# MOTIVATION AND ATTITUDES TOWARDS LEARNING ENGLISH: A STUDY OF INTERNATIONAL UNDERGRADUATES IN MALAYSIA

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## ORIGINAL LITERARY WORK DECLARATION

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# ABSTRACT

It has been proven that attitudes and motivation are important for a learner in second language learning. This study explores the attitudes and motivation of international undergraduates who are non-native English speakers towards learning English in universities of Malaysia. 64 undergraduates from three different universities in Malaysia are chosen as participants. Gardner's Socio-education Model (2005) is used as the framework in this study. The use of questionnaire as an instrument in this study was adapted from Gardner's AMTB (2005). The questionnaire is used to elicit undergraduates' information and to obtain their responses towards learning English in Malaysia. In this analysis, the researcher desires to clarify the relationship among a number of motivational factors. There are three objectives in this study. The first objective is to study international university students' Attitudes towards learning English in Malaysia. The second is to determine the motivational factors that affect international university undergraduates towards learning English in Malaysia. The third is to study whether there are significant differences among the participants' responses towards learning English in Malaysia. The findings showed that students were more integratively and instrumentally orientated in learning English. They held a strong desire and good Attitudes towards Learning English. The findings also revealed that students' attitudes and motivation differed by factors of university, gender, years of study and regions they were from.

# ABSTRAK

Telah terbukti bahawa sikap dan motivasi amat penting bagi pelajar dalam pembelajaran bahasa kedua. Kajian ini meneliti sikap dan motivasi pelajar antarabangsa yang bukan penutur asli bahasa Inggeris terhadap pembelajaran Bahasa Inggeris di universiti dalam Malaysia. 64 mahasiswa dari tiga universiti di Malaysia telah dipilih sebagai responden. Model Sosial-pendidikan yang digunakan sebagai instrumen dalam kajian ini diadaptasi dari model Gardner AMTB (2005). Model Sosial-pendidikan Gardner (2005) digunakan untuk mendapatkan maklumat dan tanggapan pelajar terhadap pembelajaran Bahasa Inggeris di Malaysia. Dalam analisis ini, pengaji ingin memperjelaskan hubungan antara beberapa faktor motivasi. Terdapat tiga tujuan dalam kajian ini. Tujuan pertama adalah untuk mengetahui sikap mahasiswa antarabangsa terhadap pembelajaran Bahasa Inggeris di Malaysia. Tujuan kedua adalah untuk menentukan faktor-faktor motivasi yang mempengaruhi mahasiswa universiti antarabangsa terhadap pembelajaran Bahasa Inggeris di Malaysia. Tujuan ketiga adalah mengetahui sama ada terdapat antara tanggapan responden terhadap pembelajaran Bahasa Inggeris di Malaysia. Keputusan kajian ini menunjukkan bahawa pelajar sangat dalam pembelajaran Bahasa Inggeris. Mereka mempunyai keinginan yang kuat and sikap yang baik terhadap pembelajaran bahasa Inggeris. Keputusan kajian ini juga mendedahkan bahawa sikap pelajar dan motivasi pelajar dijejaskan oleh beberapa faktor seperti pihak universiti, jantina, tahun pengajian dan kawasan asal pelajar.

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# CHAPTER 1: INTRODUCTION

## 1.1 Introduction

This study explores the motivation and attitude patterns and differences in learning English among international undergraduates who are non-native English speakers from three universities in Kuala Lumpur, Malaysia: University Malaya (UM), International Islamic University (UIA), and Taylor's University College (Taylor's). It aims to investigate the attitudes of international undergraduates towards learning English, the motivation factors, as well as whether there are significant differences among them toward learning English.

## 1.2 Background of the Study

Malaysia is a multi-racial and multi-ethnic country. There are three main ethnic groups in Malaysia: Malay, Chinese and Indian. Each of the ethnic group has its own mother tongue. English in Malaysia is used as a second language widely for business since 1970 (Zuraidah, 2011). Bahasa Malaysia is the national and official language, which is widely used in Malaysia.

The language medium policies in the Malaysian educational system for primary, secondary and tertiary school levels are as presented in table 1.1:

Table 1.1 Language medium policies in Malaysia school system (Ales Puteh, 2010)

| School type | School Level | Medium of Instruction |
| --- | --- | --- |
| National School | Primary School | Malay, Mandarin, Tamil, English (Science/Math) |
| | Secondary School | Malay, English |
| | Tertiary School | Malay, English |

| Private School | Primary School | Malay, Mandarin, Tamil, English, Arabic |
| | Secondary School | Malay, Mandarin, English, Arabic |
| | Tertiary School | Malay, English, Arabic |

Table 1.1, continued

On one hand, English is a compulsory subject for primary and secondary schools. In 2003, English is used for teaching science and mathematics at national primary and secondary schools (Zuraidah, 2011). On the other hand, Bahasa Malaysia was required as a compulsory subject in private schools.

The medium of instruction for higher education levels was in English before 1970, then transformed to Bahasa Malaysia since then. UM (University of Malaya) which was the first and the oldest university built in Malaysia since the colonial period and USM (Science University of Malaysia) remained using English for most of the faculties. In 1993, the Prime Minister Mahathir Mohamad made English the medium of instruction for science and technology courses in public higher education institutions (PHEIs). For private higher educational institution, while English is used as the medium of instruction, Bahasa Malaysia is required as a compulsory course (Zuraidah, 2011).

As this study focused on international undergraduates who are studying in Malaysia where English is a non-native speaking environment, the medium of instruction the international students are engaged in is English. English is a compulsory course for all students in Malaysian universities. For native Malaysian students, the Malaysia University English Test (MUET) was a requirement to enroll in higher education institutions (Zuraidah, 2011). For an international student, he has to fulfill the English proficiency requirement (IELTS scores of 6.0 or TOFEL scores of 550) before he can enroll for university courses. Or a series of English language pre-university courses will be given till the student meets the language requirement. For UM, the Pre-university

English courses are offered as Module 1 to 3. Students are placed in modules according to their scores of a placement test and by fulfilling the scores of one module, students could move to the next. After completing the modules, students can then enroll for university courses. In UIA, Pre-university English courses are divided into six levels ranging from Beginner level to Pre-advanced level. There is an English Placement Test (EPT), so students who pass the exam could enroll for university courses. It is similar with Taylor's, students have to sit for an English placement test, and then be placed in modules according to their scores. There are six modules ranging from basic to advanced level offered by Taylor's, students who complete the modules could enroll for university courses. Participants chose in the current study are undergraduates who have already finished their pre-university courses and started taking university course. Thus, the participants who involved in the current study have reached the university English level and are capable in English skills for the subjects providing by their universities.

## 1.3 Statement of the Problem

When concerning about attitudes and motivation in learning a second language, one would probably refer to two main dichotomies: dichotomy of Integrative and Instrumental Orientations, and dichotomy of Intrinsic and Extrinsic Motivations. These two dichotomies are related to each other although they are not in the same model. Integrative Orientation and Intrinsic Motivation are more towards learners' feelings towards the language community on culture and interest aspects. Instrumental Orientation and Extrinsic Motivation are more towards outer or functional reasons for learners to learn a language. The earliest and well developed researches into motivation in second language learning were conducted by Gardner and Lambert (1959) which were mainly used to investigate learners' attitudes and motivation towards learning

French as their foreign language in northern America and European contexts. Gardner's Socio-educational Model (1985) and Attitude and Motivation Test Battery (AMTB) (1985) has been used, evaluated, criticized, and evolved for over half countries. It has been testified for validity and reliability on evaluating learners' attitudes and motivation differences in American and European regions. For recent decades, many researches have been done on attitudes and motivation in learning a second language in Asia (Mohammed 2005, Ainol 2009, Samsiah 2009, Brown 2004, Gao 2004, Sayeedur 2005, Azizeh & Zohreh 2010). Most of these studies looked at intra-ethnic differences. However, few researches were concerned about investigating students from different cultural background in learning English in a local setting such as Malaysia. Thus the main research problem of this study is to look at the inter cultural differences in learning English among participants who are from different countries around the world studying in Malaysia.

## 1.4 Objectives of the Study

The present study explores an inter cultural study to investigate the attitudes and motivation differences among international undergraduates from 3 different universities in Malaysia (UM, UIA and Taylor's).

There are three objectives to this study. The first objective is to study international undergraduates' attitudes towards learning English in Malaysia. The second is to examine the motivational factors that affect international undergraduates towards learning English in Malaysia. The third is to study whether there are significant differences in the international undergraduates' responses towards learning English in Malaysia.

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### 1.4.1 Research Questions

The research questions of this study are:

1. What are the international undergraduates' attitudes towards learning English in Malaysia?

2. What motivational factors affect international undergraduates towards learning English in Malaysia?

3. Are there significant differences in the international undergraduates' responses towards learning English in Malaysia?

### 1.5 The Significance of the Study

The significance of the study is that the present research is looking into attitudes and motivation of participants from different cultural background studying in Malaysia, an ESL (English as a second language) context. Although there have been a lot of researches looking into attitudes and motivation, most of them were based on American and European context. Researches in Asian context were more focused on intra-ethnic study (Sayeedur 2005, Azizeh & Zohreh 2010) but, few were done on inter cultural aspects, and it deserves to be deeply explored.

### 1.6 Limitations

The most significant limitation of this study is that the sample of participants from each university is small (20-23) to which the results might not be a general reflection of all the international undergraduates in Malaysia. Besides, the methods used in the current

study are plentiful, only questionnaire and open-ended question were engaged in the study.

## 1.7 Framework of the Study

The study comprises five chapters, the present one is introduction. The second chapter is the literature review on studies done on attitudes and motivation towards learning a second/foreign language, and the framework of the present study. The third chapter discusses the research methodologies engaged in this study including research procedures, sample of participants and research instruments. The fourth chapter is a detailed analysis of data and discussion of findings. The fifth chapter is a summary of the current study, findings, implications for further research and recommendations.

# CHAPTER 2: REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter discusses the theoretical framework and background of the study on international undergraduates' attitudes and motivation towards learning English. Language is an important part in one's life in order to interact with people around. Many people know at least one language, some people from bilingual or multi-lingual families acquire two languages or more (Gardner, 2007). However, it is different from the languages learnt in school. Gardner (2007) emphasizes that apart from the advantages of knowing more languages, motivation plays an important role in second language learning.

## 2.2 Motivational Approaches of Second Language Acquisition

According to Lambert (1955), the desire of learning a language was often triggered by a direct interest to the language itself or the emotion of involving talking with the speaker of the target language. In Lambert's (1963) Social-psychological Model, he proposes that the success of second language learning was in relation with ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation. The earliest and widest range of research into motivation in second language acquisition was conducted by Gardner and Lambert (1959). They propose that people's motivation to learn a second language was determined by their attitudes towards the target language, speakers of the target language, and their orientation towards the learning task itself.

Gardner and Lambert (1972) have introduced the dichotomy of Integrative and Instrumental Orientations in second language learning. A standardized assessment instrument of researching attitudes and motivation was initiated by Gardner (Chow, 2001). In his Social-educational Model, Gardner (2005) has identifies several factors related to attitudes and motivation in learning a second language. Gardner (2003) has emphasized that motivation constructed the primary and major factor that affect students in second language learning. He believed that there were other factors supporting motivation, such as attitudes toward the learning situation which include anxiety and integrativeness under which there were Integrative Orientation and other factors. He emphasized that the integrativeness was in relation with orientation, motivation which comprises attitudes towards learning the language, desire, and Motivational Intensity (Gardner, 1985, 2005).

## 2.3 Stages in Second Language Acquisition

Gardner (2007) has introduces four stages in second language acquisition and the development of second language acquisition could be related to the stages of the first language acquisition. They are elemental stage, consolidation stage, conscious expression stage and automaticity and thought stage which will be discussed in later sections.

## 2.3.1 Elemental Stage

According to Gardner (2007), the first stage in second language development is called Elemental stage in the Socio-educational Model. In this stage, the basic knowledge of the language is learnt by an individual, such as vocabulary, grammar, pronunciations,

etc. The same process can be seen in the development of one's first language, the initial vocabulary is learnt, and simple sentences are imitated by the baby when he starts to learn his first language.

### 2.3.2 Consolidation Stage

At the Consolidation stage, the knowledge that one has learnt in his elemental stage are brought together and put in sequence according to the target language system. It can also be seen in the first language development, after the young child learnt the basic vocabulary and simple sentences, he would be aware that there are some sequences in the language system and learn to put them together in the right order. (Gardner, 2007)

### 2.3.3 Conscious Expression Stage

In the third stage of second language development, the individual has already handled enough knowledge of the target language, and has been spending great effort studying on it. However, there are still problems in using the language in real interactions, such as hesitations when the learner expresses himself using the language, the individual would be searching the right word or expression in his mind. It is similar with a young child who learns to express himself in his first language, a lot of "um", "er", "ah" can be seen in his speech as well. Sometimes, he would turn to his first language for help. (Gardner, 2007)

### 2.3.4 Automaticity and Thought Stage

In the fourth stage, language system becomes an automatic context in one's mind, "one no longer thinks about the language, but think in the language" (Gardner, 2007).

However, this stage is hard to achieve for a language learner, it needs a long time of target language exposure and active deliberate study.

## 2.4 Studies on Motivation and Attitudes in the Asian Context

Since the theory has been proposed, Gardner and his associates have done a lot of researches to prove and advance the theory over the past half century. Numbers of empirical studies have been done by other researchers as well. Apart from Gardner's (2005) Socio-educational Model that originated mainly in North American and European context, researches were also be conducted in Asian countries in recent years.

Mohammed (2005) has investigated 105 Malaysian undergraduates' attitudes towards learning Arabic and its impact on their L1 and cultural identity at university of Al-Albeit and Yarmouk. The author conducted a questionnaire consisting 37 items aiming to find out answers for 7 research questions. The results showed that the participants are more inclined to bilingualism than monoligualism. With the help of SPSS, it showed that the correlation between the achievement and instrumentality is higher than that between achievement and integrativeness. There was no significant difference motivation in participants' gender, their parents' Arabic proficiency, and levels of study.

A similar research was done by Ainol et al. (2009), who has investigated over 500 Malaysian undergraduates' motivation to learning a foreign language using cross-sectional survey, document analysis and focus group discussion at UKM which offers 8 foreign languages and UiTM which offers 9 foreign languages. The results showed that the participants were more motivated to learn foreign languages for both extrinsic and intrinsic reasons. However, the participants at UKM were more motivated

in learning a foreign language for extrinsic reasons than the participants from UiTM, and the participants from UiTM had higher motivation in learning a foreign language for intrinsic reasons than the participants at UKM. The focus group discussion revealed reasons of popularity of foreign language among the participants. Korean and Spanish were more popular because of the popularity of Korean and Spanish dramas.

Samsiah et al. (2009) carried out a research on the relationship between the students' motivation and attitude and their English language performance among 620 students from three UiTM campuses in the northern region of Malaysia using a self-report questionnaire which was adopted from Gardner and Lambert (1972) as the independent variable and UiTM Preparatory English (BEL100) examination result as the dependent variable. The findings of the research showed that the respondents were more extrinsically motivated than intrinsically motivated in learning English. There was no significant difference between motivation and gender in intrinsic and extrinsic motivation. And the intrinsic and extrinsic motivation had little influence on the respondents' English language performance.

Yashima et al. (2004) (cited by Mohammed 2005) carried out an exploration to investigate Japanese learners' willingness to communicate (WTC) in English. Results showed that the learners who have high WTC scores tend to communicate more with classmates and teachers in English in and outside classroom.

Brown (2004) did an investigation on 283 first year undergraduates who have enrolled in compulsory or elective English class at Bunkyo University, Japan. Questionnaire was used in the study as the instrument aiming to find out students' reason and capabilities for learning English and their beliefs about the value of learning English. The data

analysis showed that the first year students are similar in attitude and beliefs in learning English, and their primary reason for learning English was because English was useful for finding jobs and related reasons. At the same time, English could be used as a useful instrument though which they can accomplish other objects or having fun.

Gao et al. (2004) conducted a research using an inductive approach studying on 2278 undergraduates at 30 universities from 29 provinces including six types of universities (Comprehensive, Foreign Language, Normal, Science and Technology/Medical Science, Agriculture/Forestry ,Finance/law/Ethnic Studies/Arts), three majors (science, arts, English) across China. The researchers summarized 7 factors (intrinsic interest, immediate achievement, learning situation, going abroad, social responsibility, individual development and information medium) working under 3 types of motivation (instrumental, cultural and situational motivation) as the results. The achievement this research has made is establishing a new framework for Chinese EFL (English as a foreign language) learning context. And it could be further investigated in future in a larger region among Asian countries.

Sayeedur (2005) carried out a survey in Bangladesh private universities aiming to examine students' socio-psychological orientations toward learning English as a foreign language using interview and questionnaire adopted from Gardner's AMTB (1985) as the instruments. 94 undergraduates were selected from the American International University, Bangladesh (AIUB). With the help of SPSS, the results showed that instrumental motivation was the major motivational orientation of Bangladesh undergraduates, which meant that students in Bangladesh learn English primarily for instrumental reasons. The study suggested that further researches can be done in motivation and attitude especially to determine varieties of motivational orientations in

a monolingual country like Bangladesh. At the same time, it provided reliable evidence for using AMTB in an EFL setting.

Azizeh Chalak and Zohreh Kassaian (2010) has investigated various socio-psychological motivation orientations on 108 Iranian non-native English speaking local undergraduates' motivation toward learning English using Gardner's AMTB. The participants are majoring in English translation at Islamic Azad University, Iran. The authors successfully found that the participants' Instrumental and Integrative Orientations were high toward learning English. The results provided reliable evidences for using AMTB in an EFL country in Asia, and also provided chances for researchers to do further research in other academic settings with different participants in Asia.

## 2.5 Gardner's Framework of Second Language Acquisition

### 2.5.1. Meaning of Motivation

When concerning about the term motivation, one would probably think about integrative and instrumental motivation, intrinsic and extrinsic motivation, which are well known motivational constructs when referring to second language acquisition (Gardner, 2007). They are the most frequent in used terms by many researchers during the past few decades. Gardner (2005) has pointed out that the terms "Integrative Motivation" and "Instrumental Motivation" which were thought to be initialized by Gardner and Lambert (1985) were not the exact terms that they have been studied and even used in their articles. They were not equivalent to Integrative and Instrumental Orientations. The terms proposed by Gardner and Lambert (1985) were Integrative and Instrumental Orientations which are not the only criteria for second language learning. Other factors would affect L2 learning such as desire, attitude and anxiety. According to

Gardner (2005), when there is a goal, a motivated individual would make an effort to achieve that goal. Whether he can successfully achieve that goal depends on many other characteristics. During the process of achieving a goal, one has desire and enjoyment, some degree of success would help him obtain self-confidence which makes him persist pursuing, the reasons for his behavior could be called motive. The motive must be studied in relationship with other features of a motivated individual, which would be called studying motivation. Krashen (2002) has also discussed that learners with higher motivation, self-confidence, good self-image, and low level of anxiety would succeed easier in second language learning.

### 2.5.2 The Fundamental Model

In the fundamental model (Gardner, 2005) (Figure 2.1), there are two important factors that would influence second language learning: ability and motivation. By considering the motivation in second language learning in school context, Gardner (2007) proposes that the school context can be seen from two different points of view: Cultural context and Educational context. Studying a second language is unlike studying the first language or other subjects, one is studying the language rooted in another culture which is not in his own culture. One's attitudes, beliefs, personality characteristics, ideals, expectations are involved in the Culture context (Gardner, 2007). "The Educational context refers generally to the educational system in which the student is registered and specifically to the immediate classroom situation" (Gardner, 2007). Gardner (2007) marks that "it is the influence of the Educational Context on the individual's attitudes that influence the individual's level of motivation". Quality of the program, the interest, enthusiasm, skills of the teacher, adequacy of the materials, the curriculum and the classroom atmosphere are involved in the Educational context (Gardner, 2007).
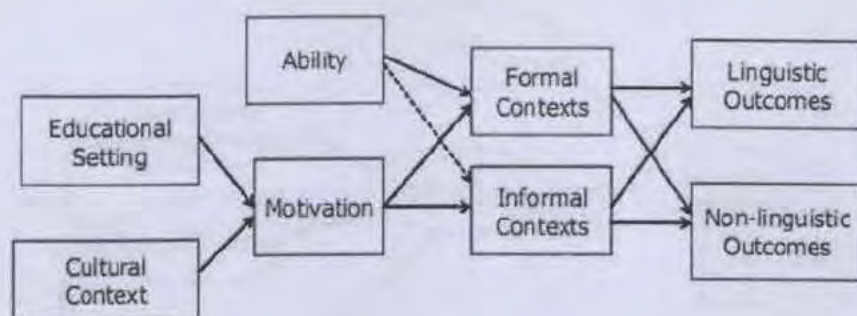
**Figure 2.1 The Fundamental Model**

According to the model (Figure 2.1), educational setting and cultural context have influences on motivation, but have nothing to do with the ability. On one hand, a learner with higher levels of ability may successful learn the second language easier than others who are at average level of ability. On the other hand, a learner with high level of motivation would achieve goals easier in learning a second language spending less effort than the ones who have lower levels of motivation (Gardner, 2005). Thus, having high level of both ability and motivation would lead an individual to success easier than those who have only high level of ability or high level of motivation. Both ability and motivation are related to formal and informal language learning context, and lead to linguistic and non-linguistic outcomes.

### 2.5.3 Gardner's Socio-educational Model

The Socio-educational Model (Figure 2.2) shows factors related to the individual's motivation to learn a second language. Gardner (2005) highlighted the categories of Attitudes to the Learning Situation, Integrativeness, Anxiety and Instrumentality in this model.
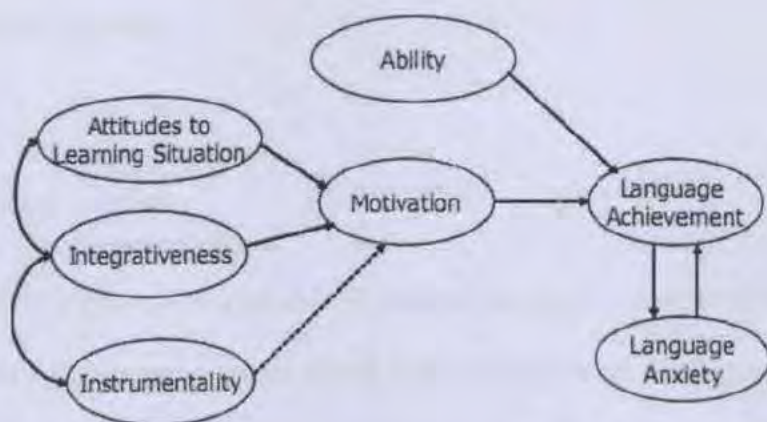
Figure 2.2 Gardner's Socio-educational Model

### 2.5.3.1 Attitudes to the Learning Situation

The "learning situation" comprises teachers' skills, curriculum, lesson plans and evaluation procedures. High level of learning situation would promote high level of motivation. As mentioned in the previous section (2.5.2), the variables of the Educational Context in the fundamental model can be directly linked to the factors of Attitudes towards Learning Situation in the Socio-educational Model which will be discussed in later sections.

### 2.5.3.2 Integrativeness

Gardner (1985) conceptualizes Integrative Orientation as "the value of learning English to become truly part of both cultures". Gardner (2007) argues that the meaning of integrativeness did not mean that one wants to be a member of another speech community, but that the individual is interested in learning the language in order to communicate with speakers from another speech community, and is interested in the other cultural community in general (Gardner, 2007). By considering the characteristics of Integrativeness, it can be linked to the Cultural Context of the fundamental Model in

second language learning.

### 2.5.3.3 Language Anxiety

Language Anxiety plays a reverse role to second language achievement. An individual with low level of language anxiety would achieve high level of language achievement and vice versa (Gardner, 2005). "It could be aroused in many situations (interpersonal communication, language drills, and examinations). Such anxiety could result from more general forms of anxiety such as ... Experiences in language class, or because of concern about deficiencies in language knowledge and skill" (Gardner, 2005).

### 2.5.3.4 Instrumentality

Instrumentality is also an important variable in second language learning, it is more familiar to people by the term of "Instrumental Orientation", and normally be studied as a counter-part with Integrative Orientation. Differing from the meaning of integrativeness (which has been discussed in 2.4.3.2), Instrumentality inclines more to the individual wants to learn the language for practical use. Instrumental Orientation refers to "the economic and practical advantages of learning English" (Gardner, 1985, 2005).

Since both Integrative and Instrumental Orientations are important and essential leading to success in second language learning, it was found that Integrative Orientation contributed to long term success (Taylor, Meynard and Rheault 1977, Ellis 1997, Crookes et al 1991, cited by Jacqueline 2001). However, Brown (2000) pointed out that a combination of both Integrative and Instrumental Orientations worked in people's second language learning. This theory was supported by Gardner (2005) who pointed

out that it has already been documented that there were positive relations between these two orientations and they cannot be independent of one another.

From the uni-directional arrow in figure 2.2, it can be seen that there are positive relationships between Attitudes to Learning Situation, Integrativeness, Instrumentality and Motivation. High levels of language motivation or language ability can lead to high language achievement. Motivation and ability are not totally independent, one with both of higher motivation and ability would be more successful in a second language learning (Gardner, 2005). The two directional arrow (figure 2.2) between language achievement and language anxiety in the Socio-educational Model shows that there are negative relationships between them, the higher level success one has achieved, the lower level anxiety he has and vice versa (Gardner, 2005).

## 2.6 The Attitude and Motivation Test Battery (AMTB)

Gardner (1985) has carried out The Attitude and Motivation Test Battery (AMTB) which was developed based on the Socio-educational Model of second language acquisition. It comprised 11 sub-categories with 130 items. Nine of the sub-categories were designed to measure three primary concepts of the Socio-educational Model: motivation, integrativeness and attitudes toward the learning situation. Two were reasons for learning a second language: Instrumental and Integrative Orientation. Under each sub-category, there were several items of measurement (Gardner, 2003).
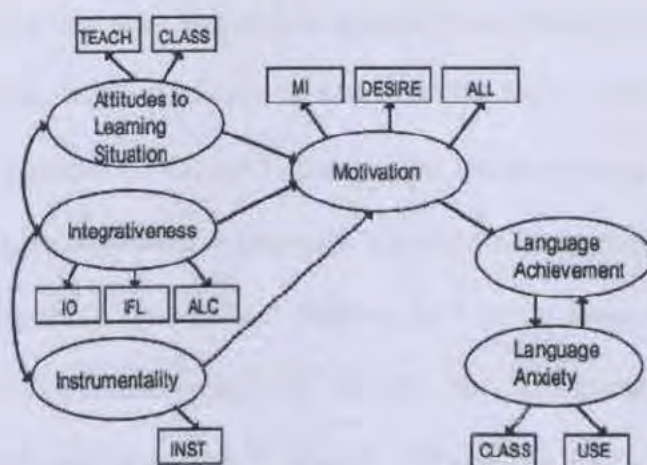
Figure 2.3 The Socio-educational Model with Indicator Variables

## 2.6.1 Attitudes to the Learning Situation

Category of Attitudes to the Learning Situation is one of the major factors supporting Motivation which is viewed as an important influencing factor that contributes to individuals' achievement in second language learning. It refers to "the individual's reaction to anything associated with the immediate context in which the language is taught." (Gardner, 2003). Attitudes towards Learning Situation in AMTB is used to measure learners' satisfactory level to their learning environment, which means that this factor was related to class setting. It comprises two sub-categories: Teacher Evaluation and Course Evaluation which will be discussed in later sections. On one hand, Teacher Evaluation is mainly to measure learners' satisfactory degree to teachers, for example, teachers' teaching ability and teachers' ways of presenting knowledge. On the other hand, Course Evaluation focuses on the course itself, for example, the curriculum design, the lesson planning and the materials used.

## 2.6.2 Integrativeness

In Socio-educational model, Integrativeness is one of the major factors cooperating with

Attitudes towards the Learning Situation to support Motivation which is viewed as an important influencing factor that contributes to individuals' achievement in second language learning. Gardner (1985, 2003) has defined Integrativeness as "an openness to identify, at least in part, with another language community". Integrativeness comprises 3 sub-categories: Integrative Orientation, Interest in Foreign Language and Attitudes towards the Language Community. In AMTB, the sub-category of Integrative Orientation is used to measure learners' interest of learning a second language in order to interact with speakers from another speech community or to experience another speech environment. Sub-category of Interest in Foreign Language is used to measure learners' general interest on the target language. Sub-category of Attitudes towards the Language Community is used to measure learners' thought towards the language group and its culture. Gardner (1985, 2003) hypothesized that an individual may not be interested in the target language group, but open to all groups.

### 2.6.3 Motivation

Motivation refers to "goal-directed behavior (cf. Heckhausen, 1991)." (Cited by Gardner, 2003). It cooperates with other factors influencing one's second language learning in the Socio-educational model. It is mainly influenced by integrativeness and attitudes toward the learning situation. It comprises three sub-categories: Motivation Intensity, Desire to Learn the Language and Attitudes towards Learning the Language. Motivation Intensity focuses on measuring the frequency and intensity of learners' in second language learning. Oxford, R. and Shearin J (1994) has said that motivation directly influences how often students use L2 learning strategies, how much students interest with native speakers, how much input they receive in the language being learned and how high their general proficiency level becomes. Sub-category of Desire to Learn the Language focuses on measuring the willingness of learners to learn the

language. Sub-category of Attitudes towards Learning the Language focuses on measuring learners' thought towards the target language.

### 2.6.4 Language Anxiety

Language Anxiety cooperates with Language Ability and Motivation which influence one's second language learning in the Socio-educational model. However, unlike the positive relationships between Language Ability, Motivation and Language Achievement, Language Anxiety plays an opposite effect on language achievement. The higher the anxiety, the worse the language achievement. Gardner (2005) has classified the varieties of anxiety into "two broad situations, in language class and contexts outside classroom situation" (Gardner, 2005): Language Class Anxiety and Language Use Anxiety. In the sub-category of Language Class Anxiety, the main purpose of language class anxiety is to measure learners' anxiety levels of using the target language inside the classroom. In the sub-category of Language Use Anxiety, the main purpose of language use anxiety is to measure learners' anxiety levels of using the target language in actual use in daily life.

### 2.6.5 Instrumentality

"The notion of Instrumentality refers to conditions where the language is being studied for practical or utilitarian purposes" (Gardner, 2005). In the Socio-educational Model (2005), Instrumentality is a factor that can affect motivation as well, at the same time, it is related to language learning achievement and mediated by motivation. In AMTB, there is only one scale to measure Instrumentality, which is Instrumental Orientation (INST).

# CHAPTER 3: METHODOLOGY

## 3.1 Introduction

The purpose of this chapter is to discuss details of research procedure, conceptual model, research instrument, respondents and methodology of data analysis of the present study.

## 3.2 The Research Procedure

The current study was carried out among international undergraduates who speak English as their second or foreign language from three universities in Kuala Lumpur, Malaysia. The researcher spent approximately 2 months (from December 2010 to February 2011) designing a pilot study, distributing questionnaires, and researching on them to see the results. From the responses taken from the pilot study, the questionnaire was modified and open-ended questions were added. The questionnaire was distributed to three universities (UM, UIA and Taylor's) located in three different parts of Kuala Lumpur, Malaysia. Data (quantitative) management and analysis was performed using SPSS (Statistical Product and Service Solutions) version 16.0. The qualitative data (from the open-ended questions) were put into Microsoft Word and analyzed holistically. For data analysis, descriptive statistics and inferential statistics were done to find out the attitudes of the participants and motivational factors, as well as significant differences among them toward learning English.

## 3.3 The Conceptual Framework

The model of attitudes and motivation developed for the current study was Gardner's

Socio-educational model of second language acquisition (2005) which originally investigated learners' foreign language attitudes and motivation towards learning French in European and North American context. Although there were several works on attitudes and motivation (Mohammed 2005, Ainol 2009, Samsiah 2009, Brown 2004, Gao 2004, Sayeedur 2005, Azizeh & Zohreh 2010), works based on Asian context were few. Besides, most of them focused on intra-ethnic groups, for example, attitudes and motivation differences between Chinese learners of Chinese educated and English educated. The present study looked at the international undergraduates' attitudes and motivation from inter cultural aspects (the participant distribution will be discussed in 3.5).

Gardner (1985) has introduced the social-educational model on the basis of social-psychological model (1963). And he kept on refining the model for the past half century. The Attitude Motivation Test Battery (AMTB) (Table 3.1) was developed to measure the various items of the Socio-educational Model of second language acquisition, it has been used by researchers in Asian context (such as Sayeedur 2005, Gao 2004) (Table 3.1, Column 1).

Table 3.1 The Socio-educational Model of Second Language Acquisition

| Column 1 | Column 2 |
|---|---|
| Gardner's Socio-educational Model (2005) | The modified version for the current study |
| *Attitudes toward the Learning Situation*<br>Language Teacher - Evaluation (Teach)<br>Language Course - Evaluation (Course) | *Attitudes toward the Learning Situation*<br>Teacher Evaluation (Teach)<br>Course Evaluation (Course) |
| *Language Anxiety*<br>Language Class Anxiety (CLASS)<br>Language Use Anxiety (USE) | *English Anxiety*<br>English Class Anxiety (CLASS)<br>English Use Anxiety (USE) |
| *Integrativeness*<br>Integrative Orientation (IO)<br>Interest in Foreign Language (IFL)<br>Attitudes toward the Language Community (ALC) | *Integrativeness*<br>Integrative Orientation (IO)<br><br>*Instrumentality* |

| | |
|---|---|
| *Instrumentality*<br>Instrumental Orientation (INST) | Instrumental Orientation (INST)<br><br>*Personal Motivation*<br>Motivation Intensity (MI)<br>Desire to Learn English (DESIRE)<br>Attitudes towards Learning English (ALL) |
| *Motivation*<br>Motivation Intensity (MI)<br>Desire to Learn the Language (DESIRE)<br>Attitudes towards Learning the Language (ALL) | |

Table 3.1, continued

The current study aimed to investigate the attitudes and motivation towards learning English, so the subject of each category was changed into English instead of "language". The category of Motivation focuses on personal motivation, desire and attitudes to learn English, thus the title of this category was modified as Personal Motivation. Since the current study was based on the Malaysian context, in which the native English culture was not evident, the pilot study also showed that some of the categories were not suitable for investigation. Thus categories related to the native English environment such as attitudes towards the native English community were omitted. Sub-categories on Interest in Foreign Language and Attitudes toward the Language Community under the category of Integrativeness were dropped. Thus the original eleven sub-categories were reduced to nine sub-categories. However, the five main categories were retained. (Table 3.1, Column 2)

In the modified model of the current study, the sequence of categories in the questionnaire was changed in order to answer the research questions 1 and 2. Analysis to categories of Attitudes toward the learning Situation and English Anxiety were used to measure international undergraduates' Attitudes towards learning English in Malaysia. Findings of categories of Integrativeness, Personal Motivation and Instrumentality were used to examine motivational factors which affect international university undergraduates towards learning English in Malaysia.

## 3.4 The Research Instruments

The research instruments of the current study was a self-report questionnaire using Likert scale which was adopted and modified from Gardner's Attitude Motivation Test Battery AMTB (2004) containing 9 categories, 50 items regarding learning attitudes and motivation, and 6 open-ended questions.

## 3.4.1 The Questionnaire

In the Socio-educational Model, Gardner and his colleagues (1959, 1972, 2003, 2005, 2007) have worked out a complete theory on second language learning. Participants' attitudes and motivation were assessed through the Attitude Motivation Test Battery (AMTB) (Appendix A) which yielded large quantitative data.

The questionnaire of the current study was made up of three parts, the first part was independent variables (Table 3.2) about background information of participants, the second part was dependent variables on nine sub-categories of the modified Socio-educational model (as discussed in 3.3) in Likert Scales from strongly disagree to strongly agree, the third part was open-ended questions designed as follow up questions to the dependent variables in the second part. Items on the questionnaire were reduced from the original revision of 130 items to 50 items. The original sequence of the items were not in order, there were both positive and negative statements, and some items were repeated which aimed to evaluate responses consistency. In the present study, all the items were re-arranged by categories. On one hand, Integrative Orientation had 6 items, Instrumental Orientation had 9, all other categories had 5 for each. On the other hand, negative statements remained in the current study. Other than integrative and Instrumental Orientations, there were 2 or 3 items in negative voice in all the categories.

(Instrumentation A)

Table 3.2 Variables on the Questionnaire

| Locations | Variables |
|-----------|-----------|
| Part 1 | **Independent Variables**<br>University<br>Major<br>Nationality<br>Gender<br>Years of undergraduate study<br>Years of learning English<br>Years in Malaysia<br>Learning English as the second or foreign language<br>First language<br>English course |
| Part 2 | **Dependent Variables**<br>Integrative Orientation<br>Instrumental Orientation<br>Personal Motivation<br>Attitudes towards Learning Situation<br>Language Anxiety |
| Part 3 | **Open-ended Questions** |

### 3.4.2 Open-ended Questions

The third part on the questionnaire was six open-ended questions. In the pilot study, the researcher found that participants had various choices on some categories in the questionnaire. In order to find out the reasons why the diversity occurred and to evaluate attitudes in a wider range, six open-ended questions were designed as back up questions for participants to explicitly explain their reasons. The findings of open-ended questions supported the researcher's quantitative analysis in answering the research questions.

The limitation of instruments used in the present study was the lack of observation or other instruments' help. The current study was based on questionnaire and open-ended question data. The study may have limitations because self-reported data was not stable, it might be different from the participants' genuine thoughts.

### 3.4.3 Pilot Questionnaire

A pilot questionnaire (Instrumentation B) was administered in December 2010 to a group of 16 students undergoing their first year to fourth year study at University Malaya. Nine female and seven male students took part in the pilot study.

The purpose of the pilot study was to check the appropriateness and reliability of the questionnaire, as well as to identify flaws in the questionnaire for the researcher to modify the items and statements in order to make the questionnaire easily comprehensible in actual distribution later. The open-ended questions were designed later which was not included in the questionnaire in the pilot study.

The results of the pilot study showed that two categories of Interest in Foreign Language and Attitudes toward the Language Community were hard to evaluate based on students' responses. The researcher also deleted items in section 2 so as to make the numbers of item slightly small to which students would be more willing to do it.

### 3.5 Participants and Universities

The participants consisted of first, second, third and fourth year international non-English speaking undergraduates from the University of Malaya (UM), the International Islamic University (UIA) and Taylor's University College (Taylor's). Some of the participants were ESL (English as a second language) speakers while some were EFL (English as a foreign language) speakers. English is a qualifying criterion for their degree. Various selective English courses were offered in the three universities, however, the EFL students had to attend a fundamental English course before they could enter their special disciplines (1.2).

Participants were chosen from three universities in Malaysia: University Malaya (UM), International Islamic University Malaysia (UIA) and Taylor's University College Malaysia (Taylor's). University Malaya (UM) is the oldest public university in Malaysia which is located in the southwest part of Kuala Lumpur. International Islamic University Malaysia (UIA) is a sponsored by eight different governments from the Organisation of the Islamic Conference (OIC). The main campus is located in Gombak, Selangor, at the northeast of Kuala Lumpur. Taylor's University College Malaysia (Taylor's) is one of the pioneers of private university in Malaysia, it has three campuses in Kuala Lumpur, the concerned campus in this study is the lake side campus located in Subang Jaya, the southwest part of Kuala Lumpur. The reasons why the three universities are chosen as sample universities are that these three universities are all located in Kuala Lumpur which was convenient for the researcher to reach, and there are relatively large numbers of international students in these universities which was easy for data collection and the participants would be more representative. Furthermore, these three universities represented three typical higher education forms in Malaysia of which the finding would be more representative. The researcher attempted to find whether there were motivational differences among participants' responses at the present study.

The initial sample consisted of 82 students of whom 18 did not complete all of the items in the questionnaire. Therefore only 64 of the responses were taken for the final analysis. Since the questionnaires were not distributed at one time and some of the participants were not willing to do the open-ended questions, only 43 of the participants answered both questionnaire and open-ended questions. Detailed information of participants' background will be presented as following in this section.

### 3.5.1 Participants' Background by University

As discussed in 3.5, random samples of students from three universities were involved in this study: University Malaya (UM), International Islamic University Malaysia (UIA) and Taylor's University College (Taylor's).

Table 3.3 Participants' Background by University

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| University | UM | 21 | 32.8 |
| | UIA | 23 | 35.9 |
| | Taylor's | 20 | 31.2 |

As shown in Table 3.3, the number of participants of each university are relatively equal (UM: N=21, 32.8% participants, UIA: N =23, 35.9% and Taylor's: N=20, 31.2%). Inferential statistical comparisons among universities will be made in the later section (4.3.2.1).

### 3.5.2 Participants' Background by Age

Table 3.4 lists participants' background information by age.

Table 3.4 Participants' Background by Age

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| Age | 18-22 | 45 | 70.3 |
| | 23-29 | 16 | 25.0 |
| | >30 | 3 | 4.7 |

From Table 3.4 it can be seen that most participants are within the aged range of 18 to 22 (N=45, 70.3%) years old, 16 (25%) participants are aged from 23 to 29, 3 (4.7%) of them were over 30.

### 3.5.3 Participants' Background by Gender

Table 3.5 lists participants' background information by gender.

Table 3.5 Participants' Background by Gender

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| Gender | Male | 29 | 45.3 |
| | Female | 35 | 54.7 |

Among the total participants, over half of them (N=35, 54.7%) are female while 29 (45.3%) are male. Inferential statistical comparisons between genders will be discussed in the later section (4.3.2.2).

### 3.5.4 Participants' Background by University Year

Table 3.6 lists participants' background information by university year.

Table 3.6 Participants' Background by University Year

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| University year | 1st year | 22 | 34.4 |
| | 2nd year | 21 | 32.8 |
| | 3rd year | 13 | 20.3 |
| | 4th year | 8 | 12.5 |

There are 22 (34.4%) first year students, 21 (32.8%) second year students, 13 (20.3%) third year students and 8 (12.5%) fourth year students. Since the degree programs differ from universities and majors, (3 year program and 4 year program) the participants were divided into 3 groups: the first group comprises the first year undergraduates, the second group consists students who are undergoing their second year of university study, while third and fourth years students form the final year group. Detailed discussions of inferential statistical comparisons among years of study will be made in the later section (4.3.2.3).

### 3.5.5 Participants' Background by Years of Learning English

Table 3.7 lists participants' background information by years of learning English.

Table 3.7 Participants' Background by Years of Learning English

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| Years of Learning English | 1-10 years | 43 | 67.2 |
| | 11-20 years | 20 | 31.3 |
| | > 20 years | 1 | 1.6 |

Majority of the participants (N=43, 67.2%) have learnt English for less than 10 years. 20 (31.3%) of them have learnt English for 11 to 20 years while only one (1.6%) has learnt English for over 20 years.

### 3.5.6 Participants' Background by Years in Malaysia

Table 3.8 lists participants' background information by year in Malaysia.

Table 3.8 Participants' Background by Years in Malaysia

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| Years in Malaysia | < 2 years | 31 | 48.4 |
| | 3-5 years | 30 | 46.9 |
| | > 6 years | 3 | 4.7 |

The participants who have been in Malaysia for less than 2 years (N=31, 48.4%) were relatively equal to the ones who have been here for 3 to 5 years (N=30, 46.9%). Only 3 (4.7%) of them have been in Malaysia for more than 6 years.

### 3.5.7 Participants' Background by Region

Table 3.9 lists participants' background information by region of participants' home countries.

Table 3.9 Participants' Background by Region

| Total N=64 | | Country | N | % | Total N | Total % |
|---|---|---|---|---|---|---|
| Region | Africa | Tanzanian | 3 | 4.7 | 7 | 11 |
| | | Nigerian | 1 | 1.6 | | |
| | | Eritrea | 1 | 1.6 | | |
| | | Ethiopian | 2 | 3.1 | | |
| | Asia | Indian | 2 | 3.1 | 32 | 50 |
| | | Chinese | 21 | 32.8 | | |
| | | Brunei | 1 | 1.6 | | |
| | | Korean | 6 | 9.4 | | |
| | | Indonesian | 2 | 3.1 | | |
| | Middle East | Sudanese | 7 | 10.9 | 20 | 31.3 |
| | | Yemeni | 4 | 6.2 | | |
| | | Jordanian | 2 | 3.1 | | |
| | | Syria | 1 | 1.6 | | |
| | | Iraqi | 1 | 1.6 | | |
| | | Iranian | 3 | 4.7 | | |
| | | Persian | 1 | 1.6 | | |
| | | Egyptian | 1 | 1.6 | | |
| | Others | Spanish | 1 | 1.6 | 5 | 7.8 |
| | | Brazil | 1 | 1.6 | | |
| | | Kosovo | 3 | 4.7 | | |

N = case number, % = percentage

The nationalities of participants are generally grouped into four main regions (Table 4.7). Most of the participants are from the Asian region (N=32, 50%). 7 (11%) are from the African region. 20 (31.3%) are from the Middle East region. And 5 (7.8%) are from the Other regions (Europe and South America). Details and comparisons among regions will be discussed in 4.3.2.4.

### 3.5.8 Participants' Background by Position of English

Table 3.10 lists participants' background information by position of English.

**Table 3.10 Participants' Background by Language**

| N=64 | | No. of case | Percentage |
|---|---|---|---|
| 1ˢᵗ/2nd L | English is the 2ⁿᵈ L | 22 | 34.4 |
| | English is the F L | 42 | 65.6 |

As table 3.10 presented, all the participants are EFL (English as a foreign language) or ESL (English as a second language) learners. 22 (34.4%) of the total participants are learning English as their second language. 42 (65.6%) of them have learnt English as their foreign language. Majority of the participants learnt English as a foreign language (N=42, 65.6%) while most of those who learned English as their second language are from African, Middle East and Others regions.

### 3.5.9 Participants' Background by English Courses

Table 3.11 lists participants' background information according to the types at English courses taken in the three universities.

**Table 3.11 participants' Background by English Courses**

| University | Course Name | Have Taken | Have not Taken |
|---|---|---|---|
| UM | Self-regulated vocabulary Strategy<br>Effective Presentation Skills<br>English for Academic Purpose<br>English Proficiency<br>Writing English Model<br>Speaking English for Professional Purpose<br>English Proficiency for teachers | 14<br>(66.7%) | 7<br>(33.3%) |
| UIA | CELPAD<br>English for Academic Purposes<br>IFLA | 10<br>(43.5%) | 13<br>(56.5%) |
| Taylor's | English Foundation<br>Business English<br>International English Course | 12<br>(60%) | 8<br>(40%) |

| I.C.P.U (International Canadian Pre-University) | | |
|---|---|---|
| Total | 36 (56.2%) | 28 (43.8%) |

Table 4.9, continued

There are 36 (56.2%) participants who had taken or were taking English courses, and 28 (43.8%) had not. It can be seen from table 4.9 that among the total participants, most (N=14, 66.7%) participants at UM have taken English courses, and there are various choices of English courses compared to participants at UIA (N=10, 43.5%) and Taylor's (N=12, 60%).

## 3.6 Method of Data Analysis

As discussed in 3.4.2 and 3.4.3, the questionnaires, open-ended questions yielded primarily qualitative data which were analyzed holistically. Data management and analysis was performed using Statistical Product and Service Solutions (SPSS) version 16.0. The data was subjected to several statistical procedures to obtain both descriptive and inferential statistics. Detailed discussions are given in the following sections.

### 3.6.1 The Use of Likert Scale

Participants were asked to respond to items on five scales (strongly disagree to strongly agree) of Likert Scale in section two on the questionnaire (Instrumentation A). Each point on the scale was given a value. The values of the scales were 1 to 5, the highest value of 5 was assigned to "Strongly Agree", and the lowest value of 1 was to Strongly Disagree", other values were shown in table 3.12 below

Table 3.12 Values Assigned to the Likert Scale

| Scale | Value |
|---|---|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

### 3.6.2 Descriptive Statistics

The descriptive statistics used in this study were mean, frequency, percentage and standard derivation. "A mean value is the arithmetic average of all scores in a data set and it is the most used measure of central tendency in applied linguistics research" (Hatch & Lazaraton 1991, cited by Ransirini 2006). In such circumstances, the mean would be a good measure of central tendency (Hatch & Lazaraton 1991, cited by Ransirini 2006). As discussed in 3.5.1, the values assigned for the Likert Scale range from 1 to 5. The mean of the sum of the five values for Likert Scale is 3, which means that if the calculate mean values of the questionnaire are lower than 3, the responses are negative, if the mean is higher than 3, then it shows positive response. The higher the mean value, the more positive the response.

The Frequency means the number of occurrences of participants' responses on a particular item. The percentage refers to a part of a whole expressed in hundredth.

Standard derivation is for measuring the dispersion of a distribution, defined as the square root of the variance (cited by Lau, 1999). The figure of standard derivation represents the dispersion/spread of the response from its mean, The more spread apart the data, the higher the diversity.

### 3.6.3 Inferential Statistics

The inferential statistics used in the current study were independent t-test (2-tailed) and One way Analysis of Variance (ANOVA).

Independent t-test is used to test the statistical significant differences between the means of two groups of data. The method allows for an inter-group comparison of means. In the current study, t-test (2-tailed) was used to analyze the statistical significant mean differences between gender groups. There is a null hypothesis in the test that there is no difference between the groups. The null hypothesis is an assumption that when the significant p value is lower than .05, the two groups are supposed to have the same mean, thus there is no statistical significant difference between the two groups. The mean difference is significant at (and below) the level of .05 ($p < .05$ or $p = .05$) from which the null hypothesis is rejected, which means that the difference between the two means is significant. Independent t-test used in the current study aimed to examine whether there were significant differences among the categories in the questionnaire between genders.

One way Analysis of Variance (ANOVA) is an extension of the independent group t-test where there are more than two groups. ANOVA is used to compare the means of more than two independent groups and examine the variation between all of the variables involved in the group to determine which variables are of statistical significance. The mean difference is significant at (and below) the level of $\alpha = .05$ ($p < .05$ or $p = .05$). A low p-value for this test indicates that the null hypothesis is rejected, which means that the sample population does not have the same mean but different means. In other words, there is evidence that at least one pair of means are not equal. In the present study, ANOVA is used to examine the categories in the questionnaire in terms of universities,

years of study and regions to see whether there is any significant difference between any
of the groups.

# CHAPTER 4: DATA ANALYSIS AND FINDINGS

## 4.1 Introduction

This chapter analyzes the empirical data elicited though two research instruments: questionnaire and open-ended questions. The questionnaire on one hand, contained primary quantitative data which is analyzed with the help of Statistical Product and Service Solutions (SPSS) version 16.0. The open-ended questions on the other hand, elicits data as follow up questions to the categories on the questionnaire.

There are four stages in analyzing the data. Firstly, the participants' background information which was provided in the first part of the questionnaire will be discussed. In the second stage, items on the questionnaire will be analyzed according to the nine sub-categories. In the third stage, the sub-categories are re-grouped and comparatively analyzed by university factor, gender factor, university year factor and region factor. Finally in the fourth stage, answers to open-ended questions are analyzed in the last section in this chapter.

## 4.2 Findings from the Questionnaire

Nine sub-categories on the questionnaire measured the extent of international undergraduates' attitudes and motivation towards learning English in the three selected universities in Malaysia. Under each sub-category, there were several items used to measure different aspects of the category. Statistical Product and Service Solutions (SPSS) version 16.0, descriptive statistics of frequency (f), percentage (%), mean (M), standard derivation (SD), One way Analysis of Variance (ANOVA) and Independent

t-test (2 tailed) were used in this section to analyze the items. The statistical analysis was done in two parts: descriptive statistical analysis and inferential statistical analysis. Positive answers were selected, analyzed and presented in table forms, while answers to negative voice items were converted to positive and then analyzed.

### 4.2.1 Descriptive Statistics

This section deals with the analysis of each sub-category on the questionnaire. Items in each sub-category are listed and then analyzed accordingly. In this section, a descriptive statistical analysis (mentioned in 3.5.2) was made. Table 4.1 represents the labels and their descriptions: $N$ stands for the total number of cases in the category on the questionnaire; $f$ stands for the number of participants who chose agree/strongly agree or converted positive items on the questionnaire; % stands for the percentage of the numbers who chose agree/strongly agree or reversed positive items on the questionnaire. (It has been pointed out that only frequencies and percentages of positive responses were considered and taken into analysis in this section); $M$ stands for the means of total choices for each item on the questionnaire; $SD$ stands for Standard Derivation of the mean of total choices for each item on the questionnaire. SD is an important criterion which shows the variability or diversity of participants' choices on an item. A high SD indicates that there is a wide diversity among participants' responses, on the contrary, a low SD implies that the diversity among the responses is small. In other words, the higher the SD, the more significant is the differences in the participants' choices, and vice versa. *Overall f & %* stands for the overall frequency and percentage of all positive responses of items in a category. *Overall mean* stands for the mean of all responses including positive and negative items in a category.

Table 4.1 Labels and Their Meanings

| Label | Meaning |
|---|---|
| *N* | Total number of cases involved in the category on the questionnaire |
| *f* | Number of participants who chose agree/strongly agree or converted positive items on the questionnaire |
| % | Percentage of the numbers who chose agree/strongly agree or reversed positive items on the questionnaire |
| *M* | Means of total choices for each item on the questionnaire |
| *SD* | Standard Derivation of the mean of total choices for each item on the questionnaire |
| *Overall f & %* | The overall frequency and percentage of all positive responses of items in a category |
| *Overall mean* | The mean of all responses including positive and negative items in a category |

The percentage of overall positive choices of a category is calculated by totaling the number of positive choices, divided by the total number of participants and then multiplied by the number of items included in the category. The formula below shows how the statistical analysis was done:

$$\text{Overall } f \ \& \ \% = \frac{N \text{ (total positive choices)}}{N \text{ (total participants} = 64) * N \text{ (item number)}}$$

### 4.2.1.1 Integrative Orientation

Integrative orientation refers to that of an individual who is interested in learning the language in order to communicate with speakers from another speech community, and is interested in the other cultural community in general (Gardner, 2007). The results of the items under the category of Integrative Orientation is tabulated in Table 4.2.

Table 4.2 Integrative Orientation

| Category | Items | N | f | % | M | SD | Overall f&% | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Integrative Orientation | 1. It helps me think and behave like native speakers. | 64 | 27 | 42.2 | 3.17 | 1.176 | 257 (66.9%) | 3.84 |
| | 2. It allows me to communicate with English speakers more easily. | 64 | 50 | 78.1 | 4.14 | 1.111 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 3. It allows me to meet and interact with more and varied people. | 64 | 50 | 78.1 | 4.12 | .900 | |
| | 4. It helps me to understand and appreciate the English way of life. | 64 | 34 | 53.1 | 3.59 | 1.080 | |
| | 5. It helps me understand English materials. | 64 | 50 | 78.2 | 4.06 | 1.111 | |
| | 6. It helps me appreciate English movies | 64 | 46 | 71.8 | 3.94 | 1.067 | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

Table 4.2, continued

The first item measured learners' attitudes towards being like a native speaker. Less than half (N=27, 42.2%) of the participants agreed on this item. The mean of the total choices is 3.17. As discussed in 3.5.2, this is viewed as positive when the mean is above 3. The respondents on this item show a relatively low positive degree. The standard derivation of 1.176 shows a relatively big variability or diversity on participants' choices on this item.

The second and third items in the category of Integrative Orientation measured participants' attitudes towards interacting/communicating with people using English. Both of the two items have the same number of participants (N=50, 78.1%). The mean of item 2 is the highest (M=4.14) in this category. The standard derivation of item 3 (M=4.12) is .900 which is the lowest standard derivation under the category of Integrative Orientation. This suggests that the diversity of participants' responses on this item was relatively smaller compared to other items in this category.

Items 5 and 6 were on participants' attitudes towards using English in their daily life. Over half (item 5: N=50, item 6: N=46) of the participants chose agree or strongly agree on both items. The standard derivation (item 5: SD=1.111, item 6: SD=1.067) of the two items are relatively big which indicate that there is a significant difference among participants' choices.

According to the formula, the percentage of overall positive choices of category of Integrative Orientation can be written as 257 / (64 * 6) = 66.9%, which suggests that participants are more integratively oriented in learning English. The overall mean is 3.84, which indicates that positive choices were made among the participants.

### 4.2.1.2 Motivational Intensity

Motivational Intensity refers to the time and effort that learners spend in learning a second/foreign language. Category two (Table 4.3) of Motivational Intensity consisted of five items, which were used to measure participants' frequency and intensity in spending time on learning English.

**Table 4.3 Motivational Intensity**

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Motivational Intensity | 1. I keep practicing on English almost every day. | 64 | 29 | 45.4 | 3.42 | 1.081 | 146 (45.6%) | 3.32 |
| | 2. When I have a problem understanding something in my English class, I always ask my teacher for help. | 64 | 24 | 37.5 | 3.09 | 1.080 | | |
| | 3. I work hard in learning English. | 64 | 40 | 62.5 | 3.44 | 1.052 | | |
| | 4. I put off my English homework as much as possible. | 64 | 14 | 21.9 | 2.94 | .833 | | |
| | 5. I'd rather give up and not pay attention when I don't understand English lesson. | 64 | 39 | 60.9 | 3.70 | 1.064 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.
Table 4.3, continued

Item 1 and 3 measured the frequency and intensity for participants spending time on studying English per week. 45.4% (N=29) of the participants practiced English almost every day while 62.5% (N=40) of them worked hard on learning English. The Mean of the two items are 3.42 and 3.44, which are relatively high among all the items in this category. The standard derivation of 1.081 and 1.052 showed that there is a relatively big diversity among participants' choices.

Item 2 measured the participants' attitudes towards getting their teachers' help when they have problems in studying English. Only 37.5% (N=24) of the participants chose to turn to their teachers for help. The mean of this item is 3.09. The standard derivation is 1.080, which is neither the highest nor the lowest values among all the items under the category of Motivational Intensity.

Item 4 and 5 are negative items, which were used to measure the participants' response towards home work and English lessons. After inverting the answers to correspond with other positive answers, it can be seen that there was only 14 (21.9%) in 64 (total) participants who did not put off their homework. The standard derivation of item 4 is 0.833 which is the smallest figure among all the items in this category suggesting a small diversity among their responses. 60.9% (N=39, M=3.70, SD=1.064) of the participants held positive views on English lessons in item 5.

Less than half (45.6%) of the total participants held positive choices for the category of Motivational Intensity. The overall mean of this category which is 3.32 could be interpreted as that the participants did not have a high positive attitude on Motivational Intensity towards learning English.

### 4.2.1.3 Desire to Learn English

This sub-category focuses on measuring the willingness of learners to learn the language.

**Table 4.4 Desire to Learn English**

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Desire to Learn English | 1. I want to learn English so well that it will become natural to me. | 64 | 45 | 70.3 | 3.94 | 1.111 | 210 (65.6%) | 3.79 |
| | 2. I want to be fluent in English. | 64 | 47 | 73.4 | 4.00 | 1.195 | | |
| | 3. Knowing English is not an important goal in my life. | 64 | 35 | 54.6 | 3.48 | 1.368 | | |
| | 4. Knowing basics of English is enough for me, there is no need to learn more. | 64 | 39 | 60.9 | 3.59 | 1.318 | | |
| | 5. Sometimes I'm thinking about dropping English. | 64 | 44 | 68.8 | 3.95 | 1.174 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

Five items on the questionnaire measured the third category of Desire to Learn English (table 4.4). Items 1 and 2 measured the participants' Desire to Learn English well. Over 70% (Item1: 70.3%, N=45, SD=1.111 and Item 2: 73.4%, N=47, SD=1.195) of the participants positively agreed with the two items. At the same time, there is a relatively big diversity among the responses.

Items 3 to 5 are negative items, which measured whether English is the basic goal for the participants and whether they thought of dropping the subject. For item 3 and 5, over half (item 3: N=35, 54.6%, M=3.48, SD=1.368. Item 4: N=39, 60.9%, M=3.59, SD=1.318) of the participants held positive views, which means that learning English is important for them and they need to acquire more than just some basic knowledge of English. At the same time, for item 5, 68.8% (N=44, 68.8%, M= 3.95, SD= 1.174) of the participants did not think of dropping English. The figures of standard derivation of items 3 and 5 are relatively big.

More than half (65.6%, M=3.79) of the participants held a high positive desire towards learning English.

### 4.2.1.4 Attitudes towards Learning English

This sub-category focuses on measuring learners' attitude towards the target language.

**Table 4.5 Attitudes towards Learning English**

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Attitudes towards Learning English | 1. Learning English is enjoyable. | 64 | 42 | 65.6 | 3.78 | .983 | 211 (65.9%) | 3.82 |
| | 2. English is very important in college life. | 64 | 51 | 79.7 | 4.12 | 1.091 | | |
| | 3. I try to learn as much English as I can. | 64 | 46 | 71.8 | 3.97 | 1.140 | | |
| | 4. I will give up studying English when I graduate because I'm not interested in it. | 64 | 42 | 75.7 | 3.89 | 1.286 | | |
| | 5. I'd rather spend more time on other subjects than learning English. | 64 | 30 | 46.9 | 3.34 | 1.263 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

Five items are included in the fourth category of Attitudes towards Learning English (Table 4.5). Item 1 to 3 are positive statements. Item 1 measured participants' interest in learning English. 65.6% (N=42) of the total number of participants thought that learning English was enjoyable. The standard derivation of 0.983 (M=3.78) which is the lowest figure among all the items in this category shows that participants held relatively the same view on this item. Item 2 measured the importance of English to the participants, 79.7% (N=51) of the total held positive view on this item. The mean of 4.12 (SD=1.091) which is the highest figure among all the items in this category showed that most of the participants who chose agree and strongly agree thought that English was an important part in their college lives. 71.8% (N=46, M=3.97, SD=1.140) of the participants agreed that they should learn English as much as they could.

Item 4 and 5 are negative statements, which measured participants' degree of dislike in learning English. 75.7% (N=42, M=3.89, SD=1.286) of the participants held positive view on item 4, they thought that they should continue learning even after they have graduated. However, less than half (N=30, 46.9%, M=3.34, SD=1.263) of the participants disagreed on item 5 that they would rather spend more time on other

subjects than English. There is a big diversity among their responses on these two items.

The overall percentage (65.9%, M=3.82) of participants' positive responses indicates that most of the participants held positive attitudes on learning English.

### 4.2.1.5 English Class Anxiety

The main purpose of English Class Anxiety is to measure learners' anxiety levels of using English inside the classroom.

Table 4.6 English Class Anxiety

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|----------|-------|---|---|---|---|----|--------------|--------------|
| English Class Anxiety | 1. I dare not volunteer answers in English class. | 64 | 24 | 37.5 | 3.33 | 1.128 | 137 (42.8%) | 3.17 |
| | 2. I never feel quite sure of myself when I speak English in class. | 64 | 25 | 39.1 | 3.27 | 1.172 | | |
| | 3. I sometimes feel anxious that other students will laugh at me when I speak English in class. | 64 | 28 | 43.7 | 3.41 | 1.256 | | |
| | 4. I am not nervous when asked to speak English in class. | 64 | 18 | 28 | 2.23 | 1.244 | | |
| | 5. There is no need to be scared speaking in the class. | 64 | 42 | 65.6 | 3.61 | 1.203 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

Five items on the questionnaire measured the category of English Class Anxiety (Table 4.6). Items 1, 4 and 5 measured participants' attitudes towards speaking English in class. The analysis for 1 and 4 show that not more than half (Item 1: N=24, 37.5%, M=3.33, SD=1.128. Item 4: N=18, 28%, SD=1.224) of the participants did not agree with the items on the questionnaire. For item 1, participants thought that they were not calm when speaking English in class. For item 4, the mean (M=2.23) clearly showed that it was the only one item in this category on which most participants held negative views. It can be seen from item 5 that 65.6% (N=42, M=3.61, SD=1.203) of the participants agreed that there was no need to be scared when speaking in the class. A big diversity can be seen among participants' choices on these three items.

Item 2 measured the participants' confidence in speaking English in class. The figure indicates that 39.1% (N=25, M=3.27, SD=1.172) of the participants were confident in speaking English in class. The standard derivation of 1.172 showed that there is a relatively big diversity among the responses.

For item 3, after inverting the negative statement to positive ones, about less than half (43.7%, N=28, M=3.41, SD=1.256) of the participants were of the view that others may laugh at them when they speak English in class. This suggested that most of the students were anxious when speaking in English in class.

The overall percentage of 42.8% (M=3.17) of participants' positive responses indicates that a minority of the participants rated highly on the category of English Class Anxiety. This means that a majority of them felt anxious and lacked confidence in speaking in English class.

### 4.2.1.6 English Use Anxiety

The main purpose of English Use Anxiety is to measure the learners' anxiety levels of using the target language in their daily activities.

Table 4.7 English Use Anxiety

| Category | Items | N | f | % | M | SD | Overall f & % | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| English Use Anxiety | 1. I feel nervous and uncomfortable when I speak English to a tourist. | 64 | 37 | 57.8 | 3.59 | 1.318 | 189 (59.1%) | 3.66 |
| | 2. I feel anxious if someone asks me something in English. | 64 | 39 | 60.9 | 3.66 | 1.250 | | |
| | 3. I feel relaxed when I give street directions in English. | 64 | 37 | 57.8 | 3.70 | 1.049 | | |
| | 4. I feel calm and sure of myself if I had to order a meal in English. | 64 | 38 | 59.4 | 3.70. | 1.064 | | |

| | 5. I would feel comfortable speaking English where both English and my native language speakers were present. | 64 | 38 | 59.4 | 3.67 | 1.070 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.
Table 4.7, continued

Five items on the questionnaire measured the category of English Use Anxiety (Table 4.7) which focused on the actual use of English in their daily interactions. This includes answering questions in English, speaking in English to tourists, giving street directions in English, ordering meals in English, and speaking English to native and non-native speakers of English.

Item 1 measured the participant's attitudes towards talking to tourists in English. 57.8% (N=37, M=3.59, SD=1.318) of the total held positive view on this item. Item 2 was about talking to people in English, 60.9% (N=39, M=3.66, SD=1.250) of the participants agreed that they were not anxious when communicating with others in English. There are relatively big diversities among the responses for item 1 and 2. For item 3, 57.8% (N=37, M=3.70, SD=1.049) of the participants agreed that they felt comfortable when giving street directions in English. For item 4, 59.4% (N=38, M=3.70, SD=1.064) of the participants felt comfortable when ordering meals in English in a restaurant. For item 5, 59.4% (N=38, M=3.67, SD=1.070) of the participants felt comfortable speaking English in front of both their native language speakers and speakers of English.

59.1% (M=3.66) of the total participants were positive on the category of English Use Anxiety, which means that only a minority of the participants were anxious when speaking English in their daily interactions.

## 4.2.1.7 Instrumental Orientation

"The notion of Instrumentality refers to conditions where the language is being studied for practical or utilitarian purposes" (Gardner, 2005).

**Table 4.8 Instrumental Orientation**

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Instrumental Orientation | 1. It helps me go for higher studies abroad. | 64 | 49 | 76.6 | 4.08 | 1.199 | 421 (73.1%) | 3.91 |
| | 2. It makes me more educated and knowledgeable. | 64 | 50 | 78.1 | 4.00 | 1.155 | | |
| | 3. It helps me to get a good and high-ranking job. | 64 | 44 | 68.8 | 3.95 | 1.188 | | |
| | 4. Other people will respect me more if I know English. | 64 | 38 | 59.4 | 3.72 | 1.046 | | |
| | 5. I have to pass English exams to complete my degree program. | 64 | 51 | 64.1 | 3.83 | 1.189 | | |
| | 6. I need to improve my reading skills to read English materials and to understand other subjects. | 64 | 46 | 71.9 | 3.86 | 1.139 | | |
| | 7. I need to improve my speaking skills for class discussions and presentations. | 64 | 49 | 76.6 | 3.95. | 1.090 | | |
| | 8. I need to improve my writing skills to write reports, assignments and projects. | 64 | 48 | 75 | 3.94 | 1.097 | | |
| | 9. I need to improve my listening skills to understand the lecture and course mates. | 64 | 46 | 71.9 | 3.84 | 1.072 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

There are 9 items in the category of Instrumental Orientation (Table 4.8) which measured individuals' wants to learn the language for practical use or for functional reasons. Item 1 measured the participants' attitudes towards the knowledge of English in helping them to further their studies abroad. 76.6% (N=49, SD=1.199) of the participants chose agree or strongly agree on this item. The mean of this item is up to 4.08 which is the highest among all the items in the category.

Items 2 and 4 measured participants' attitudes towards knowledge of English. For item 2, 78.1% (N=50, M=4.00, SD=1.155) of the participants agreed that learning English could make them more educated and knowledgeable. This is the highest percentage

among all the items in this category. At the same time, a relatively high SD indicates that there is a relatively big diversity among the responses. For item 4, 59.4% (N=38, M=3.72, SD=1.046) of the participants agree that their knowledge of English would make others respect them more.

Items 3 and 5 specifically measured functional orientations. Item 3 was about the knowledge of English that could enable them to get good and high-ranking jobs. 68.8% (N=44, M=3.95, SD=1.188) of the participants held positive views on this item. For item 5, 64.1% (N=51, M=3.83, SD=1.189) of the participants positively agreed that they need to pass English exams as a necessity for the completion of their degree programs. The SD of these two items are relatively high, thus participants' choices towards these two items are relatively diverse.

Items 6 to 9 measured participants' attitudes towards the four language skills of reading, speaking, writing and listening. For item 6, 71.9% (N=46, M=3.86, SD=1.139) of the participants agreed that their reading skills needed to be improved in order to understand other subjects and materials in English. For item 7, 76.6% (N=49, M=3.95, SD=1.090) of the participants agreed that they wanted to improve their speaking skills in order to be able to discuss and present in class. For item 8, 75% (N=48, M=3.94, SD=1.097) of the participants thought that their writing skills needed to be improved to enable them to write reports and do projects. For item 9, 71.9% (N=46, M=3.84, SD=1.072) of the participants thought that their listening skills needed to be improved in order to understand others. The analysis above indicates that among the four language skills, speaking and writing skills are relatively given more importance by all the participants. In other words, the focus is on the output rather than the input. Participants are more motivated to improve their speaking and writing skills for relevant needs.

The overall percentage of positive choices of 73.1% show that for their undergraduate studies, majority of the participants held a more positive view on Instrumental Orientations. The overall mean of 3.91 is the highest among all the categories. Besides, among the four language skills, the output skills of speaking and writing are highly rated.

### 4.2.1.8 Teacher Evaluation

Teacher Evaluation is mainly to measure learners' satisfactory degree to teachers, for example, teachers' teaching ability and teachers' ways of presenting knowledge.

**Table 4.9 Teacher Evaluation**

| Category | Items | N | f | % | M | SD | Overall f &% | Overall Mean |
|----------|-------|---|---|---|---|----|-----------|--------------|
| Teacher Evaluation | 1. I love to go to class because my English teacher is good. | 64 | 21 | 32.9 | 3.14 | 1.125 | 109 (34.1%) | 3.13 |
| | 2. My English teacher has a dynamic and interesting teaching style. | 64 | 23 | 35.9 | 3.27 | 1.087 | | |
| | 3. I study English hard because of my English teacher's encouragement. | 64 | 19 | 29.7 | 3.05 | 1.147 | | |
| | 4. I have thought about having another English teacher. | 64 | 24 | 37.4 | 3.17 | 1.149 | | |
| | 5. My English teacher doesn't present materials in an interesting way. | 64 | 22 | 34.4 | 3.03 | 1.172 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

Five items on the questionnaire measured the category of Teacher Evaluation (Table 4.9) which measured participants' satisfactory level of their teachers. For item 1, 32.9% (N=21, M=3.14, SD=1.125) of the participants thought that their English teachers were good. For item 2, 35.9% (N=23, M=3.27, SD=1.087) of them thought that their English teachers' teaching styles were good. For item 3, 29.7% (N=19, M=3.05, SD=1.147) of the participants agreed that their teachers gave them a lot of encouragement in learning English. For item 4, 37.4% (N=24, M=3.17, SD=1.149) of the participants did agree that the teachers should be changed. For item 5, 34.4% (N=22, M=3.03, SD=1.172) of

the participants did not agree that their teachers have not presented the materials in interesting ways. From the figures above one can observe that a minority (less than half) of the participants held positive views to all the items in this category. At the same time, the standard derivations of all the items show that the diversity is big among their responses towards every item.

The overall percentage of positive choices and the overall mean are 34.1% and 3.13 respectively and these indicate the lowest among all the categories in the questionnaire. It can be inferred that a minority of the participants have high evaluations of their English teachers. In other words, the majority of the participants are not satisfied with their English teachers' teaching.

### 4.2.1.9 Course Evaluation

This sub-category focuses on the course itself, for example, the curriculum design, the lesson planning and the materials used.

#### Table 4.10 Course Evaluation

| Category | Items | N | f | % | M | SD | Overall f & % | Overall Mean |
|---|---|---|---|---|---|---|---|---|
| Course Evaluation | 1. English is my favorite course. | 64 | 27 | 42.2 | 3.41 | 1.080 | 143 (44.7%) | 3.37 |
| | 2. The activities in English class are interesting. | 64 | 32 | 50 | 3.61 | 1.018 | | |
| | 3. The materials of my English course are interesting. | 64 | 28 | 43.8 | 3.36 | 1.014 | | |
| | 4. To be honest, I'm not so interested in my English class. | 64 | 28 | 42.8 | 3.28 | 1.228 | | |
| | 5. My English class is boring. | 64 | 28 | 42.8 | 3.19 | 1.287 | | |

N = case number, f = frequency, % = percentage, M = mean, SD = standard derivation.

There are five items on the questionnaire which measured the category of Course Evaluation (Table 4.10) for the English courses and classes. Items 1, 4 and 5 measured participants' interest towards their English courses, and they were negative statements. For item 1, 42.2% (N=27, M=3.14, SD=1.080) of the participants thought that they

liked their English courses the most. For item 4, 42.8% of the reversed responds (N=28, M=3.28, SD=1.228) rated positively on it, which means that they did not agree with the statement in the questionnaire that they were not interested in their English course. For item 5, 42.8% (N=28, M=3.19, SD=1.287) of them did not agree that English courses were boring. The SD of item 4 and 5 are relatively bigger than that of item 1 which suggests that participants' choices on these two items are more dispersed.

Item 2 and 3 measured the participants' attitudes towards activities and materials in their English classes. Half (50%, N=32, M=3.61, SD=1.018) of the participants agreed that the activities in their English class were interesting (Item 2). For item 3, 43.8% (N=28, M=3.19, SD=1.287) of the participants agreed that the materials of their English course were interesting.

The overall percentage of positive choices of 44.7% with the overall mean of 3.37 show that less than half of the participants have a high or relatively high level of agreement for the category of Course Evaluation.

## 4.2.2 Inferential Statistics

In this section, descriptive statistics of frequency (f), percentage (%), mean (M), and standard derivation (SD) are used to analysis the findings. At the same time, inferential statistics (chapter 3, 3.5.3) of One way Analysis of variance (ANOVA) and Independent 2-tailed t-test are used as well. The analyses will be presented in the following sections.

## 4.2.2.1 ANOVA analysis based on University Factor

The number of participants of each university were relatively equal (UM = 21, UIA = 23, Taylor's = 20). In One way Analysis of variance (ANOVA), when $\alpha$ is smaller than 1 from which the null hypothesis is rejected, this means that the sample population do not have the same mean but different means. As was discussed in 3.5.3, the mean difference is significant at (and below) the level of $\alpha = 0.05$ ($p < .05$ or $p = .05$). As one way Analysis of variance (ANOVA) is used to compare means among more than two groups, when a mean significance appears, it means that there is at least one significant difference between two groups, or they are different from each other. Surprisingly, significant differences were found among the participants of the three universities on Motivational Intensity (F = 4.898, p =.028), Desire to Learn English (F = 6.275, p = .014), class anxiety (F = 9.675, p =.003), use anxiety (F = 3.961, p = .0148) and Instrumental Orientation (F = 10.863, p = .000). The following table (Table 4.11) shows the analysis based on University Factor according to ANNOVA. Detailed analyses will be presented in the following sections.

Table 4.11 ANOVA analysis based on University Factor

| Category | University | n | M | SD | % of Positive | % of Negative | F | Sig. |
|---|---|---|---|---|---|---|---|---|
| Integrative Orientation | UM | 21 | 4.02 | .603 | 97 (77.0%) | 12 (9.5%) | 1.345 | .290 |
| | UIA | 23 | 3.87 | .426 | 92 (66.7%) | 16 (11.6%) | | |
| | Taylor's | 20 | 3.61 | .172 | 69 (57.5%) | 21 (17.5%) | | |
| Motivational Intensity | UM | 21 | 3.66 | .343 | 65 (61.9%) | 15 (14.3%) | 4.898* | .028 |
| | UIA | 23 | 3.03 | .368 | 39 (33.9%) | 31 (27%) | | |
| | Taylor's | 20 | 3.19 | .261 | 36 (36%) | 28 (28%) | | |
| Desire to Learn English | UM | 21 | 4.17 | .142 | 87 (82.9%) | 9 (8.6%) | 6.275* | .014 |
| | UIA | 23 | 3.07 | .788 | 67 (58.3%) | 25 (21.7%) | | |
| | Taylor's | 20 | 3.57 | .301 | 56 (56%) | 22 (22%) | | |
| Attitudes toward Learning English | UM | 21 | 4.12 | .312 | 82 (78.1%) | 5 (4.8%) | 3.846 | .051 |
| | UIA | 23 | 3.37 | .656 | 60 (52.2%) | 23 (20%) | | |
| | Taylor's | 20 | 3.82 | .168 | 69 (69%) | 22 (22%) | | |
| Class Anxiety | UM | 21 | 3.71 | .057 | 61 (58.1%) | 12 (11.4%) | 9.675* | .003 |
| | UIA | 23 | 2.89 | .418 | 53 (46.1%) | 32 (27.8%) | | |
| | Taylor's | 20 | 3.02 | .355 | 33 (33%) | 37 (37%) | | |
| Use Anxiety | UM | 21 | 3.89 | .098 | 72 (68.6%) | 8 (7.6%) | 3.961* | .048 |
| | UIA | 23 | 3.07 | .744 | 65 (56.5%) | 23 (20%) | | |
| | Taylor's | 20 | 3.43 | .289 | 52 (52%) | 25 (25%) | | |
| Instrumental Orientation | UM | 21 | 4.12 | .215 | 154 (81.5%) | 17 (9%) | 10.863* | .000 |
| | UIA | 23 | 3.78 | .120 | 128 (61.8%) | 31 (15%) | | |
| | Taylor's | 20 | 3.83 | .154 | 129 (71.7%) | 16 (8.9%) | | |
| Teacher Evaluation | UM | 21 | 3.33 | .205 | 46 (43.8%) | 21 (20%) | 3.627 | .059 |
| | UIA | 23 | 3.08 | .071 | 28 (15.7%) | 33 (28.7%) | | |
| | Taylor's | 20 | 3.13 | .157 | 35 (35%) | 30 (30%) | | |
| Course Evaluation | UM | 21 | 3.46 | .182 | 46 (43.8%) | 21 (20%) | 2.619 | .114 |
| | UIA | 23 | 3.25 | .200 | 39 (33.9%) | 27 (23.5%) | | |
| | Taylor's | 20 | 3.51 | 215 | 56 (56%) | 22 (22%) | | |

* The mean difference is significant at the .05 level.
Table 4.11, continued

## 4.2.2.1.1 ANOVA analysis based on University Factor of Motivational Intensity

Table 4.12 ANOVA Analysis based on University Factor of Motivational Intensity

| Category | University | n | M | SD | % of Positive | % of Negative | F | Sig. (p) |
|---|---|---|---|---|---|---|---|---|
| Motivational Intensity | UM | 21 | 3.66 | .343 | 65 (61.9%) | 15 (14.3%) | 4.898* | .028 |
| | UIA | 23 | 3.03 | .368 | 39 (33.9%) | 31 (27%) | | |
| | Taylor's | 20 | 3.19 | .261 | 36 (36%) | 28 (28%) | | |

* The mean difference is significant at the .05 level.

It can be seen from table 4.12 that the figure (M=3.66, SD=0.343) of Motivational Intensity of UM is the highest among the three universities. This indicates that the participants at UM have high Motivational Intensity to learn English because they are exposed to more English courses than the participants from the other two universities. The standard derivation figure of Taylor's (SD=.261, M=3.19) is the lowest among the three universities. Therefore, this implies that the differences of participants' responses are the smallest among the three universities.

### 4.2.2.1.2 ANOVA analysis based on University Factor of Desire to Learn English

Table 4.13 ANOVA Analysis based on University Factor of Desire to Learn English

| Category | University | n | M | SD | % of Positive | % of Negative | F | Sig. |
|---|---|---|---|---|---|---|---|---|
| Desire to Learn English | UM | 21 | 4.17 | .142 | 87 (82.9%) | 9 (8.6%) | 6.275* | .014 |
| | UIA | 23 | 3.07 | .788 | 67 (58.3%) | 25 (21.7%) | | |
| | Taylor's | 20 | 3.57 | .301 | 56 (56%) | 22 (22%) | | |

* The mean difference is significant at the .05 level.

On the category of Desire to Learn English (Table 4.13), UM held the highest mean of 4.17 (SD = .142), the positive percentage of 82.9% is a powerful support of this finding. It can be assumed that the majority of the participants at UM had higher desire on learning English than the participants at the other two universities. For UIA, the figure (M = 3.07, SD = .788) indicates that the diversity is the highest in participants' responses among the three universities and the mean of responses is the lowest. This means that the participants from UIA held different views on the desire of learning English, and their desire of learning English is not as strong as the other two universities.

### 4.2.2.1.3 ANOVA analysis based on University Factor of English Class Anxiety

Table 4.14 ANOVA Analysis based on University Factor of English Class Anxiety

| Category | University | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| English Class Anxiety | UM | 21 | 3.71 | .057 | 9.675* | .003 |
| | UIA | 23 | 2.89 | .418 | | |
| | Taylor's | 20 | 3.02 | .355 | | |

* The mean difference is significant at the .05 level.

The figures in table 4.14 show that the mean (M = 3.71) of class anxiety of UM was much higher than the other two universities. This means that the number of participants who gave positive responses was much higher than the numbers of the other two universities. The figure of standard derivation (SD = .57) was apparently much smaller

than the figures of the other universities, which indicated that there was a small diversity and variability among the responses. The mean value of 2.89 (SD = 4.18) of UIA should be pointed out, as discussed in chapter 3 (3.5.2), the mean represented a negative response when the figure is below 3. This means that participants' at UIA had a high level of English Class Anxiety than the other two universities and there was a more significant difference among participants' responses than the other two universities.

### 4.2.2.1.4 ANOVA analysis based on University Factor of English Use Anxiety

Table 4.15 ANOVA Analysis based on University Factor of English Use Anxiety

| Category | University | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| English Use Anxiety | UM | 21 | 3.89 | .098 | 3.961* | .048 |
| | UIA | 23 | 3.07 | .744 | | |
| | Taylor's | 20 | 3.43 | .289 | | |

\* The mean difference is significant at the .05 level.

In table 4.15, the standard derivation (SD = .098) of UM on use anxiety shows a significant difference between UM and the other two universities. This means that the differences of responses of participants at UM were much smaller, although the mean (M = 3.89) of UM was slightly higher than the other two universities. UM participants had the lowest anxiety in using English than those from the other two universities. The figures (M = 3.07, SD = .744) of UIA show that the lowest mean among the three universities and this presented a high anxiety on using English in daily life. The responses among the participants varied the most compared to the other two universities.

## 4.2.2.1.5 ANOVA analysis based on University Factor of Instrumental Orientation

Table 4.16 ANOVA Analysis based on University Factor of Instrumental Orientation

| Category | University | n | M | SD | % of Positive | % of Negative | F | Sig. |
|---|---|---|---|---|---|---|---|---|
| Instrumental Orientation | UM | 21 | 4.12 | .215 | 154 (81.5%) | 17 (9%) | 10.863** | .000 |
| | UIA | 23 | 3.78 | .120 | 128 (61.8%) | 31 (15%) | | |
| | Taylor's | 20 | 3.83 | .154 | 129 (71.7%) | 16 (8.9%) | | |

** The mean difference is significant at the .01 level.

In table 4.16, statistical significant differences (p < .05 or p = .05) appeared among the three universities on their Instrumental Orientation. The mean of UM (M = 4.12, SD = .215) is the highest in the three universities. This implies that under the condition of relatively equal numbers of participants of each university, there were more participants at UM who positively agreed with the items in this category. The figure of percentages of positive (81.5%) and negative (9%) responses of UM also show that the majority of the participants at UM had strong Instrumental Orientations in learning English than the other two universities. The figure of standard derivation (SD = .120, M = 3.78) of UIA shows that it has the smallest diversity among respondents' choices in the three universities. The respondent mean of UM is higher than both UIA and Taylor's. This indicates that participants at UM were more instrumentally oriented in learning English than those at UIA and Taylor's. There are statistically significant differences between UM and UIA, UM and Taylor's.

## 4.2.2.1.6 Summary of Findings of ANOVA Analysis based on University Factors

The inferential statistics of One way Analysis of variance (ANOVA) on nine attitudes and motivation categories among the three universities showed that there were five categories in nine displaying statistical significant differences.

For the category of Motivational Intensity, participants at UM held the highest level on

Motivational Intensity in learning English than those from the other two universities.

For the category of Desire to Learn English, participants at UM displayed the highest Desire to Learn English among the three universities.

For the category of English Class Anxiety, participants at UM held more positive views in English class while students at UIA were negative towards it, which meant that participants at UM were less anxious when using English in class while participants at UIA were more anxious when having English class.

For the category of English Use Anxiety, participants at UM were more positive towards using English, that is to say that students at UM were less anxious when using English than those at UIA and Taylor's. At the same time, participants at UIA were less anxious than those at Taylor's.

For the category of Instrumental Orientation, the results showed that participants at UM were the most instrumentally oriented in learning English among the three universities.

The results show that participants at UM were observed to hold the most positive views among all the students of the three universities on all the five categories. The findings show that statistical significant mean differences were found on all the five categories between UM and UIA. The reason why students at UIA are less positive on Motivational Intensity, Desire to Learn English, English Class Anxiety, English Use Anxiety and Instrumental Orientation is that most participants who have taken part in the investigation have not taken English courses and many of whom were from ESL (English as a second language) countries (something wrong here). On the other hand,

many of the students that participated in the research at UM are Chinese who are EFL (English as a foreign language) learners and have to sit for English courses. Meanwhile, international students especially African and Middle East students took a big share in the student distribution of UIA while the international student size in UM is smaller and there were a lot of Asians especially students from China.

## 4.2.2.2 Independent t-test (2-tailed) based on Gender factor

Participants were divided into two groups according to genders (male = 29, female = 35) to measure whether there was any difference between them. Comparisons between the gender groups were made using independent t-test (2 tailed) which was used to show whether there is any statistical significant difference ($p < 0.05$ or $p = 0.05$) between the means of these two gender groups.

As discussed in 3.5.3, the independent 2-tailed test is used to compare the means of two samples or groups, the mean difference is significant when the p value is at (and below) the level of .05 ($p < .05$ or $p = .05$) from which the null hypothesis is rejected' This means that the samples or groups do not have the same mean but different means. The findings show that there were statistical significant differences among the participants between genders on Desire to Learn English (T = -5.374, P = .006), English Class Anxiety (T = -5.625, p = .005) and Course Evaluation (T = 4.789, p = .017). The table below shows the results of 2 tailed t-test in terms of gender factor (Table 4.17). Detailed analyses will be presented in the following sections.

Table 4.17 Independent t-test (2-tailed) based on Gender Factor

| Category | Gender | n | M | SD | T | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Integrative Orientation | M | 29 | 3.93 | .478 | -1.432 | .212 |
| | F | 35 | 3.76 | .341 | | |
| Motivational Intensity | M | 29 | 3.26 | .385 | 1.343 | .250 |
| | F | 35 | 3.37 | .243 | | |
| Desire to Learn English | M | 29 | 3.85 | .237 | -5.374* | .006 |
| | F | 35 | 3.74 | .236 | | |
| Attitudes toward Learning English | M | 29 | 3.72 | .381 | 1.816 | .144 |
| | F | 35 | 3.91 | .256 | | |
| Class Anxiety | M | 29 | 3.60 | .217 | -5.625* | .005 |
| | F | 35 | 3.18 | .122 | | |
| Use Anxiety | M | 29 | 3.86 | .191 | -2.508 | .066 |
| | F | 35 | 3.50 | .140 | | |
| Instrumental Orientation | M | 29 | 3.89 | .169 | .566 | .587 |
| | F | 35 | 3.93 | .137 | | |
| Teacher Evaluation | M | 29 | 2.94 | .201 | 1.944 | .124 |
| | F | 35 | 3.29 | .241 | | |
| Course Evaluation | M | 29 | 3.22 | .166 | 4.789* | .017 |
| | F | 35 | 3.54 | .140 | | |

* The mean difference is significant at the .05 level.

### 4.2.2.2.1 Independent t-test (2-tailed) on Gender of Desire to Learn English

Table 4.18 Independent t-test (2-tailed) based on Gender of Desire to Learn English

| Category | Gender | n | M | SD | T | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Desire to Learn English | M | 29 | 3.85 | .237 | -5.374* | .006 |
| | F | 35 | 3.76 | .341 | | |

** The mean difference is significant at the .05 level.

In table 4.18, there is a statistical significant difference (T = -5.374, p = .006) between male and female on Desire to Learn English. The null hypothesis is rejected, the two gender groups do not share the same mean but different means. The alternative hypothesis of t-test is that the mean of the former sample is smaller than the later one, so when the mean of the former is larger than the later, there will be a minus sign in front of the t-value. The minus t-value of -5.374 suggests that male participants (M=3.85, SD=.237) held higher Desire to Learn English than the female participants (M=3.76. SD=.341).

### 4.3.2.2.2 Independent t-test (2-tailed) based on Gender of English Class Anxiety

Table 4.19 Independent t-test (2-tailed) based on Gender of English Class Anxiety

| Category | Gender | n | M | SD | T | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Class Anxiety | M | 29 | 3.60 | .217 | -5.625* | .005 |
| | F | 35 | 3.18 | .122 | | |

** The mean difference is significant at the .01 level.

As table 4.19 shows, it indicates that there is a statistical significant difference (T = -5.625, p = .005) between male and female on English Class Anxiety. The minus T value (-5.625) suggests that the male participants (M=3.60, SD=.217) held a more positive view on English Class Anxiety than female participants (M=3.18, SD=.122).

Thus, female participants were more anxious than male participants in the English language class.

### 4.2.2.2.3 Independent t-test (2-tailed) based on Gender of Course Evaluation

Table 4.20 Independent t-test (2-tailed) based on Gender of Course Evaluation

| Category | Gender | n | M | SD | T | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Course Evaluation | M | 29 | 3.22 | .166 | 4.789* | .017 |
| | F | 35 | 3.54 | .140 | | |

* The mean difference is significant at the .05 level.

In table 4.20, there is a statistical significant mean difference (T = 4.789, p = .017) between male and female on Course Evaluation. The result shows that female participants (M = 3.54, SD = .140) held a more positive view on Course Evaluation than male participants (M = 3.22, SD = .166).

### 4.2.2.2.4 Summary of Findings of Independent t-test (2-tailed) based on Gender Factors

The results of t-tests (2-tailed) revealed statistical significant mean differences on three attitudes and motivation categories out of nine between male and female participants. Male participants had higher desire on learning English than female participants. At the same time, male participants were less anxious in language class than female, and female participants evaluated higher on English course than male participants. However, the result did not display a significant difference on integrative and Instrumental Orientations between male and female. It did not mean that there was no difference on the other six categories between genders, but the t-test did not show statistical significant differences. These finding was against Gardner and Lambert (1972) and Ransirini's (2006) research that female students were more motivated than male students

in learning English, and female students were more integratively orientated towards the target language and its culture.

The reason why female students rated lower on English Class Anxiety could be that female students are shy to speak in front of their classmates in language class, thus they are more anxious than male students. Besides, female participants evaluated higher on language courses than male participants because female students could easily concentrate on their studies than male students who would be more distracted by other things like sports and games.

**4.2.2.3 ANOVA Test Based on Years of Study**

In this section, statistics of One way Analysis of Variance (ANOVA), Mean (M), Standard Derivation (SD) are employed to analyze the differences of attitudes and motivation between the year of study of three universities. Since there are three-year degree program and four-year degree program of different majors and universities, participants were divided into three groups according to years of study: group 1 consisted of first year undergraduates (N=21), Group 2 were second year undergraduates (N=22) and group 3 comprised final year undergraduates (N=21) who were undergoing their third or fourth year of study. The three groups were relatively equal in number. Only one statistical significant difference could be found among the nine attitudes and motivation sub-categories on the three groups of year of study on Instrumental Orientation (F = 18.32, p = .000) (Table 4.21).

Table 4.21 ANOVA Analysis of Instrumental Orientation based on University Year

| Category | University Year | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Instrumental Orientation | Group 1 | 21 | 4.11 | .135 | | |
| | Group 2 | 22 | 3.63 | .218 | 18.32** | .000 |
| | Group 3 | 21 | 3.97 | .159 | | |

** The mean difference is significant at the .01 level.

As shown in Table 4.21, The result suggests there is a statistical significant difference among the three university years of study on Instrumental Orientation (p < .05 or p = .05). Group 1 (first year group) held the highest mean value (M = 4.11, SD = .135) among the three groups, which can be interpreted as that the participants were more instrumentally oriented in learning English when they were in the first year of university life. The figure of standard derivation (SD =.159) of group 3 (final year group) which is the smallest among the three groups shows that the diversity among respondents' choices was the smallest.

Thus, participants who were undergoing their first year of study were more instrumentally oriented in learning English, than those who were undergoing their second year of study. Participants who were in their final year of study were more instrumentally oriented in learning English than those participants who are undergoing their second year of study.

### 4.2.2.3.1 Summary of Findings of ANOVA Analysis based on Years of Study

Only the category of Instrumental Orientation out of nine attitudes and motivation categories showed statistical significant difference among years of study. Participants who were undergoing their first year of study held the highest level of Instrumental Orientation in learning English among the three groups. At the same time, participants who were in their final year of study held a more positive view on Instrumental Orientation in learning English than those who were in their second year of study.

Instrumental Orientation is an important part in motivation study. First year students are more instrumentally oriented in learning English because at the very beginning of university life, one has to gather a lot of knowledge. At this period, one could be more motivated in doing things related to his/her studies. Since the students' major goal is to study at a university, these freshmen would make every effort to study well. Also for international students, focusing more on English would enable them to obtain a certain level of proficiency to undergo their degree study.

On the other hand, inferential statistics revealed significant mean difference between final year students and sophomores. The researcher infers that the reason why senior students are more instrumentally oriented in learning English than second year students

is that final year students are about to begin their career and they need to have good written and communication skills in English, thus they value learning English.

## 4.2.2.4 ANOVA Test Based on Region Factor

ANOVA test found that there were significant differences among the participants of the four regions on Integrative Orientation (F = 3.835, p = .026), Desire to Learn English (F = 19.193, p = .000), Attitudes towards Learning English (F = 19.164, p = .000), English Class Anxiety (F = 8.500, p = .001), English Use Anxiety (F = 4.565, p = .017), Instrumental Orientation (F = 16.464, p = .000) and Teacher Evaluation (F = 12.159, p = .000). The table below shows the results of ANOVA analysis in terms of region factor (Table 4.22). Detailed analysis will be presented in the following sections.

Table 4.22 ANOVA Analysis based on Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Integrative Orientation | Africa | 7 | 4.12 | .589 | 3.835* | .026 |
| | Asia | 32 | 3.83 | .248 | | |
| | Middle East | 20 | 3.93 | .590 | | |
| | Others | 5 | 3.10 | .701 | | |
| Motivational Intensity | Africa | 7 | 3.43 | .661 | 2.596 | .088 |
| | Asia | 32 | 3.39 | 239 | | |
| | Middle East | 20 | 3.32 | .432 | | |
| | Others | 5 | 2.72 | .415 | | |
| Desire to Learn English | Africa | 7 | 4.54 | .211 | 19.193** | .000 |
| | Asia | 32 | 3.68 | 394 | | |
| | Middle East | 20 | 3.87 | .208 | | |
| | Others | 5 | 3.20 | .283 | | |
| Attitudes toward Learning English | Africa | 7 | 4.34 | .277 | 19.164** | .000 |
| | Asia | 32 | 3.76 | 209 | | |
| | Middle East | 20 | 4.02 | .437 | | |
| | Others | 5 | 2.68 | .482 | | |
| Class Anxiety | Africa | 7 | 4.03 | .457 | 8.500** | .001 |
| | Asia | 32 | 3.18 | .188 | | |
| | Middle East | 20 | 3.52 | .319 | | |
| | Others | 5 | 3.04 | .329 | | |
| Use Anxiety | Africa | 7 | 3.86 | .351 | 4.565* | .017 |
| | Asia | 32 | 3.68 | .177 | | |
| | Middle East | 20 | 3.70 | .314 | | |
| | Others | 5 | 3.20 | 283 | | |
| Instrumental Orientation | Africa | 7 | 4.21 | 296 | 16.464** | .000 |
| | Asia | 32 | 4.01 | .067 | | |
| | Middle East | 20 | 3.79 | .234 | | |
| | Others | 5 | 3.33 | .400 | | |
| Teacher Evaluation | Africa | 7 | 3.80 | 387 | 12.159** | .000 |
| | Asia | 32 | 3.14 | .191 | | |
| | Middle East | 20 | 2.95 | .173 | | |
| | Others | 5 | 2.84 | .297 | | |
| Course Evaluation | Africa | 7 | 3.57 | 420 | 1.528 | .246 |
| | Asia | 32 | 3.31 | .233 | | |
| | Middle East | 20 | 3.35 | .285 | | |
| | Others | 5 | 3.36 | .167 | | |

\* The mean difference is significant at the .05 level.
\*\* The mean difference is significant at the .01 level.

#### 4.2.2.4.1 ANOVA Test Based on Region factor of Integrative Orientation

Table 4.23 ANOVA Analysis of Integrative Orientation among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Integrative Orientation | Africa | 7 | 4.12 | .589 | 3.835* | .026 |
| | Asia | 32 | 3.83 | .248 | | |
| | Middle East | 20 | 3.93 | .590 | | |
| | Others | 5 | 3.10 | .701 | | |

* The mean difference is significant at the .05 level.

In table 4.23, the mean value (M = 4.12, SD = .589) of African region was the highest among the four regions on Integrative Orientation which meant that the participants who come from African region had higher Integrative Orientation in learning English than the participants from the other three regions. The figure (M = 3.83, SD = .248) of Asian region indicates that there is a slight significant difference among participants' responses compared to the other three groups on Integrative Orientation. The figure (M = 3.10, SD = .701) of Other regions showed that the participants' from this region held the lowest views on Integrative Orientation and there was a big diversity among their responses.

#### 4.2.2.4.2 ANOVA Test Based on Regions of Desire to Learn English

Table 4.24 ANOVA Analysis of Desire to Learn English among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Desire to Learn English | Africa | 7 | 4.54 | .211 | 19.193** | .000 |
| | Asia | 32 | 3.68 | .394 | | |
| | Middle East | 20 | 3.87 | .208 | | |
| | Others | 5 | 3.20 | .283 | | |

** The mean difference is significant at the .01 level.

As shown in table 4.24, participants from African region had the strongest Desire to Learn English than the other three regions (M = 4.54, SD = .211). The mean (M = 3.20, SD = .283) of Others region was the lowest among the four regions, which indicates that participants from this region do not have the Desire to Learn English as much as the

participants from the other three regions.

### 4.2.2.4.3 ANOVA Test Based on Regions of Attitudes towards Learning English

Table 4.25 ANOVA Analysis based of Attitudes towards Learning English among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Attitudes towards Learning English | Africa | 7 | 4.34 | .277 | 19.164** | .000 |
| | Asia | 32 | 3.76 | .209 | | |
| | Middle East | 20 | 4.02 | .437 | | |
| | Others | 5 | 2.68 | .482 | | |

** The mean difference is significant at the .01 level.

For Attitudes towards Learning English (Table 4.25), participants from both African (M = 4.34, SD = .277) and Middle East (M = 4.02, SD = .437) regions held significant positive Attitudes towards Learning English, however, there was a bigger diversity among the respondents from Middle East region than African region. The figure of standard derivation (SD = .209) of Asian region showed that the diversity of respondent in this region was the smallest among the four regions. From the mean (M = 2.68) of other regions, it can be seen that participants from this region held negative Attitudes towards Learning English.

### 4.2.2.4.4 ANOVA Test Based on Regions of English Class Anxiety

Table 4.26 ANOVA Analysis of English Class Anxiety among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| English Class Anxiety | Africa | 7 | 4.03 | .457 | 8.500** | .001 |
| | Asia | 32 | 3.18 | .188 | | |
| | Middle East | 20 | 3.52 | .319 | | |
| | Others | 5 | 3.04 | .329 | | |

** The mean difference is significant at the .01 level.

As shown in table 4.26, participants from Africa region held the most positive views on class anxiety (M = 4.03, SD = .457). Respondent of Asian region had the lowest standard derivation (SD = .188) compared with the other three regions, which meant

that the diversity of participants responds was the smallest among the four regions.

### 4.2.2.4.5 ANOVA Test Based on Regions of English Use Anxiety

Table 4.27 ANOVA Analysis of English Use Anxiety among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| English Use Anxiety | Africa | 7 | 3.86 | .351 | 4.565* | .017 |
| | Asia | 32 | 3.68 | .177 | | |
| | Middle East | 20 | 3.70 | .314 | | |
| | Others | 5 | 3.20 | .283 | | |

* The mean difference is significant at the .05 level.

Table 4.27 showed that the mean of African region (M = 3.86) was the highest among the four regions, which meant that the participants held a more positive view than the ones of the other three regions. Asian region held the smallest diversity (SD = .177) of responses among the four regions. Participants from other regions held low positive view on use anxiety (M = 3.20, SD = .283), which indicates that they are more anxious in using English than participants from the other three regions.

### 4.2.2.4.6 ANOVA Test Based on Regions of Instrumental Orientation

Table 4.28 ANOVA Analysis of Instrumental Orientation among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Instrumental Orientation | Africa | 7 | 4.21 | .296 | 16.464** | .000 |
| | Asia | 32 | 4.01 | .067 | | |
| | Middle East | 20 | 3.79 | .234 | | |
| | Others | 5 | 3.33 | .400 | | |

** The mean difference is significant at the .01 level.

Table 4.28 above illustrated that the respondent mean of Africa (M = 4.21, SD = .296) region is the highest among the means of the four regions which meant that participants from Africa region held the highest Instrumental Orientation towards learning English than the other three regions. The figure of standard derivation of Asia (SD = .067, M =

4.01) is the lowest among all the figures in the four regions. This indicates that there is a small dispersion of distribution in participants' choices. The mean of Others region (M = 3.33) was the lowest in the four regions, and its standard derivation was the highest, it implies that participants from Others region hold a diverse relative low positive view towards learning English.

### 4.2.2.4.7 ANOVA Test Based on Regions of Teacher Evaluation

Table 4.29 ANOVA Analysis of Teacher Evaluation among Regions

| Category | Regions | n | M | SD | F | Sig. |
|---|---|---|---|---|---|---|
| Teacher Evaluation | Africa | 7 | 3.80 | .387 | 12.159** | .000 |
| | Asia | 32 | 3.14 | .191 | | |
| | Middle East | 20 | 2.95 | .173 | | |
| | Others | 5 | 2.84 | .297 | | |

** The mean difference is significant at the .01 level.

As shown in table 4.29, participants from Africa and Asia regions held a positive view on Teacher Evaluation (Africa M = 3.80, Asia M = 3.14). Participants from Middle East and Other regions were negative toward Teacher Evaluation (Middle East M = 2.95, Other M = 2.84). The reason could be that most participants who learnt English as their second language are from these two regions, they might not care much about teachers' performance for they have learnt English for years. The figures of standard derivation of both Asia and Middle East (Asia SD = .191, Middle East SD = .173) were relatively lower than Africa and Others regions.

There are statistically significant differences between Africa region and the other three regions. Participants who were from Africa region rated teachers higher than those who come from Asia, Middle East and Others regions.

### 4.2.2.4.8 Summary of findings of ANOVA analysis based on region factors

The One way Analysis of variance (ANOVA) tests on nine attitudes and motivation sub-categories among regions of participants' home countries revealed that there were seven categories which displayed significant differences.

For the category of Integrative Orientation, participants from Africa region held the highest Integrative Orientation among the four regions.

For the category of Desire to Learn English, participants from Africa region held the highest Desire to Learn English among the four regions. At the same time, participants from Middle East region have higher desire in learning English than participants from Others region.

For the category of Attitudes towards Learning English, participants who come from Africa region was the highest on Attitudes towards Learning English among the four regions. Besides, participants from Others region was observed to have a negative view on learning English.

For the category of English Class Anxiety, students from Africa region held the highest positive view on English Class Anxiety category among the four regions. In other words, participants from Africa region have lower anxiety level in language class compared to those who were from the other three regions.

For the category of English Use Anxiety, students from Africa region held the highest positive view on English Use Anxiety among the four regions, that is to say that participants from Africa region were lower on English Use Anxiety level than those who

come from the other three regions. Participants from Africa region were less anxious in language use than participants from Others region.

For the category of Instrumental Orientation, participants from Africa region was the most instrumentally oriented in learning English among the four regions. At the same time, participants from Others region were statistical less instrumentally oriented in learning English than participants from the other three regions.

For the category of Teacher Evaluation, students from Africa region rated the highest on Teacher Evaluation among the four regions. Besides, students from Middle East region and Others region gave negative evaluation on their teachers.

The results show that participants from Others region had given negative evaluation on two categories: Attitudes towards Learning English and Teacher Evaluation. Besides, students from Others region rated lower than those from the other three regions on all the seven categories. The researcher infers that the reason could be that as discussed in 4.2.7, participants of Others region come from European and South American countries where the people have a better English environment and native English speaking context. Compared to those who were from Asian, African and Middle East context, students from Others region are more proficient in English which made them have lower attitudes and motivation in learning English. Besides, the lack of English native context in Malaysia with different English accents could be the other reason why students from Others region rated low on those categories.

On the other hand, participants from Africa region were observed to have the highest positive views on all the seven categories. As discussed in 4.2.8, some of the ESL

(English as a second language) students come from Africa region. In considering the historical background of Africa, English has been a second language to the people of Africa. Therefore, students from this region are more motivated in learning English and they are exposed to a wider English context. Besides, the early colonists who remained in Africa provide more opportunities for the Africans to interact with native speakers. This could be another reason for African students to have more positive attitudes and motivation in learning English.

## 4.3 Findings from the Open-ended Questions

Six open-ended questions were designed as follow up questions to categories of Integrative and Instrumental Orientations, Desire to Learn English, Attitudes towards Learning English, and language class and Teacher Evaluations. Due to the questionnaires were not distributed at the same time to the three universities, 43 out of the total 64 participants answered the open-ended questions (UM = 12, UIA = 13, Taylor's = 18).

### 4.3.1 Answers to the First Question

The first question was designed towards the two language learning orientations. Other than the six items on Integrative Orientation and nine items on Instrumental Orientation, participants were given chances to express their opinions on these categories. Answers shared the range from generally 8 perspectives (table 4.30).

Table 4.30 Answers to the First Question

| Question 1 | Answers |
|---|---|
| Why do you think that studying English is important? | 1) Because it is an international Language. <br> 2) I can communicate with foreigners in English. <br> 3) To get high rank jobs and salary. <br> 4) It helps me to continue for further study abroad. <br> 5) English is my favorite course. <br> 6) Important for career. <br> 7) To learn more about English culture. <br> 8) We have to learn English for other subjects. |

From table 4.30 it is observed that answers 2, 5 and 7 are inclined towards Integrative Orientation which is about learning the target language by becoming purely interested in the language and its culture, while answers 1, 3, 4, 6 and 8 are more towards

Instrumental Orientation which are more focused on practical and functional reasons. Obviously, among the participants' answers, it can be seen that there are more instrumental reasons than integrative reasons. The findings correlate with Gardner's (2005) opinion that the two orientations positively work together in learning a second language on one hand, and met Brown's (2000) opinion that learners oriented to learn a second language in a combination of both of the two orientations. At the same time, it also correspond with Jacqueline (2001) research that Instrumental Orientation could link to second language success rather than Integrative Orientation in the situation in which students do not have any chance to use the target language to communicate with native speakers. However, the situation in Malaysia is slightly different. International students could communicate in English with people from other countries but mostly not with native English speakers. Students from China and Korea do not have the advantage to communicate with native speakers of English in their home country. Malaysia's environment provides better opportunities for them to interact with other speakers of English.

### 4.3.2 Answers to the Second Question

Table 4.31 Answers to the Second Question

| Question 2 | Answers |
|---|---|
| What are your feelings about being able to speak like a native speaker of English? | 1) I would feel confident, progressing and competitive. 2) It would be good, I want to be like a native speaker. 3) Be proud of myself. 4) I will be confident when speaking to native speakers. 5) I will be happy and make a lot of friends. |

The second question was about the feelings about being able to speak like a native speaker of English. Table 4.31 presented participants' answers which regard to five perspectives. It can be inferred from the answers that most participants desired to speak more like native speakers which would make them more confident. However, in Item 1

(It helps me go for higher studies abroad) of Integrative Orientation on the questionnaire only 42.2% (4.3.1.1) of the participants agreed on that item. Combining the finding of the questionnaire item with the finding of the second open-ended question, it could be concluded that although students are not willing to be like native speakers in their thinking and behaviors, they would like to speak in a native-like accent.

### 4.3.3. Answers to the Third Question

Question three which has two sub-questions was designed towards attitudes in learning English in Malaysia and the participants' home countries in order to make comparisons.

**Table 4.32 Answers to the Third Question (a)**

| Question 3a | Answers |
|---|---|
| How do you feel about learning English in Malaysia | 1) It is fine learning English in Malaysia. <br> 2) Good for my English improvement. <br> 3) Feeling good, I need to use English every day. <br> 4) Not satisfied, not everyone can speak English, advertisements and other signs are written in Malay. <br> 5) There are high educated teachers, it is good, but their accent is not native English accent. <br> 6) There are more opportunities to speak in English in Malaysia. |

Table 4.32 above presented participants' answers to question 3a. Answers 1, 2, 3 and 6 were positive in that it was helpful to learn English in Malaysia, while answers 4 and 5 pointed out problems with regard to teacher's different accents of English and difficulty in understanding street signs written in Malay.

**Table 4.33 Answers to the Third Question (b)**

| Question 3b | Answers |
|---|---|
| How do you feel about learning English in your home country? | 1) There is little people speak English in my home country. <br> 2) There is no English environment in my home country. <br> 3) Feeling good in my home country. <br> 4) Worse than in Malaysia due to political reasons, the government do not encourage people use English in my home country. <br> 5) It is difficult, there is no opportunity to practice English out of school. <br> 6) It is difficult to learn English than in Malaysia, people are not interested in English very much.. |

| | 7) It is boring learning English in my home country. |
| --- | --- |

Table 4.33, continued

Table 4.33 below presented participants' views on question 3b. It can be seen that six (1, 2, 4, 5, 6, 7) of them were shortcomings while one answer was positive. The negative answers were more focused on the inadequacies in the environment to learn English because few people speak the language and English was not placed in an important position in Malaysia.

By comparing answers to the two sub-questions, it is found that participants generally thought that it was good to learn English in Malaysia than in their home countries for there are more opportunities to use the language in the Malaysia environment, which is helpful for learning English. The only problem was the different accents of English spoken in Malaysia.

### 4.3.4 Answers to the Fourth Question

**Table 4.34 Answers to the Fourth Question**

| Question 4 | Answers |
| --- | --- |
| **In your opinion, how would you improve your English proficiency skills?** | 1) Do more practices on reading, listening, writing and speaking. <br> 2) Communicate more with people in English. <br> 3) Talk with foreign friends, reading novels, listening to English channels. <br> 4) Listen to others talking in English and learn from them. |

Participants' answers to the fourth question (table 4.34) were mainly in the range of four perspectives. This question was designed towards Instrumental Orientation to evaluate on how students could improve their English proficiency. Since the four language skills of reading, speaking, writing and listening were given as items (Item 6: I need to improve my reading skills to read English materials and to understand other subjects. Item 7: I need to improve my speaking skills for class discussions and presentations.

Item 8: I need to improve my writing skills to write reports, assignments and projects.

Item 9: I need to improve my listening skills to understand the lecture and course mates.)

on the questionnaire, the researcher meant to find other answers apart from the four traditional skills from the open-ended question. The results show that most participants prefer to improve their English through the traditional methods of reading, listening, writing and speaking.

### 4.3.5 Answers to the Fifth Question

Table 4.35 Answers to the Fifth Question

| Question 5 | Answers |
|---|---|
| **What do you think of your achievement in English language all these years?** | 1) To improve it little by little. <br> 2) Satisfied with own English. <br> 3) Normal level. <br> 4) It has been improved a lot during these years. <br> 5) Still need further improvement. <br> 6) It is getting better every year. |

The fifth question (table 4.35) was designed towards participants' achievements in learning English. Responses showed that some participants were satisfied with their achievements in English. Most of them thought that it has improved during the learning process, and a few of them thought it needs more improvement. From the results it can be inferred that the participants' desire towards improving their English is not positive, a majority of them are satisfied with the improvements they have made so far.

### 4.3.6 Answers to the Sixth Question

Table 4.36 Answers to the Sixth Question

| Question 6 | Answers |
|---|---|
| **What do you think of the learning English environment in Malaysia?** | 1) Malaysia has the English environment which is better than my country. <br> 2) It is great inside the class except lecturers'' accent, but not good outside the class. <br> 3) Generally, learning English in Malaysia is good and interesting. <br> 4) It is helpful for learning English. <br> 5) There should be more writing exercise and speaking activities. |

| | 6) It is not very well. |
| --- | --- |
| | 7) Teachers are good and professional, but it is not good outside the campus. |
| | 8) It is enough for students to learn, but a little bit harsh. |

Table 4.36, continued

The sixth question (table 4.36) was designed towards the categories of language class and Teacher Evaluation. Answers to Question 6 show that most of the participants were satisfied with the learning environment in Malaysia, however, participants stated that they did have problems in understanding the different accents of English in Malaysia. Participants also suggested that more writing and speaking activities should be provided to help them improve their spoken and written English skills.

## CHAPTER 5: CONCLUSION

This chapter summarizes the current study, the findings of the current study, and implications for further study.

### 5.1 Summary of Study

This study explored the attitudes and motivation patterns and differences in learning English among 64 international undergraduates who were non-native English speakers from three universities in Malaysia. Gardner's Socio-educational Model (2005) was used in the study. A mixed method was used in collecting and analyzing data. A questionnaire which was adapted and modified from Gardner's AMTB (2004) and open-ended questions were engaged in the study as the research instruments. Descriptive and inferential statistics was used to analyze data with the help of the statistical software of Statistical Product and Service Solutions (SPSS) 16.0. Significant differences were found in terms of universities, genders, years of study and regions.

The three research questions for this study were:

1. What are the international undergraduates' attitudes towards learning English in Malaysia?

2. What motivational factors affect international undergraduates towards learning English in Malaysia?

3. Are there significant differences in the international undergraduates' responses towards learning English in Malaysia?

There were 50 items under 5 main categories with 9 sub-categories in a self-report

questionnaire and 6 open-ended questions designed as the follow up questions to the scales included in the questionnaire. Participants comprised 29 male and 35 female. 43 of the participants answered both questionnaires and open-ended questions. Quantitative statistical data was analyzed using the Statistical Product and Service Solutions (SPSS) version 16.0, the findings were then analyzed together with the open-ended questions' findings. The qualitative data (open-ended questions) was gathered in order to support the quantitative data.

## 5.2 Summary of Findings

The data analysis revealed several interesting findings on students' attitudes and motivation patterns and differences. Students were more positive on Integrative Orientation, Desire to Learn English, Attitudes towards Learning English, English Use Anxiety and Instrumental Orientation. Instrumental orientation obtained the highest mean value (3.91) and percentage of agreement (73.1%) (Table 5.2). On the contrary, Teacher (34.1%), Course Evaluations (44.7%), English Class Anxiety (42.8) (Table 5.1) and Motivational Intensity (45.6%) (Table 5.2) received more negative responses. For comparison studies on university factor, gender factor, years of study and region factor, participants at UM were more positive on their responses than participants at UIA and Taylor's on Motivational Intensity, Desire to Learn English, English class Anxiety, English Use Anxiety and Instrumental Orientation. Male students gave more positive responses than female students on Desire to Learn English and English Class Anxiety. At the same time, female participants evaluated higher than males on Course Evaluation. First and final year students were more instrumentally oriented in learning English than students who were undergoing their second year of study. Participants from Africa region gave more positive responses than those participants from Asia, Middle East and

Others regions on Integrative Orientation, Desire to Learn English, Attitudes towards Learning English, English Class Anxiety, English Use Anxiety, Instrumental Orientation and Teacher Evaluation. On the other hand, students from Others region gave more negative responses than those from the other three regions on all the categories above. Detailed discussions and possible reasons are presented in the following sections.

### 5.2.1 Summary of Findings of the First Research Question

To briefly summarize the findings for the first research question:

What are the international undergraduates' attitudes towards learning English in Malaysia?

As discussed in 3.3, the 2 main categories of Attitudes to the Learning Situation and English Anxiety were in relation to answer research question 1. It can be seen from table 5.1 that only one sub-category of English Use Anxiety was given positive responses by more than half of the participants. 3 sub-categories on the questionnaire were given positive responses by less than half of the participants: Teacher Evaluation, Course Evaluation and English Class Anxiety. However, neither of the two main categories have the agreement rate over 60% of the total. Students were less anxious when using English in real life than in English classes.

Table 5.1 Descriptive Statistical Findings for Answering Research Question 1

| Category | Attitudes to Learning Situation | | English Anxiety | |
|---|---|---|---|---|
| Sub-category | Teacher Evaluation | Course Evaluation | English Class Anxiety | English Use Anxiety |
| N | 64 | 64 | 64 | 64 |
| Overall % | 34.1% | 44.7% | 42.8% | 59.1% |
| Overall Mean | 3.13 | 3.37 | 3.17 | 3.66 |

The findings suggest that international undergraduates hold relatively high positive attitudes in using English in their daily life. Majority of them are confident when using English in their daily interactions. Their attitudes towards teachers, courses and English class were not positive. Most of them held neutral attitudes on their teachers, some of them evaluated negatively on teachers' methods of teaching English. Combining with the findings of open-ended questions, it shows that majority of the participants were satisfied with the current situations. Commonly, they thought that it was good to learn English in Malaysia than in their home countries because participants are exposed to the use of English in the Malaysian environment and this is helpful for learning English. However, the problem of understanding the different teachers' accents of English was pointed out by some participants in the open-ended questions.

### 5.2.2 Summary of Findings of the Second Research Question

The findings for the second research question:

What motivational factors affect international undergraduates towards learning English in Malaysia?

As discussed in 3.3, three main categories of Integrativeness, Instrumentality and Personal Motivation were in relation to answer research question 2. The descriptive statistical findings are presented in table 5.2 which were drawn from 4.3.1. As shown in table 5.2, 4 sub-categories of Integrative Orientation, Instrumental Orientation, Desire to Learn English and Attitudes towards Learning English are viewed positively by over half of the participants, which are the motivational factors that affect international university undergraduates towards learning English. Only one sub-category of Motivational Intensity is evaluated positively by a minority of the participants.

| Category | Integrativeness | Instrumentality | Personal Motivation | | |
|---|---|---|---|---|---|
| Sub-category | Integrative Orientation | Instrumental Orientation | Motivational Intensity | Desire to Learn English | Attitudes towards Learning English |
| N | 64 | 64 | 64 | 64 | 64 |
| Overall % | 66.9% | 73.1% | 45.6% | 65.6% | 65.9% |
| Overall Mean | 3.84 | 3.91 | 3.32 | 3.79 | 3.82 |

The results show that participants are more motivated to learn English for both integrative and instrumental orientations. However, students' Instrumental Orientation is higher than Integrative Orientation. Although integrative orientation has been acknowledged as a significant factor in second language learning in Gardner's theory (2005) and being viewed as more crucial than instrumental orientation, researchers have found that generally students from non-native speech community who were not provided the opportunity to use the target language tended to select instrumental reasons more frequently than integrative reasons (Brown 2000, Lukmani 1972, cited by Jacqueline 2001). It can be seen (table 5.2) that among all the categories, Instrumental and Integrative Orientations had the highest in positive percentage and means. At the same time, Instrumental Orientation was 73.1% with a mean of 3.91 which was higher than integrative orientation (66.9% with a mean of 3.84). The findings of the present study meet the findings of former researches that participants' instrumental orientation was higher than integrative orientation (Jacqueline 2001). Students learn English for practical reasons rather than for pure interests. Concerning the ways of improving one's English, a majority of them prefer to practice the traditional ways of reading, listening, writing and speaking. At the same time, students value the output of writing and speaking more than the input of listening and reading.

International undergraduates' are more positive in their desire and attitudes towards

learning English. Majority of them are willing to learn English. However, some of the students are not willing to spend more time on studying English. Combining with the findings of the open-ended questions, most students are satisfied with their improvement that they have made so far. However, about being like native speakers, their desire to be proficient in English is not strong, they are willing to speak in their own native accent rather than thinking and behaving like native speakers of English.

### 5.2.3 Summary of Findings of the Third Research Question

The inferential statistical findings in terms of university factor, gender factor, years of study and region factor (4.3.2) were helpful in analyzing research question 3:

> Are there significant differences in the international undergraduates' responses towards learning English in Malaysia?

There are significant differences found among university students in terms of university factor on Motivational Intensity, Desire to Learn English, English Class Anxiety, English Use Anxiety and Instrumental Orientation. Participants at UM rated the highest on all the five categories among the three universities. The results revealed that on one hand, participants at UM practice more often, at the same time, they held greater desire to learn English and were less anxious in using English in their daily life rather than the international; students at UIA. On the other hand, participants at UM were less anxious in language class and were more instrumentally oriented in learning English than the participants at both UIA and Taylor's university college. Students at UIA were less positive on those categories because they had not taken English courses and many of them are from ESL (English as a second language) countries. Most of the participants at UM are Chinese who are EFL (English as a foreign language) learners and had taken

English courses in the university. Furthermore, they have no opportunity to use English in their communication with people in their country. For instance, China is a mono-racial and mono-lingual country. However, the China government emphasize on the importance of English and has included English as a subject in the education system.

There are also statistical significant differences found between genders on Desire to Learn English, English Class Anxiety and Course Evaluation. Male participants held higher desire to learn English and were less anxious in language classes than female participants. On the contrary, female students evaluated their English course higher than Male students. These finding was against Gardner and Lambert (1972) and Ransirini's (2006) research that female were more motivated than males in learning English. However, the result did not display a significant difference on integrative and instrumental orientations between male and female. The reason why female students rated lower on English class anxiety could be that female students are shy to speak in front of their classmates in language class, thus they are more anxious than male students.

A significant difference was found in term of years of study on Instrumental Orientation. Participants who were undergoing their first year study were more instrumentally oriented in learning English rather than the ones who were undergoing their second year of study. Participants who were undergoing their final year of study rated higher for instrumental orientation in learning English than the ones who were in the second year of study. On one hand, first year students are more instrumentally oriented in learning English because at the very beginning of university life, one has to gather a lot of knowledge, so at this period, one could be more motivated in doing things related to college life. Study is the major goal for them to enter university, so freshmen would

make every effort to study well. On the other hand, the researcher infers the reason why senior students were more instrumentally oriented in learning English than second year students is that final year students are about to begin their career which would require them to have good communication skills in English to interact with people. This meets the concept of instrumental orientation of learning English for practical or functional use. Thus, they value learning English much more than the second year students.

There are significant differences found according to region factor on Integrative Orientation, Desire to Learn English, Attitudes towards Learning English, English Class Anxiety, English Use Anxiety, Instrumental Orientation and Teacher Evaluation. Participants who were from Africa region held the highest positive views on all the seven categories among the four regions. Statistical evidence enhanced the finding that students from Africa region were more integratively oriented in learning English and less anxious in actual use than participants who were from Others region. At the same time, they held higher desire to learn English than those who come from Asia, Middle East and Others regions. Participants from Africa region were less anxious when speaking in class than those who were from both Asia region and Others region. Besides, they were more instrumentally oriented in learning English than those who were from Middle East and Others region. Participants from Africa region evaluated their teachers higher than those who were from Asia region while those from Middle East and Others evaluated negatively on teachers. The result also revealed that participants from Others region held negative attitudes towards learning English while participants from the other three regions held positive attitudes towards learning English. Participants from these two regions had lower desire and were less instrumentally oriented in learning English than those who were from Asia and Middle East regions.

Participants from Others region rated negatively on two categories: Attitudes towards learning English and teacher evaluation. Besides, students from Others region rated lower than those from the other three regions on all the seven categories. The researcher infers that the reason could be that as discussed in 4.2.7, participants of Others region are from European and South American countries where people have a better English environment and native English speaking context. Compared to those who are from Asian, African and Middle East context, students from Others region are more proficient in English which made them hold lower attitudes and motivation levels in learning English. Besides, learning English in Malaysia lacks native context and spoken of English have different accents and this could be the other reason why students from Others region rated low on those categories.

On the other hand, participants from African region were observed to have the highest positive views on all the seven categories. As discussed in 4.2.8, some of the ESL students were from Africa region. Combining the historical background of Africa, the reasons why students from this region were more motivated in learning English can be inferred. Not like some Asian countries such China and Korea, some of the African countries speak English as their second language which provided students with more exposure to the English context although some countries did not put English at an important position in the education system. Beside, a lot of early colonists remained staying in Africa which provided students opportunities to know native speakers of English. It could be another reason for African students holding high positive attitudes and motivation in learning English.

## 5.3 Implications for Further Research

The findings of the current research revealed several significant results on international undergraduates' attitudes and motivation patterns and differences in Malaysia. It provided evidences of intercultural attitudes and motivation study in a non-native English speaking context and this is worthwhile for researchers to do further research. A larger number of respondents from various universities across Malaysia could be employed in the future study in order to collect a more stable and representative data so as to draw more accurate and reliable analysis and findings. At the same time, more research instruments could be used like observation and case studies on international undergraduate students which is helpful to find clearer answers. Furthermore, besides the categories involved in the current research, more factors could be studied in future research, such as language aptitude, parents' rank and family educational background.

## 5.4 Recommendations

The findings of the present study revealed several negative aspects from the participants 'responses towards learning English in Malaysia. According to their responses to the open-ended questions, the teachers' different accents of spoken English is one of the main problems to international students. One recommendation is to have more native English speakers to teach English.. Besides, their methods of presenting materials could be more varied which would help students to reduce class anxiety during their class activities. Another recommendation is to have more activities that involve group discussions and group presentations than individual assignments in English classes. This would reduce students' anxiety of speaking in front of the classmates and make them learn to cooperate with others. The last recommendation is for policy makers to have more street signs written in both English and Malay which would be helpful for

international students.

## 5.5 Conclusion

This study explored the attitudes and motivation patterns and differences in learning English among international undergraduates who were non-native English speakers from three universities in Kuala Lumpur, Malaysia. The findings showed that students were more positive on integrative and instrumental orientation in learning English, and held a strong desire and attitudes towards learning English. The findings also revealed that students' attitudes and motivation were different in terms of university factor, gender factor, years of study and region factor. It is hoped that the findings of the current research would provide useful evidences to the field of cross-ethnic attitudes and motivation research and could be helpful for researchers in looking deeper into this area.

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