week, two staff members came to the researcher

with ethical issues with some of the students. The students seem to make fun and joke in Arabic while the teachers were observing the test. One of the students even refused to follow the instructions given to him. When the researcher advised him to follow the instructions given by the test supervisor, he answered, “A worker is not going to tell me what I should do.”

On the University Forum, many good students complained about the distractions that occurred in the English classes, and how this hindered them from having a good chance to learn English. The students’ lack of acceptance of these teachers forced the recruiting committee to hire more teachers from the USA, Canada, and Arab Countries lately.

Discussion of Research Questions 2 and 3

Research Questions 2 and 3 concerned the correlation of the affective factors and the achievement of the two groups (ESP and EGP) on language learning. The correlation of the participants’ attitude, motivation and anxiety with their achievements were considered in these two questions. The second question looked at the correlation of the affective factors with the mean of the final score of each group, and the third question compared the means of the achievement of the two groups to see if this correlation was reflected in the learners’ final score.

The results of the data analysis indicated that the EGP group’s affective factors correlated with English final scores higher than those of the ESP group. In fact, for the ESP group there was only one significant negative correlation between anxiety and

English final score. This correlation was not reflected in the final achievement of the two groups. The ESP group ended achieving better than the EGP group when the means of the English final-test score for the two groups were compared.

The lack of reflection for the correlation between the affective factors and the learners' achievement is not consistent with the studies by Gardner and Lambert (1972), Lalonde and Gardner (1985), and Gardner (2006). In all these studies, L2 learning achievement correlated highly with the affective factors. The higher the correlation, the better the language-learning achievement was.

Why did the ESP group achieve better although they had lower affective factors? The answer to this question can be found in the sum of many different things happening here. First, part of the justification for this question comes from the nature of the students for both groups. The ESP group is more capable of learning better compared to the EGP group. By comparing the overall Qiyas test score (i.e., Saudi SAT) the ESP group had a mean score of 72, compared to 65 for the EGP group. Second, .47% of the ESP group was from the Medicine School. All medical students have to maintain at least a 4- out of a 5-point GPA in their freshman year to keep studying Medicine; otherwise, they will be directed to other majors. English is taught in the freshman year, so they have to get good grades on English to raise their GPA.

Third, limiting the affective factors to only motivation, integrative motive, instrumentality, attitude, and anxiety might have caused some other relevant psychological factors to be neglected. That is why a good justification for why the ESP group's affective factors did not correlate with achievement in a strong way similar to the

EGP. The justification might come from students' efficacy, goal-settings, and expectancies which are not accounted for by the IAMTB. Oxford and Shearin (1994) stated that it is too general to dissect motivation into intrinsic and extrinsic motives or to integrative, instrumental, and motivation. If the source of the real motives of the learners is to be determined, then goal settings should be one of the components because it plays an exceptionally important role in stimulating the motivation of the L2 learners. By promoting effort and increasing persistence, goals, self-efficacy, and expectancies affect the performance of the language learners. This happens because goals direct the individual's attention toward actions that might relate to the goals themselves. That goes with what Van Lier (1996) meant when he said that Motivation is the sum of our past experiences, the present joy of what we are doing, and future goals we are setting for ourselves.

Discussion of Research Question 4

Research Question 4 concerns the differences in students' attitude, motivation, and anxiety by their major and gender. By asking this question, the researcher wanted to assess the relationship between the gender and major of the participants and their motivation, attitude, and anxiety, in order to see if these two independent variables contribute to the attitude, motivation and anxiety of the participants. The results showed that there were significant differences in motivation, attitude, and anxiety between different majors. This result was supported by the work of Alansari and Lori (1999) where two homogeneous groups of college-level students were tested on integrative

motivation, instrumental motivation, and attitude. They found that the affective factors had a strong correlation with students' majors. English-major students had a stronger attitude and motivation compared to students majoring in Arabic when it came to English learning. Also, Malallah (2000) investigated the attitude of three groups of students in Kuwait: science students, Arabic students, and Islamic students. Malallah found that there was a positive correlation between attitude towards language learning and students' majors, with science students having the highest score on the attitude scale, followed by Arabic students, then by Islamic students.

As for gender, there were significant differences in motivation, attitude, and anxiety based on the gender of the participants. Females had higher motivation and attitude and lower anxiety compared to the males. This was consistent with what Abu-Rabia (1997) found when he studied the correlation between gender and attitude, motivation, and anxiety. The participants in this study came from Arab male and female immigrants in Canada. They were tested on the AMTB. Females were found to have higher attitude compared to males toward learning the language. This is also consistent with what Bilaniuk (2003) found in his study that investigated 2000 teachers, high school students, university students, and researchers with a questionnaire to see how attitude and gender correlate with one another.

Discussion of Research Questions 5 and 6

Research Questions 5 and 6 concerned ESP learners' instrumentality and integrative motive compared to EGP learners. Both groups were asked to respond to 14

items that gauged the instrumentality and integrative motive of the two groups. The EGP group was found to be more instrumentally and integratively motivated than the ESP group. Part of this might result from the overall decrease the ESP group had on their attitude, which, in turn, affected their overall responses to all other affective variables because of the high correlation between these factors.

Conclusion

This research explored the attitude, motivation, and anxiety of two groups learning English as a foreign language at Jazan University in Saudi Arabia. The University is a new one, and both programs are still growing and far from being mature. This research is not a research-development (RD) in nature. It is for that reason the researcher did not present any solution for how to change things or what might need to be revised in order that these two programs help the learners to learn to their utmost and benefit to their fullest capacities.

The findings of this research showed that there were significant differences between EGP and ESP students in terms of their motivation, attitude, and anxiety. The EGP group had higher means on motivation and attitude, and lower means on anxiety, and the programs did not help increase any of this group's affective factors. Contrary to this, the attitude of the ESP students decreased significantly by the end of the semester. Participants were found to have significant differences on motivation, attitude, and anxiety when sorted by major and gender. Females had higher motivation, and attitude, and lower anxiety when compared to males. The affective factors correlate well with the

final grades of the EGP group measured by the final score they had on English, although this was not the case for the ESP group. Finally, the EGP group were found to be more instrumentally and integratively motivated than the ESP group.

Recommendations for Further Research

1. It is recommended that this study be repeated at different universities in Saudi Arabia to create a more comprehensive idea of the roles of attitude, motivation, anxiety, gender, and major in language learning and achievement.
2. It is recommended that evaluative studies be conducted to examine the effectiveness of the currently offered English program at Jazan University.
3. It is recommended that this study be repeated with one change to the methodology to have a better control over teachers and the nature of the final English test. This can be done by conducting the same study with two groups who are taught by the same teacher, and the final English score will be measured by the same standardized test for both groups.
4. It is recommended that the same study be repeated following a mixed methodology instead of being using a quantitative one. The mixed method helps with understanding the real reasons that participants end up with decreased attitudes and higher anxiety.

Limitations

This study has some limitations that might affect the findings. These limitations are:

1. The sample was a convenient sample. There was no control by the researcher on assigning participants to groups, and the assignment was not randomly done. This might affect the validity of the study.
2. It was hard for the researcher to have more female participants in the ESP group, in which there was only one female group compared to three female groups in the EGP group.
3. It is hard to separate psychological aspects from one another because they are intangible. For the purpose of this study, motivation, attitude, anxiety, instrumentality, and integrative motive are defined based on the scores of the participants on the IAMTB.
4. By adopting Gardner's AMTB, there might be other affective factors which that might have been neglected when testing for the affective factors.

REFERENCES

- Akyel, A., & Yalcin, E. (1991). Principles Involved in Writing an ESP Textbook for Turkish Policemen. *Journal of Human Sciences*, 10(2), 1-25.
- Alcaraz Varó, E. (2000). *El ingles profesional y académico*. Madrid: Alianza Editorial.
- Alderson, C.J. and Urquhart, A.H (eds). (1984) *Reading in a Foreign Language*. London. Longman. pp. 231—249.
- Alhuqbani, M. (2005). "A survey of the English language needs of police officers in Saudi Arabia." *Proceedings of Imam Muhammad Bin Saud University Conference on Languages and Translations: Realty and aspiration*.
- Al-Jarf, Reima (1994). An ESP Program Model For Graduate Students At King Saud University Based On Their Academic And Occupational Needs. *King Saud University Journal: Educational Sciences*, 6, 1, 67-95
- Al-Khatib, M. (2005). "English in the workplace: An analysis of the communicative needs of tourism and banking personnel." *Asian EFL Journal*, 7, 2 article 11. Retrieved from http://www.asian-efl-journal.com/June_05_akh.php.
- Allen, J.P., & Widdowson, H.G. (1974). Teaching the communicative use of English. *International Review of Applied Linguistics XII* (I),
- Allen, J.P.B. and H.G. Widdowson (eds). (1974) *English in Focus* Oxford: Oxford University Press.
- Alnasari, Saif, H. & A.R. Lori. "Motivational and Attitudinal variables in foreign language learning: A comparative study of two leaning groups." *Journal of King Saudi University: Arts and Sciences*, Vol. 11, (1999), 23-38.
- Al-nofaie, H. (2010). The Attitudes of Teachers and Students towards Using Arabic in EFL Classrooms in Saudi Public Schools: A Case Study. *Novitas-ROYAL Research on Youth and Language* 2010, 4 (1), 64-95.
- Ana, B. V., (2008) *English For Specific Purposes: Stidies for Classroom Development and Implication*. IBERICA, 16, 183-200.
- Barber, C. L. (1962). Some Measurable Characteristics of Modern Scientific Prose in Swales (ed.), (1985).

- Basturkmen, H. (2006). Ideas and options in English for specific purposes. Lawrence Erlbaum Associates, Inc.
- Belcher, D. D. (2006). English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in World of Work, Study, and Everyday Life. *TESOL Quarterly* , 40 (1), 133-156.
- Bloor, M. (1986). English for Specific Purposes: The Preservation of the Species. *English for Specific Purposes Journal* , 17 (1), 47-66.
- Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum. Cambridge University Press.
- Brekelmans, M., Wubbels, Th., & Brok, P. den (2002). Teacher experience and the teacher-student relationship in the classroom environment. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: an international perspective* (pp.73-100). Singapore: New World Scientific.
- Chambers, F. (1980). A re-evaluation of needs analysis in ESP. *English for Specific Purposes* , 1 (1), 25-33.
- Chittravelu, N. (1980). English for Special Purposes. in *ELT Document* 107 .
- Clément, R., Dörnyei, Z., & Noels, K.,A. "Motivation, self-confidence, and group cohesion in the foreign language." *Language Learning*, Vol. 3, (1994), 473-284.
- Cruickshank, D. W. (1983). *The Theory and Practice of Teaching English for Specific Purposes*. Urban Language Laboratory, Champaign: University of Illinois.
- Dehrab, B. (2002). *A Study of Code-Switching in Four English for Specific Purposes (ESP) Classrooms at the College of Business in Kuwait*. (Doctoral Dissertation, The Ohio State University).
- Dörnyei, Z., & Skehan, P. (2003). Individual Differences in Second Language Learning. In C.J. Doughty & M. H. Long (Eds.), *the Handbook of Second Language Acquisition*. Malden, MA: Blackwell Publishing.
- Dudley-Evans, A. and M.J. St. John. (1998) *Developments in English for specific Purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.
- Edwards. (1984). Second Language Acquisition Through Subject Matter Learning: A Study of Sheltered Psychology Classes. *Canadian Modern Language Review* , 4 (2), 268-288.
- Eheman, M. E. & Oxford, R. L. (1990). Adult Language Learning Styles and Strategies in an Intensive Training Setting. *Modern Language Journal*, 74 (3), 311-327.

- Eherman, M. E. & Oxford, R. L. (1995). Cognition Plus: Correlated of Language Learning Success. *Modern Language Journal*, 79 (1), 67-89.
- Ewer, J.R., & Lattore, G.A. (1969). *Course in basic scientific English*. Longman.
- Gardner, R. C. (2001) Integrative Motivation: Past, Present, And Future. Unpublished Manuscript, London, Canada.
- Gardner, R. C. (2006). The socio-educational model of second language acquisition: A research paradigm. In S. H. Foster-Cohen, M. Medved Krajnovic, & J. Mihaljevic Djigunovic (Eds.), *EUROSLA Yearbook*, 6, Amsterdam, John Benjamins Publishing Company.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, Mass.: Newbury House.
- Gardner, R. C., & Lysynchuk, L. M. (1990). "The role of aptitude, attitudes, motivation and language use on second language acquisition and retention." *Canadian Journal of Behavioral Science*, Vol. 22, 254-270.
- Gardner, R. C., & P. D. MacIntyre. (1991). "An instrumental motivation language study: Who says it isn't effective?" *Studies in Second Language Acquisition*, Vol. 13, No. (1), 57-72.
- Gardner, R.C. (1985). "Language attitudes and language learning." In E.B. Ryan, and H. Gills (Eds.), *Attitudes towards language variation*. London: Edward Arlond, pp.132-147.
- Gieve, S., & Clark, R. (2005). The Chinese Approach to Learning: Cultural Trait or Situated Response? The Case of a Self-Directed Learning Program. *System*, 33 (2), 261-276.
- Grellet, F., *Developing Reading Skills*, Cambridge University Press, 1981.
- Halliday, M.A., McIntosh, A., & Stevens, P. (1964). *The linguistic science and language teaching*, London, Longman.
- Harding, K. (2007). *English for Specific Purposes: Resource Book for Teachers*. (A. Maley, Ed.) Oxford.
- Herbert, A. J. (1965). *The Structure of Technical English*. London: Longman.
- Howatt, A. P. (1984). *A History of English Language Teaching*. Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge. Cambridge University Press.

- Jeannot, M. (2004). A Reader Reacts to Anne Anne Lazaraton's "Incidental Displays of Cultural Knowledge in the Nonnative-English-speaking Teacher's Classroom". *TESOL Quarterly* , 38 (2), 325-330.
- Jin, L., & Cortazzi, M. (1998). Dimensions of Dialogue: Large Classes in China. *International Journal of Educational Research* , 29 (8), 739-761.
- Johns, A. M. (1991). *English For Specific Purposes (ESP). Teaching English as a Second or a Foreign Language.* , 67-77.
- Johns, A. M. (2002). *Genre in the Classroom*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jordan, R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.
- Jose, C. P. (2002). *Ingles Para Quimica E Ingenieria Quimica*. Barcelona: Ariel.
- Kaylani, C., (1996) The Influence of Gender and Motivation on EFL Learning Strategy Use in Jordan. In R.L. Oxford (Eds.), *Language Learning Strategies Around the World: Cross-Cultural Perspective* (pp. 75-88). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional Design Theories and Models* (pp 386-433). Hillsdale, NJ: Erlbaum.
- Kubota, R. (2001). Discursive Construction of the Images of U.S. Classrooms. *TESOL Quarterly* , 35 (1), 9-38.
- Lalonde, R. N., & Gardner, R. C. (1985). On the predictive validity of the Attitude/Motivation Test Battery. *Journal of Multilingual and Multicultural Development*, 6, 403-412.
- Littlewood, W. (2001). Students' Attitudes to Classroom English Learning: Across Cultural Study. *Language Teaching Research* , 5 (1), 9-38.
- Malallah, Seham. (2000). "English in an Arabic Environment: Current Attitudes to English among Kuwait University Students." *International Journal of Bilingual Education and Bilingualism*, Vol. 3, No. (1), , 19-43.
- Mantle-Bromley, Corinne, & Raymond B. Miller. (1991). "Effect of multicultural lessons on attitudes of students of Spanish." *The Modern Language Journal*, Vol. 75, 418- 427.
- Masgoret, A.-M., Bernaus, M., & Gardner, R. C. (2001). Examining the role of attitudes and motivation outside of the formal classroom: A test of the mini-AMTB for children. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu, 19

- HI: The University of Hawaii, Second Language Teaching & Curriculum Center, pp. 281-295.
- Mosallem, E. A. (1984). English for Police Officers in Egypt. *ESP Journal*, 3(2), 171-81.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*. Heinmann.
- Oller, J., Alan, J., Hudson, & P. Liu. "Attitudes and attained proficiency in ESL: A sociolinguistic study of native speakers of Chinese in the United States." *Language Learning*, Vol. 27, (1977), 1-27.
- Orr, T. (2002). *English for Specific Purposes: Case Studies in TESOL Practice Series*. (J. Burton, Ed.) Teachers of English to Speakers of Other Languages, Inc.
- Oxford, R. L. (1992). Who Are Our Students? A synthesis of Foreign and Second Language Research on Individual Differences. *TESL Canada Journal*, 9 (2), 30-49.
- Oxford, R. L. (1996). New pathways of language learning motivation. In R. L. Oxford (Ed.), *Language Learning Motivation: Pathways to the New Century* (Technical Report No. 11, Honolulu: University of Hawai'i Second Language Teaching and Curriculum Center, 1-8.
- Oxford, R. L., & Shearin, J. (1994). *Language Learning Motivation: Expanding the Theoretical Framework*. *The Modern Language Journal*, 78 (1), 12-28. pages. ISBN 978-849828-149-1.
- Robinson, P. (1980). *ESP (English for Specific Purposes)*. Pergamon.
- Robinson, P. (1991). *ESP Today: a Practitioner's Guide*. Hemel Hempstead. London, Prentice Hall International .
- Rodgers, C. (1969). *Freedom to Learn*. Merrill.
- Rubin, J. (1975). What the Good Language Learners Can Teach Us. *TESOL Quarterly*, 9 (1), 41-51.
- Rueda, R. & Chen, C.-Y, B. (2005). Assessing Motivational Factors in Foreign Language Learning: Cultural Variation in Key Constructs. *Educational Assessment*, 10 (3), 209-229.
- Sajida, Z., (2006) *English for Specific Purposes: Implication in Medication*. (Eds.) *JCPSP*, 17 (1), 1-2.
- Savinton, S.J. (1983). *Communicative competence: Theory and Classroom Practice*. , MA: Addison-Wesley.

- Savnes, Bjorg. (1987). "Motivation and cultural distance in second language acquisition." *Language Learning*, Vol. 37, No. (3), 342-59.
- Scarcella, R. & Oxford, R. (1992) *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle.
- Schleppergrell, M., & Bowman, B. (1986). *ESP: Teaching English for Specific Purposes*. (ERIC Document Reproduction Service no. ED274218).
- Selinker, L., & Trimble, L. (1976). Scientific and Technical Writing: The Choice of Tense in English. *Teaching Forum* , 14 (4).
- Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the Art* (pp. 1-13). Singapore: SEAMEO Regional Centre.
- Suleiman, Mohammad F. (1993). *A study of Arab students' motivation and attitudes for learning English as a foreign language*. ERIC, ED 392279.
- Swales, J. (1985). *Episodes in ESP*. Oxford: Pergamon.
- Swales, J. M. (1977). *Writing scientific English*. London: Nelson.
- Swales, J.M. (1988). *Episodes in ESP*. Hemel Hempstead: Prentice Hall International.
- Swales, J.M. (2004). *Genre Analysis: English in Academic and Research Settings* (tenth ed.). (M. H. Richards, Ed.) Cambridge University Press.
- Tony Dudley-Evans, M. J. (2002). *Developments in English for specific purposes: a multi-disciplinary approach* (4 ed.). Cambridge University Press.
- Torres (eds). Cádiz: Servicio de Publicaciones de la Universidad de Cádiz, 2007. 262
- Van Lier, L. (1996). *Interaction in the language curriculum: awareness, autonomy, and authenticity*. London: Longman.
- West, R. (1994). Needs analysis in Language Teaching. *Language Teaching Abstracts* , 1-19.
- Widdowson, H. G. (1983). *Learning Purpose and Language Use*. Oxford: Oxford University Press.
- Widdowson, H.G. (1987). "English for specific purposes: Criteria for course design." In Michael H., & Jack C. Richards (Eds.), *Methodology in TESOL: A*

APPENDICES

Appendix (A)

Requesting Gardner's Permission to Use the IAMTB.

-----Original Message-----

From: bhhmm

Sent: Tue 6/2/2009 2:31 PM

To: gardner@uwo.ca

Cc: bhhmm

Subject: asking for your permission!

Dear Dr. Gardner,

My name is Barakat Makrami. I am working on my dissertation at the school of education at the University of Kansas. I am trying to compare the motivation of two groups of Saudi university students on learning English. I came across your Battery, the Attitude/Motivation Test Battery (1985), and I am thinking of using it to measure their motivation.

I would appreciate it, if you will allow me to use your instrument in my research.

Thanks in advance

Appendix (B)

Gardners' Approval on Using the IAMTB

-----Original Message-----

From: R.C. Gardner [mailto:gardner@uwo.ca]

Sent: Tue 6/2/2009 3:49 PM

To: bhhmm

Subject: Re: asking for your permission!

Dear Barakat Makrami:

You have my permission to use the AMTB for your study. I recommend the one referred to as the International version of the AMTB in my webpage (see address in my signature file below). I would suggest too that you look at the article entitled "Gardner & Lambert (1959): Fifty years and counting" to see how we currently use the test. When we use it, we adapt it to the language and setting in which the research is being conducted. This would suggest that to get the most information, you translate the items to the language of the respondents. Of course, to do this accurately, you should make use of translation and back translation to ensure that the scales are comparable. For research, we then calculate the internal consistency reliability of the scales.

Sincerely, R. C. Gardner

Appendix (C)
Human Subjects' Approval



3/23/2010
HSCL #18615

Barakat Makrami
1900 Naismith Dr., Apt. B
Lawrence, KS 66046

The Human Subjects Committee Lawrence reviewed your research update application for project

18615 Makrami/Markham (C & T) Motivation and Attitude of Saudi University's Learners of English for Specific Purposes

and approved this project under the expedited procedure provided in 45 CFR 46.110 (f) (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

The Office for Human Research Protections requires that your consent form must include the note of HSCL approval and expiration date, which has been entered on the consent form sent back to you with this approval.

1. At designated intervals until the project is completed, a Project Status Report must be returned to the HSCL office.
2. Any significant change in the experimental procedure as described should be reviewed by this Committee prior to altering the project.
3. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at http://www.rcr.ku.edu/hsc/hsp_tutorial/000.shtml.
4. Any injury to a subject because of the research procedure must be reported to the Committee immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform HSCL when this project is terminated. You must also provide HSCL with an annual status report to maintain HSCL approval. Unless renewed, approval lapses one year after approval date. If your project receives funding which requests an annual update approval, you must request this from HSCL one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

A handwritten signature in blue ink that reads 'Jan Butin'.

Jan Butin
HSCL Associate Coordinator
University of Kansas

cc: Paul Markham

Appendix (D)
Consent Form in English

**Approved by the Human Subjects Committee University of
Kansas, Lawrence Campus (HSCL). Approval expires one year
from 3/23/2010. HSCL #18615**

CONSENT STATEMENT

**Motivation and Attitude of Saudi University's Learners of English for Specific
Purposes**

INTRODUCTION

The Department of Curriculum and Instructions at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or Jazan University.

PURPOSE OF THE STUDY

This study aims at investigating whether the English for Specific Purposes program at Jazan University is motivating Saudi Learners of English as a Foreign Language more than the General English Programs or not.

PROCEDURES

At the beginning of the semester male and female students at Jazan University will be asked to take part in answering the Attitude/Motivation Test Battery created by Gardner (1985). Being a participant in this study, you will be asked to answer, at the beginning of the semester, they survey, then towards the end of the semester you will be asked to take the same questionnaire for the second time. The questionnaire will be given to you in Arabic and you will be only asked to choose on a Likert scale from one to five to reflect your attitude towards the statements you will be reading. The survey has three demographic questions about your major, sex and you student ID number. The survey has 76 statements on it. It will take you about 15 to 20 minutes to finish it.

RISKS

This study will cause no risk to any participants and it will be conducted during classes during classes.

BENEFITS

You will be volunteering to participate in this study. And you may not gain any direct benefit from the researcher.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any way with the information collected about you or with the research findings from this study. The researcher will use a study number or a pseudonym instead of your name. The researchers will not share information about you unless required by law or unless you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Jazan University or to participate in any programs or events of Jazan University.

However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose information collected about you, in writing, at any time, by sending your written request to Barakat Makrami. If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may contact the researcher, or write to the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7563, or email mdenning@ku.edu.

I agree to take part in this study as a research participant. By my signature I affirm that I have received a copy of this Consent and Authorization form.

Type/Print Participant's Name

Date

Participant's Signature

Researcher Contact Information

Barakat Makrami

Ph. D. Candidater

Teaching & Leadership.

University of Kansas

bhhmm@hotmail.com

Appendix (E)
English Survey

Following are a number of statements with which some people agree and others disagree.

There are no right or wrong answers since many people have different opinions. I would like you to indicate your opinion about each statement by marking (√) the alternative next to it which best indicates the extent to which you disagree or agree with that statement.

Following is a sample item. Tick the alternative next to the statement which best indicates your feeling.

No.	Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1-	Saudi national soccer team is better than Omani national soccer team.					

In answering this question, you should have ticked one of the above alternatives in the empty space beneath the alternative that best matches your opinion. Some people might choose Strongly Disagree, other would choose agree, and still others would choose strongly agree. Which one you choose would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your own feeling.

Please give your immediate reactions to each of the following items. Don't waste time thinking about each statement. Give your immediate feeling after reading each

statement. On the other hand, please do not be careless, as it is important that the researcher obtains your true feelings.

What do you think of the following statements?

No.	Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I wish I could speak many foreign languages perfectly.					
2	I look forward to going to class because my English teacher is so good.					
3	I don't pay much attention to the feedback I receive in my English class.					
4	I don't get anxious when I have to answer a question in my English class.					
5	My English class is really a waste of time					
6	Learning English is really great.					
7	If Saudi Arabia had no contact with English-speaking countries, it would be a great loss.					
8	Studying English is important because it will allow me to be more at ease with people who speak English.					

9	I don't think my English teacher is very good					
10	I have a strong desire to know all aspects of English.					
11	I would get nervous if I had to speak English to a tourist.					
12	Studying foreign languages is not enjoyable.					
13	I would rather spend more time in my English class and less in other classes					
14	I make a point of trying to understand all the English I see and hear.					
15	Studying English is important because I will need it for my career.					
16	I never feel quite sure of myself when I am speaking in our English class.					
17	My English teacher is better than any of my other teachers					
18	Knowing English isn't really an important goal in my					

	life.					
19	I hate English.					
20	I feel very much at ease when I have to speak English.					
21	I think my English class is boring.					
22	I wish I could read newspapers and magazines in many foreign languages.					
23	I don't bother checking my assignments when I get them back from my English teacher.					
24	The less I see of my English teacher, the better.					
25	I feel confident when asked to speak in my English class.					
26	I really enjoy learning English.					
27	I enjoy the activities of our English class much more than those of my other classes.					
28	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.					

29	Studying English is important because it will allow me to meet and converse with more and varied people.					
30	My English teacher has a dynamic and interesting teaching style.					
31	If it were up to me, I would spend all of my time learning English.					
32	Speaking English anywhere makes me feel worried.					
33	To be honest, I really have little interest in my English class.					
34	I really have no interest in foreign languages.					
35	I keep up to date with English by working on it almost every day.					
36	My English teacher is one of the least pleasant people I know.					
37	Studying English is important because it will make me more educated.					

38	It embarrasses me to volunteer answers in our English class.					
39	I sometimes daydream about dropping English.					
40	I like my English class so much, I look forward to studying more English in the future.					
41	I would rather spend my time on subjects other than English.					
42	It doesn't bother me at all to speak English.					
43	My English teacher is a great source of inspiration to me.					
44	I wish I could have many native English speaking friends.					
45	I would really like to learn many foreign languages.					
46	To be honest, I don't like my English class.					
47	I put off my English homework as much as possible.					
48	English is a very important part of the					

	school program.					
49	I would prefer to have a different English teacher.					
50	Native English speakers are very sociable and kind.					
51	Studying English is important because it will enable me to better understand and appreciate the English way of life.					
52	I look forward to the time I spend in English class.					
53	I want to learn English so well that it will become natural to me.					
54	Native English speakers have much to be proud about because they have given the world much of value.					
55	I really like my English teacher.					
56	It would bother me if I had to speak English on the telephone.					
57	It is not important for us to learn foreign languages.					

58	I am calm whenever I have to speak in my English class.					
59	When I have a problem understanding something in my English class, I always ask my teacher for help.					
60	I have a hard time thinking of anything positive about my English class.					
61	Studying English is important because it will be useful in getting a good job.					
62	It worries me that other students in my class seem to speak English better than I do.					
63	I'm losing any desire I ever had to know English.					
64	My English teacher doesn't present materials in an interesting way.					
65	Learning English is a waste of time.					
66	English is one of my favorite courses.					
67	I would feel quite relaxed if I had to					

	give street directions in English.					
68	If I planned to stay in another country, I would try to learn their language.					
69	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.					
70	I don't understand why other students feel nervous about speaking English in class.					
71	I plan to learn as much English as possible.					
72	I would like to know more native English speakers.					
73	Studying English is important because I will be able to interact more easily with speakers of English.					
74	I would like to learn as much English as possible.					
75	I would feel					

	uncomfortable speaking English anywhere outside the classroom					
76	Most foreign languages sound crude and harsh.					
77	I really work hard to learn English.					
78	Studying English is important because other people will respect me more if I know English.					
79-	I get nervous when I am speaking in my English class.					
80	To be honest, I really have no desire to learn English.					
81	I think that learning English is dull.					
82	I would feel comfortable speaking English where both Saudi and English speakers were present.					
83	I enjoy meeting people who speak foreign languages.					
84	I can't be bothered trying to understand					

	the more complex aspects of English.					
85	Students who claim they get nervous in English classes are just making excuses.					
86	I love learning English.					
87	The more I get to know native English speakers, the more I like them.					
88	I wish I were fluent in English.					
89	I feel anxious if someone asks me something in English.					
90	I would rather see a TV program dubbed into our language than in its own language with subtitles.					
91	When I am studying English, I ignore distractions and pay attention to my task.					
92	I am sometimes anxious that the other students in class will laugh at me when I speak English.					
93	I haven't any great					

	wish to learn more than the basics of English.					
94	When I leave school, I will give up the study of English because I am not interested in it.					
95	I would feel calm and sure of myself if I had to order a meal in English.					
96	You can always trust native English speakers.					

Appendix (F)

Arabic Survey Cover Letter

الموافقة على الاشتراك في البحث

المكرمين طلاب جامعة جازان السلام عليكم ورحمة الله وبركاته

أفيدكم بأنني طالب في مرحلة الدكتوراة في جامعة كانسس في الولايات المتحدة الأمريكية وأقوم بإعداد بحث علمي بعنوان (دوافع وتوجهات متعلمي اللغة الانجليزية كلغة أجنبية للتخصصات المقننة والعامه في جامعة جازان) لنيل درجة الدكتوراة من جامعة كانسس. ويهدف البحث إلى معرفة علاقة برنامج اللغة الانجليزية للأهداف الخاصة كالطب والهندسة وبرنامج اللغة الإنجليزية العام بتوجهات الطلاب ودوافعهم لتعلم اللغة الإنجليزية. ويشتمل هذا البحث على جزأين فقط:
1 - معلومات شخصية عن المشترك.
2 - توجهات ودوافع الطلاب والطالبات حيال تعلم اللغة لإنجليزية في جامعة جازان.

أمل منكم التكرم بالمشاركة في البحث من خلال الإجابة على الاستبانة وأسئلة البيانات الشخصية ويسعدني أن أؤكد لكم أن جميع المعلومات التي ستدونونها في هذا الاستبيان سيتم الاطلاع عليها من قبل الباحث لغرض البحث فقط وسيحتفظ بالخصوصية والسرية لهذه المعلومات.

أشكر لكم تعاونكم وإسهامكم في تحقيق أهداف البحث وتخصيص جزء من وقتكم الثمين للإجابة على هذا الاستبيان.

عزيزي الطالب/ عزيزتي الطالبة بتوقيعكم على هذه الورقة تقررون بالتطوع في المشاركة في هذه الدراسة وتعلمون أن لكم حق التراجع عن تكملة الاستبانة أو الخروج في أي وقت تريدون.

الباحث

بركات بن حمود مكرمي

University of Kansas

bhmm@hotmail.com

Appendix (G)

Arabic Survey

أداة اختبار التوجه والدافعية

عزيزي الطالب فيما يلي عدد من الجمل التي قد تتفق معها أو تختلف. ونظرا لاختلاف وجهات النظر فإنه لا ينظر لأي إجابة على هذه الأسئلة على أنها صائبة أو خاطئة لأن آراء الناس حيالها تختلف. أتمنى منك إبداء رأيك حيال كل جملة بوضع علامة (√) في الخانة المقابلة للجملة التي تقرؤها وتحت الرقم الذي يعكس مدى موافقتك من عدمها.

فيما يلي مثال على ذلك. ضع علامة (√) أمام الخيار الذي يعكس مدى انطباعك عن الجملة التالية:

رقم	العبارة	لا أوافق بشدة 1	لا أوافق 2	محايد 3	أوافق 4	أوافق بشدة 5
1	المنتخب السعودي لكرة القدم أفضل من المنتخب العماني.					

عند إجابتك لهذه الجملة قمت بوضع إشارة في المربع المناسب الذي تري أنه يعكس انطباعك عن هذه الجملة. قد يكون البعض منكم اختار لا أوافق بشدة، والبعض الآخر اختار أوافق وربما مجموعة أخرى تكون قد اختارت أوافق وبشدة. كل هذه إجابات ممكنة وكل إجابة إنما تعكس رأيك وشعورك بناء على كل ما تعلمته أو سمعته. وأحب أن أكرر ذلك مرة ثانية أنه ليست هناك إجابة صحيحة وأخرى خاطئة وكل ما يهم هو تعبيرك عن رأيك فيما تقرأ فقط.

أرجو منكم التكرم بوضع علامة (√) أمام الرقم الذي يعكس انطباعكم المباشر حيال كل جملة تقرأونها.
أمل منكم أيضا أخذ الاختبار بجدية وصدق لأنه من الضروري للباحث أن يقوم بأخذ آرائكم الفعلية ولا تفكروا كثيرا
قبل الإجابة على أي جملة تقرأونها وإنما قوموا بوضع انطباعكم الأولي من غير أن تطيلوا التفكير.

أعزائي الطلاب أمل منكم التكرم بالإجابة على الأسئلة التالية قبل الإجابة على استبانة البحث

أولاً: البيانات الشخصية:

1. الرقم الجامعي :

2. الجنس: ذكر أنثى

3. التخصص:

طب

طب أسنان

علوم طبية تطبيقية

حاسب آلي

هندسة

علوم

إدارة أعمال

كلية مجتمع

لغة إنجليزية

تخصص آخر :

استبانة قياس التوجهات والدوافع لمتعلمي اللغة الانجليزية كلغة أجنبية

م	ما رأيك في العبارة التالية؟	لا أوافق بشدة 1	لا أوافق 2	محايد 3	أوافق بشدة 4	أوافق بشدة 5
1	أتمنى أن أكون قادر على تحدث عدة لغات أجنبية بشكل ممتاز.					

					2	لا أهتم كثيرا بتعليقات المدرس التي احصل عليها في فصل اللغة الانجليزية.
					3	لا أشعر بالقلق عندما يتوجب علي إجابة سؤال ما في فصل اللغة الانجليزية.
					4	أتطلع إلى الذهاب إلى الفصل الدراسي لأن معلم اللغة الإنجليزية معلم جيد.
					5	تعلم اللغة الانجليزية أمر رائع حقا.
					6	إذا لم يكن للسعودية علاقات مع الدول التي يتحدث أهلها باللغة الانجليزية فإن ذلك يعد خسارة كبيرة.
					7	إن تعلم اللغة الانجليزية أمر ضروري لأنها ستمكنني من الشعور براحة أكثر مع الأشخاص الذين يتحدثون الانجليزية.
					8	عندي رغبة قوية لتعلم كل سمات اللغة الانجليزية.
					9	سأشعر بتوتر لو اضطررت إلى التحدث باللغة الانجليزية إلى سائح ما.
					10	مادة اللغة الإنجليزية هي بالفعل مضيعة للوقت
					11	إن دراسة اللغات الأجنبية أمر غير ممتع.
					12	أحاول جاهدا أن أفهم كل ما أراه أو أسمعه باللغة الانجليزية.
					13	إن دراسة اللغة الانجليزية أمر مهم لأنني سأحتاجها في عملي.
					14	لا أتق في نفسي جيدا عندما أتكلم في فصل اللغة الانجليزية.
					15	في الواقع لا تعد معرفة اللغة الانجليزية هدفا هاما في حياتي.
					16	لا أعتقد ان أستاذ اللغة الإنجليزية أستاذ جيد.
					17	أكره الانجليزية
					18	أشعر بارتياح كبير عندما أضطر للتحدث باللغة الانجليزية.
					19	أتمنى لو كان بوسعي قراءة الجرائد والمجلات بعدة لغات أجنبية.
أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة		ما رأيك في العبارة التالية؟
5	4	3	2	1		
					20	لا يزعجني مراجعة واجباتي بعد أن استلمتها من دكتور اللغة الانجليزية.
					21	أشعر بالثقة عندما يطلب مني الحديث في فصل اللغة الانجليزية.
					22	أفضل أن أقضي وقتاً أكثر في مادتي اللغة الإنجليزية و وقتاً أقل في مواد أخرى.

					23	أستمع حقا بتعلم اللغة الانجليزية.
					24	أكثر متحدثي اللغة الانجليزية الأصليين لطفاء وسهل التعايش معهم ونحن محظوظون لأنهم أصدقاؤنا.
					25	دراسة اللغة الانجليزية أمر هام فهي تيسر لي اللقاء والتحدث إلى أنماط كثيرة ومتنوعة من البشر.
					26	لو كان الأمر بيدي لقضيت كل وقتي أتعلم اللغة الانجليزية.
					27	التحدث باللغة الانجليزية في كل مكان يشعرني بالقلق.
					28	بالفعل, ليست لدي أي رغبة في اللغات الأجنبية
					29	معلم اللغة الإنجليزية أفضل من إي من المعلمين الآخرين.
					30	أعمل على تحديث لغتي بالعمل عليها تقريبا كل يوم.
					31	دراسة اللغة الانجليزية مهمة لأنها ستجعلني أكثر ثقافة.
					32	اشعر بالحرج عندما أتطوع بإجابة أسئلة في فصل اللغة الانجليزية.
					33	أحيانا أحلم في يقظتي بحذف اللغة الانجليزية من دراستي.
					34	أفضل قضاء وقتي على مواد أخرى غير اللغة الانجليزية.
					35	لا يضايقني إطلاقا أن أتحدث باللغة الانجليزية.
					36	أعتقد ان مادة اللغة الإنجليزية مملة.
					37	أتمنى أن يكون لدي أصدقاء كثيرون من أهل اللغة الانجليزية.
					38	أرغب بالفعل بتعلم العديد من اللغات الأجنبية.
					39	أعمل على تأخير واجبات الانجليزي بقدر المستطاع.
أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة		ما رأيك في العبارة التالية؟
5	4	3	2	1		
					40	اللغة الانجليزية جزء مهم من برنامج الجامعة.
					41	الناطقون باللغة الانجليزية الأصليون اجتماعيون ولطفاء.
					42	دراسة اللغة الانجليزية مهمة لأنها تمنحني فهما وتذوقا أفضل لطريقة الحياة الانجليزية.

					43	كلما قلت رويتي لمعلم اللغة الإنجليزية ، كلما كان ذلك أفضل.
					44	أريد أن أتعلم الانجليزية جيدا حتى تكون كأنها لغة طبيعية بالنسبة لي.
					45	أن لدى أصحاب اللغة الانجليزية الأصليين الكثير من دواعي الفخر فهم قد منحوا العالم الكثير من قدره.
					46	قد أتضايق إذا ما اضطررت للتحدث باللغة الانجليزية في الهاتف.
					47	ليس من المهم لنا أن نتعلم لغات أجنبية.
					48	دائما ما أكون هادنا عندما أتكلم في فصل اللغة الانجليزية.
					49	عندما أواجه مشكلة في فهم أي شيء في حصة اللغة الانجليزية فأني دائما أطلب المساعدة من معلمي .
					50	تعلم اللغة الانجليزية سيكون مجديا في الحصول على وظيفة جيدة.
					51	أستمتع بأنشطة مادة اللغة الإنجليزية أكثر مما أستمتع بأنشطة المواد الأخرى.
					52	يقلقني ما أراه من أن بعض زميلائي في الفصل يجيدون تحدث اللغة الانجليزية أفضل مني.
					53	إنني أفتقد أي رغبة سابقة كانت لدي في معرفة اللغة الانجليزية.
					54	تعلم اللغة الانجليزية مضيعة للوقت.
					55	اللغة الإنجليزية هي إحدى المواد المفضلة لدي.
					56	سأكون في غاية الهدوء لو اضطررت لإعطاء إرشادات الطريق باللغة الانجليزية.
أوافق بشدة	أوافق	محايد	لا أوافق	لا وافق بشدة		م ما رأيك في العبارة التالية؟
5	4	3	2	1		
					57	لو خططت للبقاء في بلد آخر فسأحاول أن أتعلم لغة ذلك البلد.
					58	عندما لا أفهم شرح معلمي للغة الانجليزية لشيء ما فأني أعمد للاستسلام وعدم الانتباه.
					59	لمعلم اللغة الإنجليزية أسلوب ممتع و مرن للتعليم.

									60
									لا أفهم لماذا يشعر الطلاب الآخريين بالتوتر حيال التحدث باللغة الانجليزية في الفصل.
									61
									أخطط لتعلم أكبر قدر ممكن من اللغة الانجليزية.
									62
									أتمنى معرفة المزيد من الناطقين باللغة الانجليزية.
									63
									تعلم الانجليزية مهم لأنني سأتمكن من التواصل بشكل أسهل مع الناطقين باللغة الانجليزية.
									64
									لا يقدم معلم اللغة الإنجليزية المواد بأسلوب مشوق.
									65
									أتمنى تعلم أكبر قدر ممكن من اللغة الانجليزية.
									66
									سأشعر بعدم الارتياح إذا ما تحدثت بالانجليزية في أي مكان خارج الفصل.
									67
									تبدو أكثر اللغات الأجنبية جافة وفضة.
									68
									بالفعل اعمل جاهدا لتعلم اللغة الانجليزية.
									69
									دراسة اللغة الانجليزية مهمة لأن الآخريين سيحترموني أكثر إن عرفت اللغة الانجليزية.
									70
									بصراحة، لدي اهتمام قليل في مادة اللغة الإنجليزية
									71
									أشعر بالتوتر عندما أتحدث في فصل اللغة الانجليزية.
									72
									للأمانة، فليست لدي رغبة في تعلم اللغة الانجليزية.
									73
									أعتقد أن تعلم اللغة الانجليزية ممل.
									75
									من الصعوبة بمكان أن أفكر في شي إيجابي في مادة اللغة الإنجليزية.
									75
									سأشعر بارتياح إذا تكلمت بالانجليزية عند سعوديين وناطقين باللغة الانجليزية.
									76
									أستمع بمقابلة من يتحدثون لغات أجنبية.
									77
									معلم اللغة الإنجليزية هو أحد الناس الأقل لطافة
أوافق بشدة	أوافق	محايد	لا أوافق	لا وافق بشدة					م
5	4	3	2	1					ما رأيك في العبارة التالية؟
									78
									لا تزعجني محاولتي لفهم الخصائص الأكثر تعقيدا في اللغة الانجليزية.
									79
									الطلاب الذين يتظاهرون بالتوتر في حصة اللغة الانجليزية إنما يخلتقون أذارا.
									80
									أنا فعلاً أحب معلم اللغة الإنجليزية

					أحب تعلم اللغة الانجليزية	81
					كلما تعرفت أكثر على الناطقين باللغة الانجليزية كلما أعجبت بهم أكثر.	82
					أنا أحب مادة اللغة الإنجليزية كثيراً. لذا أتطلع لدراسة مزيداً من اللغة الإنجليزية في المستقبل.	83
					أتمنى لو كنت منطلقاً في اللغة الانجليزية.	84
					أشعر بتوتر عندما يسألني شخص ما شيئاً باللغة الانجليزية.	85
					معلم اللغة الإنجليزية مصدر تأثير عظيم بالنسبة لي.	86
					أفضل مشاهدة برنامج مدبلج بلغتي على أن يكون بلغته الأصلية مصحوباً بترجمة مكتوبة.	87
					بصراحة، أنا لا أحب مادة اللغة الإنجليزية.	88
					عندما أدرس الانجليزية فإني أتجاهل ما يشتت انتباهي وأركز على مهمتي.	89
					أحياناً ينتابني القلق من أن الطلاب الآخرين في الفصل قد يضحكون علي عندما أتكلم بالانجليزية.	90
					أفضل أن يكون لي معلماً آخر للغة الإنجليزية	91
					ليس لدي طموح كبير في أن أتعلم أكثر من أساسيات اللغة الانجليزية.	92
					عندما أنتهي من الدراسة سأتوقف عن دراسة اللغة الانجليزية لأنني لا اهتم بها.	93
					أتطلع إلى قضاء وقت في مادة اللغة الإنجليزية.	94
					سأكون واثقاً وهادئاً إن اضطررت لطلب وجبة باللغة الانجليزية.	95
					تستطيع دائماً الوثوق بالناطقين باللغة الانجليزية الأصليين.	96