

Motivational and Attitudinal Variables in Foreign Language Learning: A Comparative Study of Two Learning Groups

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Abstract. The comparative study reported here is to measure the extent of motivational and attitudinal outlooks which both English and Arabic major students exhibit in their learning of English as a foreign language. The results of the study demonstrate significant differences between the two learning groups. English major students have been found to show more significantly positive motivational and attitudinal variables than Arabic majors. Results of the findings are first discussed with some explanations for these significant differences. A number of methodological implications of the findings are then considered for the Arabic majors.

Attitudinal and Motivational Variables in Language Learning

The influence of attitudinal and motivational variables in learning a second language was first examined in a study conducted by Gardner and Lambert.⁽¹⁾ Their study brought to our attention the issue of such variables as factors determining both learner's level of proficiency and their rate of success in learning a language. Their pioneering work led to the construction of a socio-psychological theory of second or foreign language learning, according to which learners' level of success is determined by the extent to which they are psychologically prepared to adopt various aspects of behavior which characterize members of the target linguistic cultural group. Since the development of such a motivational-attitudinal theory, interest in the exploration of motivational and attitudinal

(1) Robert C. Gardner and Wallace E. Lambert, "Motivational Variables in Second-language Acquisition". *Canadian Journal of Psychology*, 13 (1959), 266-72.

variables has grown considerably and a number of exploratory studies have been undertaken, mainly in second language situations, which have brought similar or alternative insights into such a discipline of socio-psycholinguistics. A number of studies in both foreign and second language situations set out to determine the influence of attitudinal and motivational variables on students' level of success.

Studies by Oller,⁽²⁾ Gardner⁽³⁾ and Strong⁽⁴⁾ and others examined the influence of socio-psychological variables on the acquisition of a second language. It has always been assumed that once attention is given to measuring the impact of motivational and attitudinal variables on the performance of the learners, we can then be led to a better understanding of the facilitating events that would normally take place within the minds and the emotions of our pupils. Gardner's study⁽⁵⁾ on the measurement of the achievement of French speaking high school students indicated that "an integrative motive was of considerable importance for becoming bilingual, and acquiring a French-Canadian accent." Feenstra⁽⁶⁾ found in his study that parents who had positive attitudes toward French speaking people tended to encourage their children to learn French. In Spolsky's study⁽⁷⁾ on a number of students coming to learn in the U.S.A., the importance of attitude was reaffirmed as one of the factors affecting the degree of proficiency. It was indicated in Gardner and Lambert's study⁽⁸⁾ that students' strong motivation and desire to learn the language caused them to score good grades in French. They reported that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent than is the

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- (2) John Oller et al., "Attitudes and Attained Proficiency in ESL: A Sociolinguistic Study of Native Speakers of Chinese in the United States," *Language Learning*, 27 No. 1 (June 1977), 1-23; John Oller et al., "Attitudes and Attained Proficiency in ESL: A Sociolinguistic Study of Mexican Americans in the Southwest," *TESOL Quarterly* 11, No.2 (1977), 173-83.
- (3) Robert C. Gardner, "Learning Another Language. A True Social Psychological Experiment," *Journal of Language and Social Psychology*, 2 (1983), 219-39.
- (4) Michael Strong, "Integrative Motivation: Cause or Result of Successful Second Language Acquisition?" *Language Learning*, 34, No.3 (1984), 1-14.
- (5) Robert C. Gardner, "Motivational Variables in Second Language Acquisition," unpublished Ph.D. thesis, McGill University, 1960, 45.
- (6) Henry John Feenstra, "Aptitude, Attitudes and Motivation in Second Language Learning," unpublished Ph.D. thesis, University of Western Ontario, London, Ontario, 1968.
- (7) Bernard Spolsky. "Attitudinal Aspects of Second Language Learning," *Language Learning*, 19, No. 3 (1969), 272-83.
- (8) Robert Gardner and W. C. Lambert, *Attitudes and Motivation in Second Language Learning*, (Rowley, Mass: Newbury House, 1972), 134.

case for a learner without this open and friendly disposition. Gardner and Lambert's study⁽⁹⁾ in the Philippines revealed that Filipino students who approached "the study of English with an instrumental orientation and who receive parental support for this outlook were clearly successful in developing proficiency in the language." Lukmani⁽¹⁰⁾ in her study on Marathi-speaking high school students found that integrative and instrumental motives were highly correlated with each other as well as with achievement in ESL. In her study, contrary to expectation, the instrumental motive was more highly correlated with achievement than the integrative motive.

The results of Savignon's experimental study⁽¹¹⁾ on communicative competence in foreign language teaching showed that there were no patterns of substantial correlations between the attitudinal and motivational criteria and achievement criteria. The lack of such patterns suggests that the attitudinal-motivational factors which Gardner and Lambert⁽¹²⁾ identified as predictors of success in learning French in the bicultural and bilingual Montreal setting may have little or no predictive value in elementary language learning in a unicultural Midwestern setting.

Brown⁽¹³⁾ was of the opinion that we are, first of all, "dealing with an extremely complex process within a complex organism; countless variables are interacting and it will be extremely difficult to identify even the most salient factors. Second, as more and more variables are found to be influencing the process of second language acquisition, it will become increasingly difficult to classify individuals and to classify groups of individuals together. Each person appears to be a unique complex of variables. Third, individuals tend to be somewhat inconsistent within themselves.... Fourth, a source of difficulty in research in second language teaching is found in the teacher-student interaction." Oller et al.⁽¹⁴⁾ found, in general, that attitudes toward the target language group were positively correlated with attained proficiency in ESL. Chihara et al.⁽¹⁵⁾

(9) Gardner and Lambert, *Attitudes*, 141.

(10) Yasmeen Lukmani, "Motivation to Learn and Language Proficiency," *Language Learning*, 22 (1972), 267-73.

(11) Sandra Savignon, *Communicative Competence: An Experiment in Foreign Language Teaching* (Philadelphia: The Center for Curriculum Development Inc., 1977).

(12) Gardner and Lambert, *Attitudes*, 3.

(13) Henry B. Brown, "Affective Variables in Second Language Acquisition," *Language Learning*, 23 (1973), 242.

(14) Oller et al., "Attitudes and Attained Proficiency in ESL: A Sociolinguistic Study of Native Speakers of Chinese" 1-23.

(15) Tetsuro Chihara and John W. Oller, "Attitudes and Attained Proficiency in EFL: A Sociolinguistic Study of Adult Japanese Speakers," *Language Learning* 28, No. 1 (1978), 55-68.

assessed attitudes of Japanese students of EFL toward themselves, toward other Japanese, toward English speakers, toward travel to an English speaking country, and finally toward learning English in relation to attained EFL proficiency. He found that the relationship between attitudes and attained proficiency observed in this study is much weaker than that observed by Oller et al.⁽¹⁶⁾ Herman's study⁽¹⁷⁾ yielded results contrary to that of Gardner and Lambert's motivational hypothesis. Herman's results indicated that "a pupil who is well informed about the speakers of the target language is apparently less liable to build up negative attitudes." The result of Strong's study⁽¹⁸⁾ showed no positive association between integrative motivation and acquired English proficiency. His comparisons of beginners and advanced English speakers showed that the advanced children showed significantly more integrative orientation to the target language group than the beginners, lending support to the notion that integrative attitudes follow second language acquisition skills rather than promoting them. Furthermore, the findings⁽¹⁹⁾ reported do not support the notion that an integrative orientation towards members of the target language group enhances acquisition of that language.⁽²⁰⁾ Results of Al-Ansari's study on Bahrainis' level of English showed that instrumental motivation tended to correlate significantly with the attainment proficiency of all the students. However, no significant correlation was found among the high achievers. With regard to integrative motivation, no significant correlation was obtained for the sample as a whole and for both high and low achievers.

Background and Rationale of the Present Study

It appears from the results of the studies discussed here that the influence of attitudinal-motivational variables on learners' rate of success tended to vary from one learning context to another. This noticeable degree of variation resided in learners' socio-cultural background. It is worth mentioning that almost all attitudinal and motivational studies carried out since the emergence of the attitudinal-motivational theory tended to be of a correlational type. The present study takes a different form. It examines the amount of attitudinal and motivational variables that two groups of

(16) Oller et al., "Attitudes and Attained Proficiency in EFL: A Sociolinguistic Study of Native Speakers of Chinese," 1-23.

(17) G. Hermann, "Attitudes and Success in Children's Learning of English as a Second Language. The Motivational vs. the Resultative Hypothesis," *ELT Journal*, 44, No 4 (1980), 254.

(18) Strong. "Motivation," 1.

(19) *Ibid.*, 10.

(20) Saif H. Al-Ansari, "Integrative and Instrumental Motivation as Factors Influencing Attained Levels of Proficiency in English," *Journal of King Saud University*, 5 (1993), *Arts* (2), 71-83.

Bahraini learners of English have toward learning the language. It is interesting to see whether the two groups vary in their attitudinal and motivational dispositions.

As is the case in other Gulf States, English is the only foreign language that has had a significant impact on the whole Bahraini educational structure in that it is being taught as a compulsory subject in all state schools. Certainly the classroom is not the only source from which Bahraini learners of English get their language input. Despite the fact that a large number of English-speaking residents are present in various work environments, there is little social integration with the local inhabitants in their homes, in clubs or other social milieu. Yet most middle-class Bahrainis do achieve an acceptable level of both academic and professional proficiency in the language. However, the fact remains that foreign language learners do not attain the same degree of language competence. There is always a variation in students' approach to the adoption of an attitudinal and motivational outlook towards their learning of the foreign language. This study examines the attitudinal and motivational outlooks of two groups of English language learners who have had an equal amount of classroom language instruction before entering the university. The two groups studied here differ in respect of their subject major on entry to the University. Apart from that, the two groups share identical cultural and linguistic backgrounds for they have been exposed to similar cultural and learning environments. Furthermore, this study attempts to investigate whether their differences exist in the attitudinal and motivational dispositions of the two groups. In case of the existence such differences, appropriate pedagogical strategies in language teaching are proposed for those who need more motivational and attitudinal support.

Research Method

Subjects

A total number of 62 students in the College of Arts at the University of Bahrain constituted the subjects for the study. These represent 25% of the student population in the College. The students were selected from two equal number groups of learners of English. These take a common-first year level course of English language as part of their college requirements. In spite of being potential majors of two different specializations, the subjects were very homogeneous in respect of age, nationality, mother tongue and both cultural and educational background.

Achievement Scores in English

Students' achievement scores were obtained from students' end of semester examination. This incorporated a multiple choice reading comprehension test, a multiple choice grammar and usage test, a free composition test doubly marked by two independent examiners and a close test in the standard format for reading, with the passage gapped at fifths and the answers marked in accordance with the exact word criterion. It needs to be pointed out that the test was not designed as a test of functional

or communicative competence. In particular, it did not incorporate any test of oral fluency.

Materials

A questionnaire consisting of the following variables was developed and administered in Arabic. A copy of the questionnaire is given in the Appendix. The components of the questionnaire are as follows:

Motivational Orientation

The scale of this orientation index provided the students with the same eleven alternative reasons for studying English. The students were asked to rank the eleven items as to their relevance to them personally. The higher the scores will be, the more the students are said to be motivationally oriented (both instrumentally and integratively) in their learning of English as a foreign language.

Instrumental Motivation

This seven-item scale (maximum=28) assesses the extent to which subjects perceive utilitarian reasons for studying English. Their responses must be descriptive of their feelings. The students were asked to rate on a 4-point scale the extent to which each of the seven instrumental reasons (items 2, 4, 6, 8, 10, 11 and 12) for learning English was descriptive of his or her feelings. The higher a student's score on this measure is, the more he or she is identified as being instrumentally oriented.

Integrative Motivation

This four-item scale (maximum = 16) assesses the extent to which students believe that learning English is important because it enables them to interact and share cultural experiences with the English speaking community. The students were asked to rate on a 4-point scale four integrative reasons (items 1, 3, 5 and 7) for learning English which were descriptive of his or her feelings. If the students are highly integratively motivated in their learning of English, they will be assumed to place more emphasis on the integrative value of learning it as a foreign language, e.g. as a means of learning more about or meeting members of the target community. The higher the student's score on this measure are, the more he or she is identified as being integratively-oriented.

Attitudes towards the Learning of English

Students indicated on a 5-point scale their extent of agreement or disagreement with the benefits of English language learning. They were asked to respond to five positively worded statements about the value of the learning of English as a foreign language.

Attitudes towards Learning about a Foreign Culture

Four negatively worded statements and one positively worded statement were presented to the students. Again, on a 5-point scale the students were asked to indicate

their extent of agreement or disagreement with learning about British culture. Their responses to the items would indicate the type of attitudes they hold toward the value of learning about British culture.

Students' Attitudes toward Their English Language Teachers

Six statements with three alternative responses asked the students to indicate the type of attitudes they hold toward their English language teachers. All the items were of a 3-point scale. The higher the students' scores were, the more the students perceived their teachers to be concerned with their progress, competent, hard working, ready to help, happy at work and to deserve the respect of their students.

Statistical Analysis of the Data for the Two Groups

In order to determine the extent to which both groups of learners differ in their attitudinal and motivational outlooks, comparisons of means for the two groups were obtained together with the t test results. These results are shown in the table below.

Table 1. Summary of comparisons of means for the English and Arabic major samples.

	English majors		Arabic majors		t
	Mean	SD	Mean	SD	
Achievement	68.32	7.76	59.48	10.76	3.71**
Motivation	32.06	5.86	23.29	6.43	5.61**
Instrumental	22.06	3.67	16.45	4.27	5.54**
Integrative	10.32	2.97	7.00	3.66	3.91**
Att. to lang	14.51	3.09	12.41	3.33	2.56*
Att. to culture	11.12	3.03	8.41	3.89	3.05**
Att to teachers	9.29	2.03	8.61	2.5	1.15

** p < .001

Att. = attitudes

* p < .05

The mean score of the English majors' achievement is significantly higher than that obtained for the Arabic majors. In fact, 22 of the latter respondents, out of 32, scored below the passing score of 60. Thus the majority of the Arabic majors can be considered low achievers.

The mean score of the English majors on the motivational scale is significantly higher than that obtained for the Arabic majors. Potential English majors tend to be more motivationally oriented towards learning English as a foreign language. The t test result of 5.61 is highly significant ($p < .001$). The differences between the two groups can be attributed to their previous foreign language learning background and their interest in being familiar with the target language culture. It is interesting to note that in spite of having gone through similar learning experiences, the English majors were

more motivationally prepared to learn English than the other groups. The only explanation that can be derived here is that there are possibly other environmental factors, such as parental support and encouragement and use of the language outside the school learning environment, which might have contributed to their rate of this type of motivation. This is only an assumption which could be investigated further.

The mean score for the instrumental motivation shows that the English major students tend to be more instrumentally motivated than the other group. The significant t test result of 5.54 ($p < .001$) supports the finding. The only explanation for such a significant difference is that the Arabic major students do not see any instrumental value in learning English particularly since their future job prospects are not tied to their acquisition of English as a foreign language. Their instrumental reasons for learning the language do not go beyond passing a school language exam or answering language exercises in their textbook.

The highly significant t test result of 3.91 obtained for the integrative motivation ($p < .001$) can only be explained by the fact that English majors consider themselves as persons who are attempting to become bilinguals while the Arabic majors group see themselves as monolingual.

The mean score for the attitudinal variable to language of the English majors group is slightly higher, the difference being only 2.10 ($p < .05$). This can be explained by saying that both groups value English as an essential language which plays a significant role in the economic and technological growth of the country. Interestingly, even though the two groups differ significantly on their scale of motivational dispositions, their attitudes toward the status of English in the Bahraini society is greatly identical.

The t test result of 3.05 ($p < .001$) obtained for students' attitude towards the English culture demonstrates a significant difference between the two groups. The English major group tends to be more positively oriented towards the foreign culture than the Arabic major group. This difference is attributed to the latter being more conservative from the cultural point of view and would very much prefer to preserve their cultural habits. They tend to reject anything which is totally foreign and which may constitute a threat to their own cultural identity whereas the English major groups are not as conservative as their Arabic major peers. They seem to be willing to learn more about the foreign cultural patterns which might develop their command of the language.

The t test result of 1.15 obtained for students' attitude towards their teachers of English is not significant which can be explained by the fact that both groups have attained a somewhat similar mean score. This has been due to their sharing similar views of their English language teachers who were more or less the same in all cases.

Concluding Remarks

One may conclude that Arab learners of English as a foreign language are not necessarily identical with respect to their possession of various attitudinal and motivational orientation towards learning English. It has been observed here that the amount of such variables varies from one group to another. The results reported here demonstrate that such variation may be attributed to the group's major subject specialization and their previous socio-psychological experience in learning the foreign language. Students opting to major in English language tended to exhibit a much higher degree of positive motivation and attitudes towards the learning of the foreign language than those opting to major in Arabic. A logical explanation for such significant differences between the two study groups is that potential Arabic major students perhaps tend to adopt a monolingual approach towards the learning of English. Such an approach is not adopted at the tertiary level of education but right from the day they start learning the language. These students are, moreover, brought up in a monolingual social and linguistic environment which in turn leads them to become very conservative in their learning of a foreign language.

Pedagogical Implications

Since Arabic majors tend to exhibit less attitudinal and motivational outlooks in their attempts to acquire English as a foreign language, they need to approach the language with more positive motivational attitudes so that they can be encouraged to attain a reasonable level of success. This certainly leads us to a methodological debate in the field of foreign language teaching that focuses much more on ways of promoting and managing motivation and gives little attention to instructional techniques and classroom management. Savignon⁽²¹⁾ stated that teachers must break their rigid adherence to a particular method and must develop an approach to teaching which they find more responsive to the needs of their students. Teachers, moreover, need to broaden their views of teaching the language in order to allow the students to experience some success in acquiring the language. Motivation, of course, is notoriously difficult to control, and it may therefore prove necessary to incorporate the right type of learning conditions under which learners' rate of motivation is enhanced. A number of pedagogical conditions are suggested which may provide the framework for such an enhancement.

Sort of Teachers

Teachers' own degree of motivation and willingness to teach can surely arouse learners' motivation. A large number of the Arabic major students responding to the

(21) Savignon, *Communicative Competence*, 65.

questionnaire expressed the feeling that their teacher was unaware of them as individuals and unsympathetic to their learning difficulties. Perhaps for this reason, a majority of the respondents declared a preference for a bilingual instructor. Surprisingly, however, most of those who expressed such a preference did not favor the use of Arabic as the primary medium of instruction for English courses. It can then be inferred that the majority of the Arabic major students felt that a bilingual instructor would be more sympathetic, and would have a better understanding of their learning difficulties, presumably because he could have experienced much of the same difficulties himself.

Reading Materials

A good deal of preparation time needs to be devoted to providing the learners with ample sources of comprehensible input, especially in the form of appropriate reading and listening materials. A point that emerges very clearly from the questionnaire is that the majority of the Arabic and Islamic Studies students felt that much of the reading material they were exposed to was much too difficult for them to read without some assistance from the teacher. If students are helped to get through difficult reading passages by continual paraphrasing or translation, this may retard comprehension strategies. The teacher's prime role is to ensure that the class is exposed to material that is roughly within their range of comprehension, not to alleviate their frustration by assisting them to comprehend material which they cannot understand. The whole process may be done through student-centered activities. Nelson⁽²²⁾ argues that if the teacher has set up the activity well, and the students understand what is to be done, the teacher can then be silent most of the time (for further discussion, see Wigzell and Al-Ansari).⁽²³⁾

Enhancing Motivation

Motivation, however, in spite of its being a major factor in determining learning outcomes, continues to be largely neglected in the practice of foreign language teaching. High achievers are usually driven by a strong inner desire to learn and generally learn successfully in any kind of learning environment. Low achievers, however, tend to be much more sensitive to variables in their learning environment, in particular to the attitude and teaching style of the instructor, the instructional materials and facilities, and the design of the instructional system. If the problem of underachievement is to be overcome, practitioners, more than they have done in the past, need to devote much more time and effort to the task of managing the learning environment in such a way as to foster a desire to learn in their weaker and less

(22) G. Nelson, "Reading: A Student-Centered Approach," *Forum*, 22, No 4 (October 1984), 2-6.

(23) Roy Wigzell and Saif Al-Ansari, "The Pedagogical Needs of Low Achievers," *The Canadian Modern Language Review*, 49, No. 2 (Jan. 1993), 302-15.

motivated students. This cannot be done by methods alone or by encouraging each individual learner to develop his or her own learning style but requires a sympathetic understanding of the factors that motivate and, above all, those that demotivate students for whom the foreign language is not an indispensable means of communication but merely a curriculum requirement.

Appendix: Student questionnaire

اسم الطالب.....: رقم البطاقة.....:

عزيزي الطالب / عزيزتي الطالبة ،

إن الهدف من تصميم هذا الاستفتاء الذي أمامك هو تشخيص بعض العناصر الهامة والمؤثرة في عملية تعليم اللغة الإنجليزية كلغة أجنبية.

المطلوب منك هو الإجابة عن الأسئلة التي يحتويها هذا الاستفتاء بحيث تكون الإجابة معبرة عن شعورك الشخصي تجاه هذه العناصر، والإدلاء بالإجابات الصادقة لأن ذلك سيعرفك على العناصر المؤثرة في عملية تعليم اللغة الإنجليزية.

سوف تعامل أجبوتك بسرية تامة وستستخدم لأغراض إحصائية فقط ولن يطلع على إجابتك سوى الباحث نفسه. إنني أقدر تعاونك في هذا المجال أشكرك شكرا جزيلا.

الرجاء وضع علامة (/) في واحد من المربعات الخمسة موضحا موافقتك أو عدم موافقتك على كل بند.

- ١٠) إنني أتعلم اللغة الإنجليزية لأنني أحتاج اللغة في دراساتي الأكاديمية العليا (العلمية أو الفنية).
 { } { } { } { } { }
- ١١) إنني أتعلم اللغة الإنجليزية لأنها اللغة الرئيسية المستخدمة للتواصل بين معظم شعوب العالم.
 { } { } { } { } { }
- ١٢) إنني أتعلم اللغة الإنجليزية لأنها أكثر اللغات استخداماً في مجالات العمل.
 { } { } { } { } { }
- ١٣) إنني أتعلم اللغة الإنجليزية لأنها تمكنني من التعرف على طرق معيشة الذين يتخاطبون بها.
 { } { } { } { } { }

الفقرة الثانية:

اقرأ البنود التالية موضحاً مدى موافقتك أو عدم موافقتك وذلك بوضع علامة (/) في المربع الذي يصف شعورك بشكل صحيح.

- ١) يجب علينا أن نتعلم اللغة الإنجليزية إذا أردنا أن نتعرف على الأشخاص الذين يتخاطبون بهذه اللغة.
 أوافق بشدة أوافق غير متأكد لا أوافق لا أوافق بشدة
 { } { } { } { } { }
- ٢) مخالطة الأشخاص الذين يتكلمون اللغة الإنجليزية يفيد البحرين في نواحي كثيرة.
 { } { } { } { } { }
- ٣) أسهمت خبرة الذين يتكلمون اللغة الإنجليزية في تطوير البلاد.
 { } { } { } { } { }
- ٤) تستفيد البحرين من الأشخاص الذين يتكلمون اللغة الإنجليزية في تطوير الجوانب الصناعية والفنية المختلفة في البلاد.
 { } { } { } { } { }
- ٥) من الأفضل أن يقوم البحرينيون ببذل الجهود للالتقاء بالأشخاص الذين يتكلمون اللغة الإنجليزية كلغة أولى.
 { } { } { } { } { }
- ٦) إن التعرف على الأشخاص الذين يتكلمون اللغة الإنجليزية يسهل عملية التخاطب بهذه اللغة.
 { } { } { } { } { }

الفقرة الثالثة:

اقرأ البنود التالية ثم ضع علامة (/) في المربع الذي يصف شعورك بشكل صحيح.

(١) يجب أن يحتوي الكتاب المدرسي في مادة اللغة الإنجليزية على الملامح التي تمثل الثقافة البريطانية.

أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة
{ }	{ }	{ }	{ }

(٢) إن تعلم الثقافة الأجنبية بشكل تهديدا لقيمنا الثقافية.

{ }	{ }	{ }	{ }
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(٣) يجب أن يحتوي الكتاب المدرسي في مادة اللغة الإنجليزية على الملامح الثقافية الهامة فقط والتي تسهم في تطوير

المهارات اللازمة في تعليم اللغة الإنجليزية.

{ }	{ }	{ }	{ }
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(٤) تشكل عملية تعليم الثقافة الأجنبية تهديدا لاستقرار الحياة العائلية في البحرين.

{ }	{ }	{ }	{ }
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(٥) أنا راض بقمي الثقافية ولا أرى الحاجة لتعليم أية ثقافة أجنبية.

{ }	{ }	{ }	{ }
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(٦) إن لمن الإساءة أن نتعلم ثقافة أجنبية مخالفة لقيمنا الثقافية.

{ }	{ }	{ }	{ }
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الفقرة الرابعة:

تتعلق البنود التالية بآرائك حول مدرسي اللغة الإنجليزية ، ضع علامة (/) في المكان المناسب.

نعم غير متأكد كلا

(١) أعتبر معظم مدرسي اللغة الإنجليزية مهتمين بتقديم طلابهم اللغوي () () () .

(٢) أكفاء في تدريس المادة. () () ()

(٣) مجدين ومخلصين في عملهم . () () ()

(٤) مستعدين دائما لمساعدة الطلبة في مشاكلهم اللغوية سواء أكان

- ذلك في الحصة أم بعدها.
 () () ()
- ٥) سعادة في عملهم بالمدرسة وعلاقاتهم طيبة فيما بينهم.
 () () ()
- ٦) يستحقون احترام الطلبة.
 () () ()
- ٧) مهتمين بتطور طلابهم اللغوي
 () () ()

العناصر الانطباعية والدافعية في تعلم اللغة الإنجليزية : دراسة مقارنة بين مجموعتين من متعلمي اللغة

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ملخص البحث. تهدف هذه الدراسة إلى مقارنة العناصر الانطباعية والدافعية التي يمتلكها طلبة تخصصي اللغة الإنجليزية اللغة العربية أثناء القيام بتعلم اللغة الإنجليزية كلغة أجنبية.

تشير نتائج هذه الدراسة إلى وجود اختلافات دالة بين هاتين المجموعتين حيث إن النتائج تؤكد على أن طلبة تخصص اللغة الإنجليزية يظهرون دوافع وانطباعات أكثر إيجابية من تلك التي يظهرها طلبة تخصص اللغة العربية، وهذه الاختلافات هي بالطبع مما يوضح الفرق بين تعلم اللغة الإنجليزية كلغة ثانية وبين تعلمها كلغة أجنبية بحتة.

تناقش هذه الدراسة نتائج البحث أولاً مع توضيح أسباب وجود درجات الاختلاف بين المجموعتين ومن ثم يطرح البحث بعض الاقتراحات التربوية في تدريس اللغة الإنجليزية لطلبة تخصص اللغة العربية.