

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University Mohamed Seddik Ben Yahia, Jijel  
Faculty of Letters and Languages  
Department of Letters and English



**A Cross-Sectional Study of the Correlation between Learners' Attributions  
and their Motivation to Learn English as a Foreign Language**

The Case of English Language Students at Mohamed Seddik Ben Yahia University, Jijel

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master  
Degree in Language Sciences

**Submitted by:**

Fatima Boumetrek

**Supervisor:**

Loubna Kouira

**Board of examiners:**

Chair Person: Malika Nouri..... Mohamed Seddik Ben Yahia University

Supervisor: Loubna Kouira..... Mohamed Seddik Ben Yahia University

Examiner: Dr. Boukezzoula Mohamed..... Mohamed Seddik Ben Yahia University

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**Dedications**

“In the Name of Allah, Most Gracious, Most Merciful,

All the Praise is due to God alone, The Sustainer of the World”

Every challenging work requires guidance and support of those who are very close to  
our hearts.

This humble work is dedicated to the memory of my dear beloved mother, whose  
memories of affection and support and love were my source of inspiration in every  
success I made in life, and whose prays of day and night make me able to get such  
success and honour,

To my tender father, my brothers and sisters, for embracing and nursing me with love  
and encouragement and for their delicate companionship,

To all my nieces and nephews, those who add the special taste of joy to our family,

To all my dear friends, with whom I shared both hard and sweet times with spirits full  
of energy and innocence,

To all the hardworking and respected teachers

And finally to the momentous joy of my life, to my fiancé who provides thoughtful  
advice and support,

To my future family

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success

**Abstract**

This study aimed at determining the extent to which learners' attributions correlate with their motivation to learn English as a foreign language. In order to investigate the two research questions of the study, a self-report questionnaire was designed and administered to a cross-sectional sample comprising 100 students from the four levels of Mohamed Seddik Ben Yahia University, Jijel. The questionnaire consisted of two sections, the first one tackled the issue of learners' attributions and the second one dealt with the issue of motivation. The choice of a cross-sectional sample is aimed at simulating a longitudinal study of the effect of the first four years of the curriculum on learners' attributions and motivation. The analysis of the results generated by the questionnaire confirmed the research hypotheses; that there is a positive correlation between learners' attributions and their motivation to learn English as a foreign language. A direct proportionality has been proven to exist between learners' internal, controllable attributions and their high levels of motivation. Moreover, the learners' conscious analysis of their attributions, which enables them to maintain high levels of motivation, increased as these learners advanced across the four levels of the curriculum.

**List of abbreviations and symbols**

<b>%:</b>	Percentages
<b>AMTB:</b>	Attitude Motivation Test Battery
<b>CDS2:</b>	The Revised Causal Dimension Scale
<b>EFL:</b>	English as a Foreign Language
<b>F:</b>	Frequencies
<b>FLA:</b>	Foreign Language Acquisition
<b>FLL:</b>	Foreign Language Learning
<b>L2:</b>	Second or Foreign Language
<b>LAAS:</b>	Language Achievement Attributions Scale
<b>N:</b>	The whole sample 100 students
<b>N1:</b>	First year Licence students sample
<b>N2:</b>	Second Year Licence Students sample
<b>N3:</b>	Third year Licence students sample
<b>N4:</b>	Master1 Licence students sample
<b>SLA:</b>	Second Language Acquisition

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# **General Introduction**

- 1.** Statement of the Problem
- 2.** Aims of the Study
- 3.** Research Questions
- 4.** Research Hypotheses
- 5.** Methodology and Means of Research
- 6.** Structure of the Dissertation

## **General Introduction**

### **1. Statement of the Problem**

People generally tend to subjectively attribute past events and behaviour to a variety of causes which in turn may affect their future actions. In this regard, learners of foreign languages form no exception. Fritz Heider (1958) and Julian Rotter (1966), the fathers of the attribution theory, maintained that people by instinct are driven to ascribe causes to their own behaviour as well as that of others. Heider (1958) proposed that people are 'naïve psychologists' who have natural thrusts to draw causes for explaining past events and experiences. The early version of the attribution theory have been developed by Bernard Weiner who proposed a three dimensional model of attributions, which presents the three properties of locus of causality, stability, and controllability (Weiner,1985). Kelly and Michela (1980) suggested that " The common ideas are that people interpret behavior in terms of its causes and that these interpretations play an important role in determining reactions to the behavior" (p. 458). The perceptions of causes of success and failure in past experiences is proven to shape the future reactions in similar situations. Hence learners' levels of motivation can be conditioned by their perceptions of the causes of of past successes and failures.. As put by Dörnyei (2005) "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational dispositions underlying future action" (p.79). Consequently, Foreign Language Learners' conscious analysis of their attributions enables them to gain a better control over their motivation during the language learning process. This, in turn, will enable them to achieve higher levels of attainment in the mastery of the target language.

### **2. Aims of the Study**

The aim of this study is twofold.First,it aims at investigating the extent to which learners's mtivation to learn English as a foreign language at one point in their level of

development depends on the nature and types of their attributional beliefs about their past successes or failures in learning this language. Second, it aims to investigate the extent to which the English university curriculum at the university of Jijel affects the nature of the potential correlation between learners' motivation and their attributions as these learners advance across the curriculum.

### **3. Research Questions**

Two main questions should ensue:

- Is there a correlation between learners' attributions of their past learning experiences and their motivation to learn English as a foreign language?
- Does the nature of the correlation in question change as these learners advance across the curriculum?

### **4. Research Hypotheses**

Two hypotheses directed the design and the analysis of the present study:

- **Hypothesis one:**

It is hypothesized that learners' attributions to the past learning experiences correlate strongly with their motivation to learn English as a foreign language.

- **Hypothesis two:**

It is hypothesized that the more advanced the level of students in the target language, the more they become aware of their attributional beliefs and the more they become able to control the levels of their motivation.

### **5. Methodology and Means of Research**

In order to investigate the existence and the nature of the correlation between learners' attributions and their motivation to learn English as a foreign language, a student questionnaire was designed and administered to a cross-sectional sample of 100 English

language students at Mohamed Seddik Ben Yahia, Jijel representing the four levels of the curriculum. 25 students were chosen from each year, including first, second, third year Licence and Master1 students. The cross-sectional design of our sample aims at investigating the evolution of learners' attributional beliefs in relation to their motivation as they advance across the curriculum. In other words, the cross-sectional design enables the us to simulate a longitudinal study.

## **6. Structure of the dissertation**

This dissertation comprises three chapters: the first chapter deals with research on learners' attributions, and the general attributional theories in psychology. The second chapter tackles the issue of language learning motivation and the major existing research and theories related to this issue. The third chapter is practical and it presents the analysis of the results generated by the students' questionnaire.

# **Chapter One: Theory and Research in the study of Attributions**

## **Introduction**

### 1.1 The Foundations of Attribution Theory

#### 1.1.1 Definition of Attributions

#### 1.1.2 Attribution Theory in the Field of Psychology

##### 1.1.2.1 Heider's' Naïve Psychology

##### 1.1.2.2 Jones and Davis' Correspondent Inference Theory

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### 1.2 Attribution Theory in Education

#### 1.2.1 Attribution Theory in ESL/EFL Contexts

#### 1.2.2 Types of Attributions

##### 1.2.2.1 Internal (Dispositional) Attributions

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## **Conclusion**

## **Introduction**

Attributions, the individual's subjective perceptions of the causes of their own past behaviours and events as well as that of others, are a socio-cognitive phenomenon that have attracted growing interest among psychologists since the last century. Research on this important psychological phenomenon has always been multi-disciplinary in nature and involved researchers pertaining to variety of disciplines including clinical psychology, medicine, engineering, mathematics, education, and more recently, the field of foreign language learning.

This chapter presents the major theoretical models as well as the most important studies that have tackled the issue of attributions in the field of education, in general, and in the domain of foreign language learning, in particular, so as provide the necessary theoretical background for the appreciation of the potential correlation between this phenomenon and another important psychological phenomenon, namely motivation.

### **1.1 The Foundations of Attribution Theory**

The attribution theory was founded by a number of social and clinical psychologists. This theory tried to presume the manner in which individuals involve in a causal search in order to understand their past successes and failures and to perceive others' behaviour and outside events. As individuals try to reach a causal perception, they are consciously or unconsciously involved in an attribution process. The sum of their perceptions will direct the individuals' future actions and motivation to take future actions.

### 1.1.1 Definition of Attributions

Attribution theory seeks to explain how individuals ascribe causes to their past experiences and behaviour. Harvey and Martinko (2009) argued that “an attribution is a causal explanation for an event or behaviour” (p. 147). The attribution process is something that individuals are more likely to engage in many times each day across different situations, as an attempt from their part to explain, interpret or ascribe reasons to their own actions as well as others’. In the same vein, Ross (1977) maintains that attributions are; “The attempts of ordinary people to understand the causes and implication of the events they witness” (p.174). In other words, people are inclined to probe ‘why’ questions across each situation in life. For example, a student asks questions like “Why did I fail the exam?” or “Why did I achieve so well in the exam?” It is, however verisimilar that these questions are raised in the case of failure rather than the case of success. Heider (1958) described these people when making attributions as ‘naïve psychologists’ or intuitive scientists who seek to detect a cause and effect relationship in a common sense manner. Malle (2011) considered the concept of attribution in a more meticulous manner. He suggested that the term attribution could be set at odds of two basic meanings, one is viewed as behaviour explanation whereby the individuals assign behaviour to its cause, and the other revolves around inferences or ascriptions made by individuals, which are intended to assign a quality or an attribute to an agent following an observed behaviour. Ellis (2008) focused his definition on the language learning process stating that, “The term ATTRIBUTIONS refers to the explanations learners give for their progress in learning an L2” (p. 684).

In a nutshell, the term attribution was advanced by psychologists to encapsulate any attempt of ordinary people to explain their own behaviour as well as that of others, and to assign reasons to intentional or accidental events.

### **1.1.2 Attribution theory in the field of Psychology**

If to dig deep into the roots of the attribution theory, it is most suitable to acknowledge the work of many psychologist and pioneers of the field. The development of the current tenets of the attribution theory was the result of a rich stockpile of research carried out by different psychologists. Attribution theory has been regenerated through populous theoretical versions till reaching the last multidimensional construction and is still open to change and development.

The basic assumptions of attribution theory are explained in what follows.

#### **1.1.2.1 Heider's Naïve Psychology**

The father of attribution theory is Fritz Heider, who was a fellow of the Gestalt school of psychology. His work on attributions started with his PhD project in 1920. Working on Phenomenology, he came out with ideas that constituted the core of the attribution theory in later time.

In his Doctoral project, Heider endeavored to solve a phenomenological enquiry of how people perceive the qualities of the existing objects in the world by means of their sensations that merely exist in the mind. Though having a philosophical basis, his ideas were further developed to make the foundation for the existing body of research about attributions. He then molded his assumptions from object perception to person perception. The complex construction of the human-object interaction has led Heider to probe other questions as to explain most importantly the human-human interaction. The core of his subsequent assumption was how people make sense of outside events and others' behaviour, reflecting a person vs. situation dichotomy (Heider, 1920, as cited in Malle, 2011).

Heider (1958) postulated that individuals are “naïve psychologists” whom tend to explain behaviour either being internal or external to them by means of cause and effect relationship. His idea was that these perceptions of behaviour are to be influenced by internal as well as external factors, in other words, they are to be affected by personality traits and things that fall within the individuals’ character (such as, emotions, beliefs, desires and the like) or by aspects of the situation that might lie within the environment and the external surroundings to the individuals i.e. the existing state of affairs.

Heider (1958) validated the external-internal dichotomy to action outcomes in both cases of success and failure “dependent upon a combination of effective personal force and effective environmental force” (p. 82). Then a distinction could be made between person causes and situation causes revealed in the terms ‘personal causality’ counting for intentional events and ‘impersonal causality’ counting for unintentional events. Heider was constantly credited for the introduction of the person-situation dichotomy which led researchers to conceive novel boundaries for the attribution theory.

### **1.1.2.2 Jones and Davis’ Correspondent Inference Theory**

After the initiation of the attribution theory by Fritz Heider, Jones and Davis (1965) advanced a cutting edge presumption that people, by their very nature, tend to make inferences about the observed behaviour and events. For them, people pay more attention to intentional behaviour as opposed to accidental or unthinking behaviour.

The assumptions made by Jones and Davis were another interpretation to the concept advanced by Heider that people are ‘naïve psychologists’; they tend to think as scientists probing questions about the nature and processes by which behaviour could occur. Individuals’ responses to such questions determine the kind of action or actions to follow. The most contributive principle of the correspondent inference theory is that people make general

inferences by observing other's behaviour and generalizing others' actions as being intentional, which allow them to correlate the outcomes of behaviour with reasons for doing actions. The intentionality principle of this theory has limited the reasons of action into fewer choices. The reasons made for actions or behaviour are known as attribution 'antecedents'. Hence, as described by Kelly and Michela (1980), the correspondence inference theory consolidated two central antecedents to the attribution process.

First, the attribution process is aligned by *information*, this means that individuals gather information from the observed behaviour and events then make inferences about their outcomes by comparing consequences held by each action. For instance, if two similar actions occur at two different points of time, the individuals are more likely to explain the outcome of the latter in comparison to the outcomes of the former and make inferences about the two with regard to the reason or reasons that led the scenery of such actions, i.e. the intention that lay behind them.

Second, *perceivers' beliefs* are the other antecedent that could direct their future responses to actions. Individuals weighed others' dispositions to situations before determining their own dispositions; this creates a kind of unity for the members of the same culture. Individuals of the same cultural group tend to have roughly the same dispositions towards events and behaviour.

### **1.1.2.3 Rotter's Social Learning Theory**

Another psychologist who contributed to the attribution theory is Julian Rotter (1966). He further developed the components of the attribution theory by giving credit to the personal influence on the perception of behavior. Unlike the views of Heider that attributions are merely done by people to judge others' behavior and to make sense of outside events, Rotter suggested that attributions are also means for personal judgments. That is to say, it is up to the

individuals to make sense of their own behavior in order to be able to act in similar future situations. Rotter (1966) came with the idea of controllability; that is, people own a locus of control that allow them to regulate their future actions according to the context it occurs in. the locus of control is divided into two poles; the internal locus of control and the external locus of control. Namely, the internal locus of control lay within the personality of individuals, it is personal and controllable. While external locus of control is within the environment, it is social and uncontrollable.

### **Internal Locus of Control**

It is common sense knowledge that behavioural outcomes are the results of one's own decisions and efforts. People with internal locus of control tend to internalize both success and failure. Rotter (1966) suggested that this trait was much more associated with motivation to achieve success.

### **External Locus of Control**

Chances in life are seen to be controlled by external factors and other people rather than being controlled by the self. If success was not reached it would seem that it is due to forces outside of one's control. People with an external locus of control tend to externalize both success and failure.

#### **1.1.2.4 Kelly's Covariation Model**

Another building block to the theory was made by Harold Kelly (1967), a social psychologist who presented the attribution theory as causal judgment which was considered the opening treatment of the lay attributional explanations. Kelly (1971) asserted "an attributor is not simply an attributor, a seeker after knowledge; his latent goal in attaining

knowledge is that of effective management of himself and his environment” (p.22, as cited in Weiner, 1985).

In his work Kelly tried to scrutinize two central ideas, following Heider’s model. First, how individuals conduct the process of making choice between external and internal attributions, and second stimulating this process to experimental methodology (Malle, 2011). Kelly’s study revealed that the external-internal distinction is of valuable use to the domain. Nevertheless, the analogy between making external and internal explanations and experimental methodology bring him to put forward a ‘co-variation model’ claiming that people when making attributions have access to information relying on multiple observations to behaviour and situations. The variation lie, then, within different observations, across various situations and passing through different time points; in other words, people’s behaviour varies under different conditions (Malle, 2011). Furthermore, Hogg and Vaughan (2013) presupposed that, “people use this covariation principle to decide whether to attribute behaviour to internal dispositions (e.g. personality) or external environmental factors (e.g. social pressure)” (p.84). Kelly’s covariation model was also known as the ANOVA model (Kelly & Michela, 1980; Hogg & Vaughan, 2013).

In sum, this theory tried to study how the ‘effect’ covaries with the ‘reason’ or antecedent. As suggested by Kelly (1967), “The effect is attributed to that condition which is present when the effect is present and which is absent when the effect is absent” (p. 194).

Three main types of information were introduced in the covariation model:

- a. **Consistency Information:** the extent to which a person reacts in a similar manner to the same object or situation in different occasions. It is about the repetitiveness of behaviour. A high consistency should ensue if a person almost always behaves in a certain way, in contrast, a low consistency should follow a disparity of behavioural reactions by a person.

- b. Distinctiveness Information:** the degree to which a person keeps up with the same reactions but now toward different objects or situations. It is about people's tendency to make shifts in behaviour in different situation. High distinctiveness is marked if a person changes his or her behaviour from one situation to another. Low distinctiveness is marked if a person keeps up with the same behaviour despite the change in situations.
- c. Consensus Information:** This type is more related to the common sense. If people react in the same manner to a given actor or action, there is a high consensus. However, if their behaviour was indifferent there is low consensus. It is linked to the extent to which other people behave in the same way in reaction to any actor or action.

#### 1.1.2.5 Weiner's Three Dimensional Model

Further honing to the theory was done by Bernard Weiner (1981, 1985, and 1986) whom pioneered the theory by his creative and analytical contributions. Weiner acquainted the theory with its very minute details and nuances. In his 1981 model, Weiner conducted an experimental study, with his associate Paul Wong. The researchers undertaken the study through five experiments, all implying an assumption that falls within the general question of whether individuals are engaged in spontaneous attributional search. Weiner and Wong (1981) also emphasized that attributions for success and failure are to be positioned within external and internal poles. They added that these attributions are to be influenced by five dimensions, three of which are central (namely, locus, stability, and controllability), the other two are potential (precisely, intentionality and generality), in Weiner's words (1985), "The perceived causes of success and failure share three common properties: locus, stability, and controllability, with intentionality and globality as other possible causal structures" (p.548). Ranked randomly as follow:

- 1- Locus dimension: The categorization of the influential factors into external and internal causal explanations.

- 2- Stability dimension: Stable causes (long lasting and unchangeable over time) and unstable causes (temporal and changeable over time).
- 3- Controllability dimension: Causes over which individuals have control (controllable and could be regulated) and causes that are uncontrollable (could not be regulated).
- 4- Intentionality dimension: Manifesting individuals' responsibilities and purposes behind which the action was pursued.
- 5- The generality dimension: It matters the induction of the perceived causal factors to similar succeeding situations or to other's actions.

Weiner focused his theory on achievement (Weiner, 1974). Attributions are classified along three dimensions: locus of causality, stability, and controllability. The locus of causality dimension has two poles, internal and external. The stability dimension captures whether causes change over time or not, for example; ability can be classified as a stable, internal cause, while effort classified as unstable, internal cause. Controllability contrasts causes one can control, such as skill and efficacy, from causes one cannot control, such as aptitude, mood, other's actions, and luck.

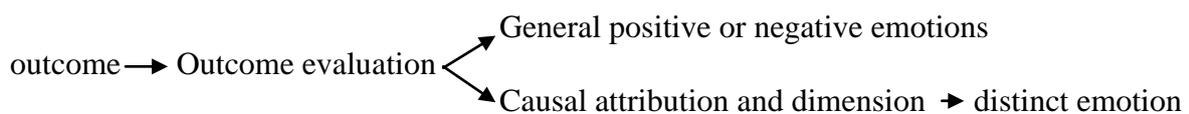
Weiner in his achievement model (1974) argued that the underlying attributional ascriptions of causes could be explained by means of four main attributions, effort, ability, luck, and task. These four reasons are possible to be distributed to the dimensional properties referred to earlier. For example, ability attribution is considered as internal, uncontrollable, stable attribution, effort attribution is considered as internal, controllable, and unstable attribution, luck attribution is seen as external, uncontrollable, stable factor, and task is seen as external, uncontrollable, stable factor.

The most influential ideas presented by Weiner (1985) are those of the attribution-emotion process. Weiner claimed that the influence of attributions on future actions or

disposition is mediated by a set of emotional states reflecting both satisfactory and unsatisfactory emotions such as: gratitude, pity, shame, pride, anger, hopelessness. These emotions could be generated only after the attribution process took place. In addition, Weiner figured out that the dimensionality of the attributional behaviour play a divergent role in the emotion process. The stability dimension for example is linked to expectancy of success. The affective factors however are strongly linked to the controllability dimension; once having control over the causes there is a great likelihood that the individuals become highly motivated. The attribution cognition emotion model is highlighted by **figure1**.

### Figure1

*The cognition emotion process*



(From Weiner, 1985, p. 560)

The principles of Weiner's three dimensional theory are to be summed up in the following:

1. Attribution is a three stage process; (1) behaviour is observed, (2) behaviour is determined to be deliberate, and (3) behaviour is attributed to internal or external causes.
2. Achievement can be attributed to (1) effort, (2) ability, (3) task difficulty, or (4) luck.
3. Causal dimensions of behaviour are (1) locus of causality, (2) stability, and (3) controllability.

## 1.2 Attribution Theory in Education

Since the attribution theory reached its utmost development by the works of Bernard Weiner (Weiner, 1974; Weiner, 1985; Weiner, 1986), there was a huge interest that emerged in the educational context with regard to this psychological theory. Many studies were conducted to test the influence of learners' attributions on different variables in the field. The majority of studies were linking attributions to learners' performance, their achievement in the field, and similar variables.

Regarding how attributions influence test performance, Meyer and Koebl (1982) conducted a study suggesting a strong relationship between students' test performance and their attributions. The structure of their study was very similar to Weiner's model. In a similar vein, Bempechat, Ginsburg, Nakkula, and Wu (1996) delved into the relation between students' attributions and their achievement in Mathematics. The results of their study reported that ability, as an attributional variable, was the most influential on students' high achievement. In the same context, Boruchovitch (2004) explored the nexus between students' attributions of success and failure and their Math grades. The latter was driven through by means of qualitative methods, mainly through interviewing students. The findings of this study revealed that internal locus of causality were of prime importance in predicting differences in success and failure attributions. Furthermore, Ong (2006) tried to build a cause effect relationship between South Asian students' attributions and their achievement scores. The researcher used the Causal Dimension Scale (CDSII), however found that the internal and personal attributions were predictive of students' grades and negatively related to them. Ad interim, Sorić and Palekčić (2009) have undertaken a divergent access in the educational field; their study estimated strong correlations between learning strategies and the causal dimension of controllability when being used to explain academic achievement.

The aforesaid results of these studies are seemingly in difference, yet they have spotlighted the importance of the attributions (specifically ability, effort, luck, and task) in influencing the academic outcomes of learners. Moreover, they proved that the various attributions can be interpreted by means of the locus of causality, stability and control, as can be illustrated in (**Table 01**) below.

**Table 1**

*Dimensional Classification Scheme for Causal Attributions*

Dimension	←	→	
Attributions	Locus	Stability	Controllability
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Strategy	Internal	Unstable	Controllable
Interest	Internal	Unstable	Controllable
Task Difficulty	External	Stable	Uncontrollable
Luck	External	Unstable	Uncontrollable
Family Influence	External	Stable	Uncontrollable
Teacher Influence	External	Stable	Uncontrollable

(From Vispoel and Austin (1995), based on Weiner, 1979)

The study of Vispoel and Austin (1995) dealt with junior high school students' ascriptions of success and failure in the subjects of English, Mathematics, Music, and Physical Education, observing strong connections between students' causal beliefs and the classroom achievement. These studies have shown considerable results with regard to the attributional variables presented in Weiner's theory (1986). The theory advanced that internal attributions generate higher alterations to esteem related affect than do the external attributions. Similarly, stable attributions are connected to the expectancy of success and failure, while controllable attributions are much more concerned with the persistence in task completion. These previous studies implemented more qualitative methods, relying on interview generated data as well as open ended questionnaires. It was till recent years that

meticulous quantitative analysis that utilized factor analysis, descriptive statistics along with multidimensional scaling were adopted in the field (e.g. Vispoel & Austin, 1995).

### **1.2.1 Attribution Theory in Second and Foreign Language Contexts**

The emergence of the attribution theory in ESL and EFL contexts was till later time. In comparison to the pervasive inclusion of attribution research in the educational field and in social psychology, fewer researches have been carried out to examine the attribution variables in language learning context.

Research about attribution in the ESL/EFL contexts was limited to variables such as test performance, achievement, teaching and learning strategies, learning style and the like. Although attribution theory is a motivation theory, it received little interest from the part of the language learning research, thus, many researchers seem to centre on identifying only the types of attributions made by SL/FL learners. In 1999, Williams and Burden used qualitative data gathering instruments to investigate age related attributions for success. The population addressed by their study was composed of young children stratified according to their age. The major findings of their study showed considerable differences among children with regard to their age in explaining the causes of their success.

Another example of qualitative studies carried out to examine types and influences of attributions for language learners is Ushioda's (2003) research work on Irish adult learners of French as a second language. This study aimed at investigating the kind of factors that enable these learners to keep up with higher self image and higher beliefs of their capabilities in learning French as a second language. The study revealed two patterns of attributions made by these Irish learners, first, is that their positive language learning outcomes were linked to internal attributions, mainly the ability and effort attributions, and second, their negative language learning outcomes were coupled with unstable, temporary factors such as lack of

effort and lack of learning opportunities, consequently they could be healed. Ushioda (2003), like Williams and Burden (1999), relied on interviewing the participants to gather qualitative data.

A year later, Hsieh (2004) investigated the influence of effort attribution on language learning achievement. He applied his own instrument, the Language Achievement Attribution Scale (LAAS), to five hundred (500) undergraduate students learning a foreign language at the University of Texas in Austin; there were nine classes learning Spanish, five learning German and four learning French. This quantitative study concluded that learners with internal, stable attributions are those who obtained higher grades in their language class, whereas those who made attributions for success and failure to external, unstable factors are more likely to perform within lower levels. Hsieh and Schallert (2008) has made a replication for the previous study and found out that learners who made ability attributions receive high achievement grades in a foreign language course.

Moreover, Lei and Qin (2009) tried to establish a relationship between teacher and effort attributions and learners' English language achievement adopting the (LAAS) as a measure. In the same fashion, Peacock (2009) attempted to coordinate language learning attributions with EFL learners' proficiency based outcomes.

It is noteworthy that previous research on attribution in the realm of language learning mainly focused on fewer variables in comparison with the wide range of language learning variables that exist leaving a gigantic room of enquiry for further research to be carried out for the sake of examining this social psycho-cognitive variable.

## 1.2.2 Types of Attributions

The attribution literature has emphasized the existence of different types of attributions. However, the most common division is the one made by Heider (1958) who made a distinction between ‘external’ or ‘situational’ attributions and ‘internal’ or ‘dispositional’ attributions. This division was then the point of departure that led other researchers to enlist other subdivisions. Weiner, for instance, emphasizes other types such as ability, effort, luck, and task difficulty. Yet, the most flexible bisection is the internal-external dichotomy since it covers any other subdivision. As advocated by Hogg and Vaughan (2013), “In attributing causality for behaviour, we distinguish between personal factors (e.g. personality, ability) and environmental factors (e.g. situations, social pressure). The former are examples of an **internal (or dispositional) attribution** and the latter of an **external (or situational) attribution**” (p.82).

### 1.2.2.1 Internal (Dispositional) Attributions

Undoubtedly, when individuals try to ascribe causes to their own or to others’ behaviors these ascriptions are influenced by their inner state. An internal attribution is the process by which people assign the cause of a given behaviour to internal, personal characteristics. It is internal because it reflects factors that lie within the self and it is dispositional because it interprets personal dispositions towards behaviour and events or dispositions to take action (Heider, 1958). It includes judgments toward one’s own as well as others’ behavioural dispositions. For instance, if someone behaved offensively to another person, the other person might reflect that he or she did something bad and put blame on his or herself. This is then considered an internal attribution since the blame is put on the self rather than the other. Attitudes, beliefs, mood, effort, ability, opinions, personality, interest, among others are all possible examples for internal or dispositional attributions.

### **1.2.2.2 External (Situational) Attributions**

On the other hand, External attributions include assigning the cause of behaviour to a situation or event outside the reach of the individuals' control. They are situational since the ascription of behaviour is made to features of the situation and the outside environment. If to reconsider the previous example, if the other person this time explains the other's offense by considering that person as rude or as being out of manners, this is then an external attribution. Situations, social conventions, environment, others' influence, luck, chance, task, and so are symbolic instances for the external or situational attributions.

### **1.2.3 Attribution Biases**

The attribution process is a psycho-cognitive process, hence could be influenced by the individuals psychological and cognitive state. When people evaluate or try to pin reasons to their own or others' behaviour, they may commit an attribution bias or error. Hogg and Vaughan (2013) argued that the attribution process is more open to subjectivity than to objectivity, since the subjects are more likely to serve their interpersonal dynamics, their personality, as well as their communication needs.

When people try to explain reasons of behaviour they are prone to falling victim to a number of cognitive biases and errors. Our perceptions of events are often distorted by our past experiences, our expectations, and our own needs. These biases might lead then to incorrect attributions. The most common types of errors in attributions include the fundamental attribution error, the actor observer bias (or actor observer effect), and the self serving bias.

### **1.2.3.1 The fundamental Attribution Error**

One way that makes attributions open to be biased is that individuals are often quick to attribute the behaviour of other people to something personal about them rather than to something about the situation. This is a classic example of the general human tendency to underestimate how important the social situation really is in determining behaviour. This bias occurs in two ways. First, we are too likely to make strong personal attributions to account for the behaviour that we observe others engaging in. This bias is closely related to the correspondence bias, which occurs when we attribute behaviour to people's internal characteristics, even in heavily constrained situations.

One of the best known attribution biases is the fundamental attribution error or the correspondence bias; a general tendency for people to overly attribute behaviour to stable underlying personality disposition. This error was originally identified by Ross (1977) and the terms correspondence bias and fundamental attribution error are often used interchangeably.

The fundamental attribution error refers to a general bias on the part of internal factors to a greater extent than situational factors. This bias also manifested in explanations for group behaviour and in this context is termed the ultimate attribution error.

### **1.2.3.2 The Actor Observer Bias**

Another similar way that we over emphasize the power of the person is that we tend to make more personal attributions for the behaviour of others than we do for ourselves and to make more situational attributions for our own behaviour. Choi, Nisbett, and Norenzayan (1999) postulated that an actor observer bias is "the assumption that one does what one does because the situation requires it whereas others do what they do because of their dispositions" (p.43).

The actor observer bias is a phenomenon where the perceived cause of an event follows from the particular perspective of the explainer. An observer of an individuals' behaviour displays a tendency to attribute the causes of that behaviour to internal characteristics of the behaviour as having resulted from external circumstances.

### **1.2.3.3 Self Serving Bias**

The self serving bias is a common pattern of explanation for personal success or derived and failure as resulting from external, situational factors. These patterns of attribution exhibit fallacious and biases reasoning in action (Choi et al, 1999).

There are a range of attributional biases that are clearly self serving, because they appear to protect or enhance self evaluation. People tend to attribute internally and take credit for their success (a self enhancing bias). Although initial explanations for success and failure may be relatively modest, dispositional attributions for success and situational attributions for failure become more pronounced with time.

Self serving biases are clearly egocentric. People generally expect to succeed and therefore accept responsibility for success. If they try hard to succeed, they correlate success with their own effort, and they generally exaggerate the amount of control they have over successful performances. Together, these cognitive factors might encourage internal attribution of success to take part.

## **1.3 The Relationship between Attributions and Motivation**

The causal ascriptions of behavioural outcomes are proved to influence subsequent actions in similar situations. The attribution motivation relationship is a symbiotic relationship; when coupled together as a predictor-criterion set, both variables could influence each other. However, research has strikingly geared that attributions do mare the motivational

state not necessarily within a causes and effect relationship but are exhaustively contributive to the motivational dispositions held in task completion. The causal perceptions were always enlist under the major components of motivation, Gardner (1985), for instance, proclaimed that causative variable is part and parcel of motivation. Ellis (2008) arguably suggested that “The recognition that such attributions can affect a learner’s motivation originated in research showing that motivation can result from as well as lead to L2 learning” (p. 684).

Weiner (1985), on his part, argued that there is an underlying mechanism which proposes that a ‘motivational episode’ is intimately launched following any outcome that can be sealed with an attainment or non attainment of a certain goal. Besides, Weiner further developed insightful evidence that the motivational state or any other behavioural outcome is not only due to the causes per se, but to the dimensions that individuals perceive, i.e. individuals’ perceptions to the properties and aspects of a cause are the most influential factors on their subsequent motivational and behavioural stands. In Weiner’s words, “It therefore seems reasonable to pursue the idea that causal ascriptions influence emotions and that emotional reactions play a role in motivated behaviour” (p. 559).

Weiner (1985) attempted to distribute the emotional reactions amongst the three dimensions, giving credit that the stability dimension is linked to the expectancy of success; however, the controllability dimension is in charge for the affective factors. He gave the example that the perceived stability causes go with the ups and downs of success expectancy. Then this expectancy along with affect, in turn, are assumed to guide the motivated behaviour. The attribution theory is therefore conjoining the cognitive structures of thinking with the dynamics of subsequent feelings and action.

**Conclusion**

This chapter has presented the theoretical underpinnings as well the basic concepts and assumptions of attribution theory. Moreover, some research applications of this theory in the field of education ,in general, and in the context of second language learning, in particular, has been reviewed. Finally, an attempt was made to link the variable of attributions to that of motivation.

# **Chapter Two: Motivation in Second Language learning**

## **Introduction**

- 2.1 Definition of Motivation
- 2.2 Historical Development of Language Learning Motivation Research
  - 2.2.1 The Social Psychological Period
  - 2.2.2 The cognitive Situated Period
  - 2.2.3 The Process Oriented Period
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## **Conclusion**

## Introduction

Motivation is an important psychological factor that influences learners' ability and willingness to learn and consequently their level of achievement. A rich bulk of research has been carried out to study motivation and its implications in educational and pedagogical settings. It is now a recognized fact that the type and the level of motivation affect the learning process and the learners' capabilities to achieve goals. This chapter presents the different aspects and components as well the different theoretical models related to the construct of motivation. Moreover, a brief historical overview of research about the relationship between motivation and second and foreign language learning. Finally, the factors that affect and could be affected by motivation are also presented.

### 2.1 Definition of Motivation

The term motivation can stand as a blanket term to a variety of other concepts which are generally distinct from each other. It encompasses different concepts that might fall within psychological and pedagogical contexts. As far as the development of the psychological and pedagogical theories, motivation was defined distinctively. However, the popular use of the term tends to reduce the many definitions to one which is conventionally used even for the laypeople. Motivation, as a term, is used to refer to enthusiasm and willingness to take action or general disposition to carry out learning tasks. It is the driving force that makes people use the optimal their resources and capabilities to achieve a certain goal. In a nutshell, "The word motivation derives from the Latin verb 'movere' meaning 'to move'" (Dörnyei & Ushioda, 2011, p. 3). In the words of Ryan and Deci (2000), "To be motivated means *to be moved* to do something; a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54).

Although researchers have tried to set many definitions to motivation, there is still no direct concord about a plain definition that fits all contexts. Dörnyei (1998) commented, “Although ‘motivation’ is a term frequently used in both educational and research contexts, it is surprising how little agreement there is in the literature with regard to the exact meaning of the concept”( p.117).

Gardner (1985) has put forth that motivation is the sum of learners’ effort, their desire to achieve language learning as a final goal, along with positive attitudes towards language learning. This definition by Gardner is pertinent to those who consider motivation as an internal force that keeps the learners striving to reach their goals. Different researchers enlisted a variety of components to segregate motivation. Gredler, Broussard and Garrison (2004) defined motivation as “the attribute that moves us to do or not to do something” (p.106, as cited in Lai, 2011).

Among the most important contributors to the field, Dörnyei (2001) identified motivation as “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (p.1). Moreover, Dörnyei and Ushioda (2013) stipulated, “ Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the *direction* and *magnitude* of human behaviour, that is: the *choice* of a particular action, the *persistence* with it, the *effort* expended on it. In other words, motivation is responsible for *why* people decide to do something, *how* long they are willing to sustain the activity, *how* hard they are going to pursue it” (p.4).

Henceforth, despite the fact that there is an anomaly amongst researchers regarding what exactly encapsulates motivation. Many researchers acknowledge it as being one of the key predictors of success in second and foreign language learning. Motivation, accordingly,

could be summarized as to involve: desire for achievement, goal setting, effort, energy, persistence, enthusiasm, impetus, and a need for reaching success.

## **2.2 Historical Development of Research on Motivation in Language Learning**

The multidimensional nature of motivation has led researchers at different periods to provide sum of manifold descriptions and notions related to motivation. As a result, a huge body of theoretical constructions has been provided in an attempt to supply a more comprehensive operational definition of the components of motivation. Research has been allocated into different phases, what follows is a summary of the major periods of this provide a comprehensive has emerged to probe what constitutes motivation and how it functions. Motivation development, carved up into the three major prototypical phases as postulated by Dörnyei (2005):

- 1- The social psychological period (roughly 1959-1990).
- 2- The Cognitive situated period (during the 1990s).
- 3- The process oriented period (the past five years, the turn of the century).

### **2.2.1 The Social Psychological Period (roughly 1959-1990)**

This period, as its name suggests, was mainly concerned with the social and psychological aspects of language motivation. Since the learning of a language necessitates a kind of integration with its culture and its social atmosphere, theories within this period were heavily influenced by the work of Gardner and Lambert (1972) who suggested that language learning as a subject is aligned by socio-cultural factors among which are learners' attitudes, cultural stereotypes, as well as geopolitical considerations.

The theories of this research period have provided new insights to the educational field at that time; considerations to learners' attitudes towards the language group, their identity, as well as their geopolitical properties were supplied considerably when designing language courses as well as language motivation research.

### **2.2.2 The Cognitive Situated Period (during the 1990s)**

Dealing with human cognition, cognitive motivational theories attempted to validate cognitive psychological theories to the language learning classroom, with the trial of many researchers of the field (e.g., Crookes & Schmidt, 1991; Brown, 1990; Julkunen, 1989; Skehan, 1989, 1991)(Dörnyei, 2005). The Cognitive situated period has portrayed the influence of two central issues. First, the need to cope with the chief developments in motivation psychology which witnessed an ongoing cognitive revolution, in this fashion, researchers presented arguably that motivation is critically influenced by the individuals' beliefs about their abilities, possibilities, potentials, limitations and past performance along with the characteristics of the tasks and goals to be reached ( e.g., values, gains, hardships). Second, the pervasive views of the previous period, namely the social psychological period, has led researchers to intertwine language learning motivation with the social and cultural aspects of the target community or group, which, in turn, widen the scope of research to a macroperspective. Hence, creates a need to narrow it down to a more concise and succinct model tailored to all learning situations; as a case in point, generating a microperspective to the research field of language learning motivation was approvingly required.

### **2.2.3 The Process Oriented Period (the turn of the century)**

In due time, the research paradigms have shifted attention in mint conditions to another perspective, emphasizing the importance of considering motivation as a process in itself. Motivation could be managed as a process if it was related to certain learning behaviour

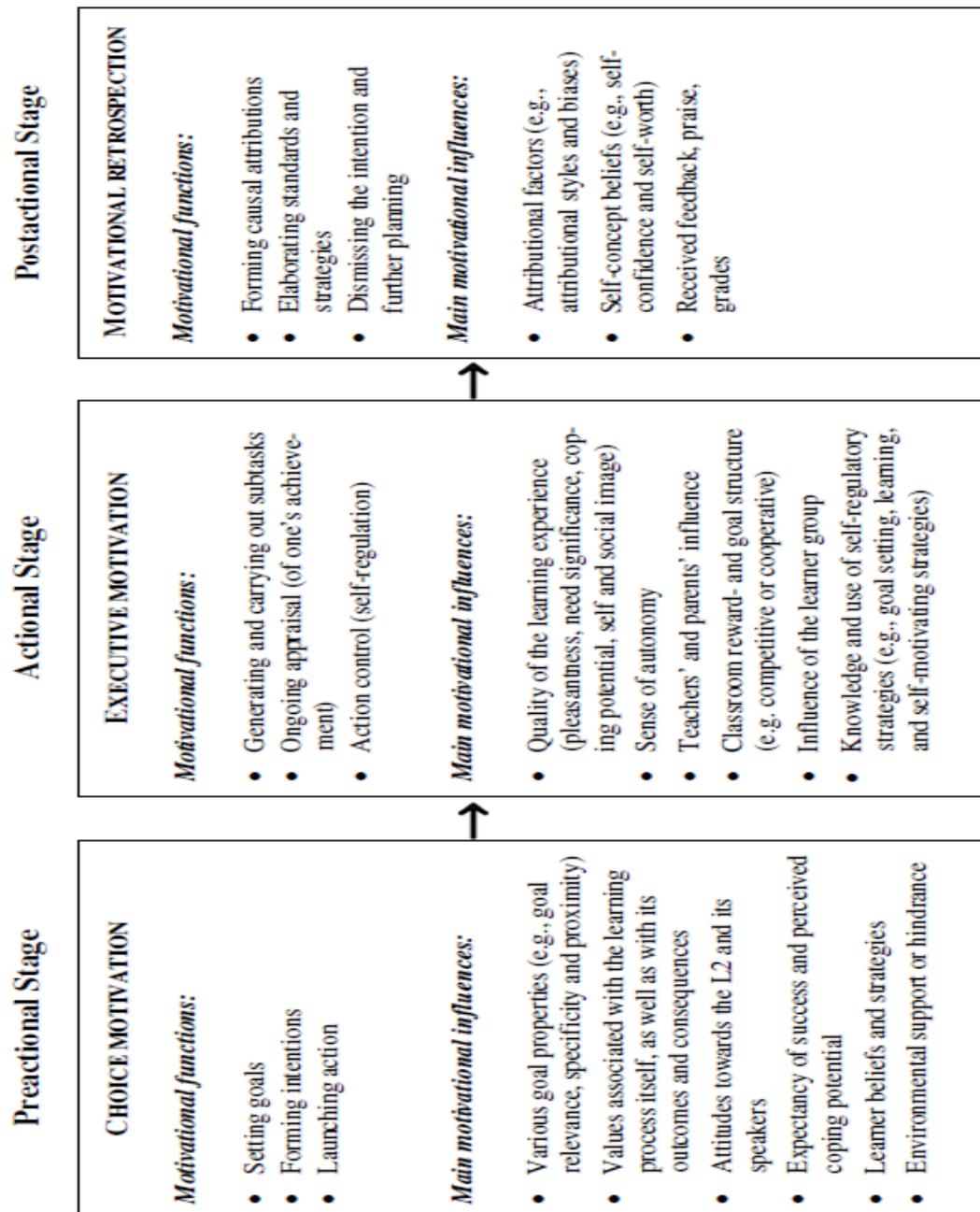
and to classroom processes. Research of this period has called for the adoption of a process oriented approach to motivation. There was a prerequisite to cope with the alterations and the ongoing changes that language learning motivation undergoes during the period of language learning, that is, the dynamicity and changeability of motivation over the language learning process inflicted a inclination for a process oriented paradigm. As noted by Dörnyei (2005), “Looking at it from this perspective, motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuations” (p. 83).

Along these lines, research within the process oriented period operated in correspondence to the momentum changes that endure language learning motivation. The adoption of this paradigm to motivation required that the process of motivation in SLA and FLL settings is to be allocated into different stages of development. A first attempt was validated by Williams and Burden (1997), who detached three stages of the motivation process along a continuum as follow: “Reasons for doing something”--- “deciding to do something”→ “sustaining the effort or persisting” (as cited in Dörnyei, 2005). It is crystal clear from this subdivision by Williams and Burden that the motivation process went through an initiation stage first which involve both the first and second stages of the division, i.e. the learners must first be reinforced by a reason for taking action, if the reason is persuasive enough, a decision to carry out the task is to be made, in this manner motivation is initiated. What follows is that the learners have to cope with the internal and external distractions that may spoil their motivation, this is the persistence stage. Dörnyei and Ottó (1998) imparted another classification for L2 motivation stages presenting new mechanisms and components (as cited in Dörnyei, 2005). As demonstrated in Dörnyei (2005) L2 motivation is comprised of the three following stages:

- 1- The Preactional Stage: This phase is considered as an initial phase that allows the learners to make the decision of what goal and what task to espouse. This preplanning stage was referred to by Dörnyei as *choice motivation* (p.84).
- 2- The Actional Stage: Within this stage, learners are compelling to the sustainment of their motivational state despite the influence of distractions inside the formal setting of language exposure, i.e. the classroom, which make the execution of motivation during task completion difficult. Good examples of such distractions are “off-task thoughts, irrelevant distractions from others, anxiety about the task and physical conditions” (p. 84). This phase was termed *executive motivation* (p.84).
- 3- The Postactional Stage: this stage is subsequent to the completion of the task or action. It is characterized by a reflective behaviour over the past experience with an evaluative perspective. It was referred to as the *retrospective motivation* (p. 84). As Dörnyei put it, “The way students process their past experiences in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future” (p. 84). (The three stages are further detailed in **Figure 1** below).

Figure 2

A process model of L2 motivation



(From Dörnyei, 2005, p. 85)

### **2.3 Theoretical Perspectives of Second and Foreign Language Motivation**

As the motivation variable is complex and multidimensional, it was explored by many theoretical frameworks and models, in an attempt to detect the components and factors that might affect or be affected by the motivational dispositions. During the course of time in the last and current two centuries, various theories emerged. The sum of these theories could be encapsulated by three theoretical perspectives.

#### **2.3.1. The behavioural Perspective**

Within the frames of this perspective, motivation was seen as a behaviour that could be the result of the anticipation of rewards and the desire to receive positive reinforcement. Motivation is then very much controlled by external forces. The behavioural perspective to motivation was largely initiated by the works of Skinner, Pavlov and Thorndike who made motivation and reinforcement the core of their theoretical focus. It is assumed in this perspective that the lay motivational disposition is the factor that set the scene for how performance in tasks should be carried out, however this motivational disposition is largely influenced and driven by external forces such as: parents, teachers, peers, educational requirements, job, and the like (Brown, 2008).

#### **2.3.2. The Cognitive Perspective**

The cognitive view to motivation stressed that motivation is influenced by the individuals' internal states and drives to take action. Individuals' decision needs and dispositions mastered the subsequent motivational behaviour. Therefore, the degree of effort invested on the completion and adaptation of tasks and experiences is decided in relation to individual desires and their cognitive analyses of the situations (Brown, 2008).

### **2.3.3. The constructivist perspective**

This perspective emphasized the importance of intertwining external and internal forces of action. The individuals' actions within a certain social and cultural contexts are stressed. Consequently, factors such as: social context, community, social status, group dynamics, security of the group, geopolitical states, along with the individuals' internal interactive forces take control over motivation (Brown, 2008). Simply put, each individual can react differently and freely to situations, however the total of these reactions are limited by the cultural and social conventions and contexts.

## **2.4 Theories of motivation**

Within these three major perspectives, there was a rich array of theoretical dogmas. Many researchers worked on the construct of motivation in different ways giving rise to the emergence of a plethora of theories set within different time periods. The current work tried to figure the most predominant theories in the field.

### **2.4.1 Self-Efficacy Theory**

The self-efficacy theory offers explanations for how the amount of effort investment differed from person to person. Bandura postulated that people tend to undertake tasks that they evaluate as reachable and to avoid tasks that are far reaching and open to be met by failure. People's judgments over past experiences hold them to make personal interpretations of their performances and to set reachable goals in accordance to these interpretations. A second tenet of the theory is the final reward behind undertaking reachable goals is self-satisfaction. The goals they set became their standards and they adjust the amount of efforts to be expended on these goals (Dörnyei, 2001).

### **2.4.2 Self- Determination theory**

The self-determination theory, as one of the most influential theories to the second language motivation research, distinguishes between the two well known types of motivation; intrinsic and extrinsic, which are the reflections of the interwoven influence of both internal and external incentives. This theory has also distinguished between external regulation and introverted regulation. The first referred to the adjustments of behaviour that come from external forces, and the second referred to activities performed under external pressure. Both regulations attend to a non self-determined behaviour since there is no internal source for undertaking actions. At the end of the continuum resides the identified regulation which is distinguishable to individuals who possess internal forces for undertaking the activities. Another concept that was presented by the self determination theory is amotivation, or learned helplessness, which is used to refer to the situation in which have no intention to behave. They figure that there is no relation between the effort they make and the outcomes they receive. This happens when they have low self efficacy or no sense of control over the desired outcome. The self determination theory viewed motivation as a multidimensional factor that could be split into various components. It advanced a three dimensional perspective to motivation comprised of intrinsic motivation, extrinsic motivation and amotivation.

### **2.4.3 Goal Theory**

Goal theory is fundamental in the study of motivation; originally the term goal was coined to replace that of need presented by Maslow (Dörnyei, 2001). The goal theory focuses on the reasons and purposes. There are four mechanisms by which goal affects the individuals' performance in a certain situation. First goals have a directive function; they make people focus their efforts and attention toward goal reaching. Second they have an energizing function by which people regulate their effort to meet the difficulty of the task.

Third, they positively affect individuals' persistence to carry out the goal reaching. Fourth, it could help in raising the individuals' cognitive abilities when trying to set solutions and widening their knowledge in order to reach goals.

#### **2.4.4 Expectancy-Value Theories**

The theoretical claims of these theories advance that motivation to undertake a certain task is the result of two major factors. First, is the individuals' expectancy of success in certain situations, and second, the value individuals give to the outcomes of these situations. Tollefson (2000) postulated that the amount of effort to be invested in the completion of a task is determined by these two factors. Then a task of higher valued reward would be sustained and a task without value would diminish against the individuals' drives to get reward. Furthermore a task of low level of success expectancy would not be adapted. This is explained by the individuals' tendency to achieve success and their avoidance to failure.

### **2.5 Types of Motivation**

The aforementioned definitions and theories of motivation showed no significant evidence for one-size-fits-all identification for the motivational variable. However, there was a general agreement in the literature about the existence of different types of motivation. The subsequent subtitles will deal considerably with the major types of motivation emphasized by the different research works.

#### **2.5.1 Integrative Motivation**

On the whole, the integrative motivation reflects a desire to be involved in the target language group, culturally and socially. Brown (2008) maintained that, "The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group" (p. 170). The ultimate aim

behind learning a language in such a case is, therefore, seeking a partial or complete involvement in the target community. Gardner and MacIntyre (1991) appropriately termed this type of motivation as integrative orientation to show that learners are oriented towards the aim of being integrated in the target community depending on the context of learning (as cited in Brown, 2008). This type of motivation is the result of learners' attitudes towards the culture and social conventions of the target language. Clément, Dörnyei, and Noels (1994) contended that L2 motivation is grounded on positive attitudes towards the L2 community and on adopting similar customs of the members of that community.

### **2.5.2 Instrumental Motivation**

By and large, instrumental motivation manifests that learners of a language engage themselves in a language learning experience with an ultimate aim of achieving a gain or getting a better state. It is instrumental because learners make language learning an instrument or a means for reaching a predetermined goal. Both integrative and instrumental types of motivation were neatly presented by Gardner in his socio-educational model; the terms are two poles of a dichotomy that stand in coincidence rather than in contradiction (Ellis, 2008).

Whilst the by-product of the integrative type is to be integrated in the target group, the instrumental motivation entails moving towards a function or gain as a force to advance in learning and to reach the intended final state. Brown (2008) argued that, "The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth" (p. 170).

Additionally, Ellis (2008) upheld that instrumental motivation is the result of a perception of the profits that lay behind the learning of the language. In similar vein, Gardner and Lambert (1972) described it as "an orientation associated with the desire to learn the L2 for pragmatic gains, such as getting a better job or higher salary" (as cited in Clement et al, 1994, p. 420).

### 2.5.3 Intrinsic Motivation

This type of motivation refers to the individuals' internal desire to take part in the learning or completion of tasks. People with intrinsic motivation are driven by forces such as curiosity, desire, interest, they enjoy being in tasks for self-satisfaction rather than achieving external goals. They aim at bringing about some internally rewarding consequences. The internal psychological factors such as likes, dislikes, intentions, expectations, wishes, which are identified as self-serving goals rather than for external reward. Ryan and Deci (2000) put forth that "*intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable" (p. 55)

### 2.5.4 Extrinsic motivation

The extrinsic type of motivation refers to the activities people undertake to get an external reward. Factors such as the target language culture, home, school, and environment are external sources of motivation. Externally motivated individuals are those fueled by the external rewards. The anticipation of reward into individuals' tasks increases the likelihood of undertaking these tasks. The desire to perform here comes from external incentives that lay within the environment. As defined by Ryan and Deci (2000), "*extrinsic motivation*, which refers to doing something because it leads to a separable outcome" (p. 55)

Brown tried to detect the interrelationship between the motivational dichotomies by summarizing some possible examples that could be shown in **table 2** below

**Table2***Motivational dichotomies*

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g. for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Japanese parents send their kid to Japanese language school)
Instrumental	The L2 learner wishes to achieve goals utilizing L2 (e.g. for a career)	External power wants L2 learner to learn L2 (e.g. corporation sends Japanese businessman to U.S. for language training)

(From Brown, 2008, p. 175)

## 2.6 Factors Influencing Language Learning Motivation

The motivational variable have been sifted through a myriad of research works, all trying to detect its components and to figure out the most influential factors that could mare the motivational state of learners, hence, within an direct or indirect way hinder the process of learning. Motivation is the most influential affective factor that robustly affects the flow of the learning process. Consequently, much more emphasis was yield to this very dynamic and multidimensional construct.

Considering the factors that could influence motivation to learn a second or first language, two theoretical frameworks should come into bulk; Dörnyei's (1994) framework of motivational components along with Williams and Burden's (1997) framework of motivational components. Though revealing the components of motivation but they can serve as a good theoretical lay for tackling the different factors that contribute to the motivation of L2 learners.

Dörnyei's (1994) motivational model show significantly that the motivation is split out into three main categories at three levels; the language level, the learner level and the learning situation level as presented in **table 3** below.

1. **The language Level:** this level is much more concerned with the language specific components that could lay behind the language motivation more specifically, the learner's motivation could be push by incentives such as integrative and instrumental goals.
2. **The learner Level:** Obviously all the internal factors of the learner being psychological or cognitive contribute to the motivational state of the learners. Things that come from within the self are mostly influential such as self efficacy, anxiety, self confidence, and the like.
3. **The Learning Situation Level:** aspects that come from the academic surroundings are also of valuable influence to the learners' motivation. This category was further developed to three other factors, the teacher, the course and the group. Showing the influence of classroom dynamics as such the instructor, the content of learning, and the peer effect.

**Table 3***Dörnyei's (1994) of L2 motivation*

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Causal attributions * Self-efficacy
LEARNING SITUATION LEVEL	
<i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy-supporting) Direct socialisation of motivation * Modelling * Task presentation * Feedback
<i>Group-specific motivational Components</i>	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

(From Dörnyei, 2001, p. 18)

Williams and Burden's (1997) framework included another categorization (as revealed in **Table 4**), they separated the possible influential factors into two hedging categories under which a number of factors enlisted. Their framework is considered a review of what have been revealed by the different theories of motivation. They designed their framework from the perspective of factors affecting L2 learner motivation.

**Table 4***Williams and Burden (1997) framework of L2 motivation*

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> <li>● arousal of curiosity</li> <li>● optimal degree of challenge</li> </ul>	Significant others <ul style="list-style-type: none"> <li>● parents</li> <li>● teachers</li> <li>● peers</li> </ul>
Perceived value of activity <ul style="list-style-type: none"> <li>● personal relevance</li> <li>● anticipated value of outcomes</li> <li>● intrinsic value attributed to the activity</li> </ul>	The nature of interaction with significant others <ul style="list-style-type: none"> <li>● mediated learning experiences</li> <li>● the nature and amount of feedback</li> <li>● rewards</li> <li>● the nature and amount of appropriate praise</li> <li>● punishments, sanctions</li> </ul>
Sense of agency <ul style="list-style-type: none"> <li>● locus of causality</li> <li>● locus of control re: process and outcomes</li> <li>● ability to set appropriate goals</li> </ul>	The learning environment <ul style="list-style-type: none"> <li>● comfort</li> <li>● resources</li> <li>● time of day, week, year</li> <li>● size of class and school</li> <li>● class and school ethos</li> </ul>
Mastery <ul style="list-style-type: none"> <li>● feelings of competence</li> <li>● awareness of developing skills and mastery in a chosen area</li> <li>● self-efficacy</li> </ul>	The broader context <ul style="list-style-type: none"> <li>● wider family networks</li> <li>● the local education system</li> <li>● conflicting interests</li> <li>● cultural norms</li> <li>● societal expectations and attitudes</li> </ul>
Self-concept <ul style="list-style-type: none"> <li>● realistic awareness of personal strengths and weaknesses in skills required</li> <li>● personal definitions and judgements of success and failure</li> <li>● self-worth concern</li> <li>● learned helplessness</li> </ul>	
Attitudes <ul style="list-style-type: none"> <li>● to language learning in general</li> <li>● to the target language</li> <li>● to the target language community and culture</li> </ul>	
Other affective states <ul style="list-style-type: none"> <li>● confidence</li> <li>● anxiety, fear</li> </ul>	
Developmental age and stage	
Gender	

(From Dornyei, 2001, p.20)

1. **Internal Factors:** this category included a number of factors that lay within the self of the individual like interest in the activity, received value of the activity; which is similar to value theories of motivation, attitudes, mastery, among other affective and cognitive states. What must be noted is that the causality factor is under the heading sense of agency where the learners are receiving themselves as the agents of action.

2. **External Factors:** they are aspects of the situation and results of the learner interaction with the significant others or with the environment. The significant others like the teacher, parents, and peers. The nature of interaction with those significant others can also influence motivation to learn the language, along with the learning environment and the broader context where the learner might interact.

Both cognitive and affective factors such as anxiety, self confidence, attributions, beliefs or so have been proven to influence L2 learners' motivation. The communicative needs amongst the individuals made motivation more prone to be influenced by both internal and external factors and open to change across situations.

### **Conclusion**

This chapter has sketched the historical development in the theory and research on motivation. Moreover, it has presented the major perspectives and theories on the study of this construct. The chapter ended by a concise analysis of the factors that could influence L2 learners' motivation.

# **Chapter Three: A synchronic and Diachronic Study of the Correlation Between Learners' Attributions and their Motivation**

## **Introduction**

- 3.1 Research Methodology
  - 3.1.1 Participants
  - 3.1.2 Research Instruments
  - 3.1.3 Data Collection Procedure
  - 3.1.4 Description of the Questionnaire...
  - 3.1.5 Data analysis
- 3.2 Interpretations of the results
  - 3.2.1 Analysis of the Student Questionnaire
  - 3.2.2 Summary of the Attribution Motivation Results
- 3.3 Overall Discussion
- 3.4 Limitations of the study

## **Conclusion**

## **Introduction**

This chapter presents the cross-sectional analysis of the results generated by the questionnaire. An overview of the research methodology, population and participants, and data collection procedures will also be explained. This chapter is divided into two main sections where with the research methodology and data analyses will be under lens.

### **3.1. Research Methodology**

The present study is in line with the quantitative research paradigm since it attempts at testing a correlation between the two central variables, namely learners' attributions and motivation. As the study is an extension of two psychological variables and seeks to answer a question of a quantitative nature, the quantitative non-experimental methods were evolutionary used.. This technical assumption gave boost to the current study to uphold quantitative instruments reflected in a questionnaire designed to meet this end. The current research work is also a cross-sectional study that seeks to compare and contrast students' responses to the phenomenon with consideration to their level. The use of a cross-sectional design was an attempt to simulate a longitudinal analysis of the development of the attributional beliefs and the motivational states amongst learners as they advance across the curriculum. Further fine tuning to the research methodology, population, and instrumentation is displayed in the subsequent headlines.

#### **3.1.1. Participants**

A sample of 100 English language students at the University of Mohamed Seddik Ben Yahia, Jijel participated in the completion of the questionnaire designed for the current research work. This research sample is representative of a population comprised of approximately 838 students at the University of Mohamed Seddik Ben Yahia, Jijel; 226 of which made up first year Licence students, 241 of which made up second year Licence

students, 265 of which made up third year Licence students, and 106 of which made up the first year Master students. Hence, the sample of the in hand research is practically close to one eighth of the whole population (11.93%). Conjointly, the sample is comprised of 11 male and 89 female students who kindly participated in responding to the questionnaire.

Following the cross sectional perspective, the sample was equally divided into four major levels representing four years, mainly three years undergraduate Licence students (First, Second, and Third year Licence students) and one year representing postgraduate Master students (First year Master students). This equal stratification made up a sample of 25 students from each academic year. The selection of the sample was based on the assumption that university students have reached the maturity to discriminate and recognize the outcomes of their leaning experience and to analyze their psychological state. The study was intentionally designed to be cross-sectional because university students have exceeding levels of experience with language learning which make them more experienced the more they are engaged in language learning tasks. Postgraduate students are assumed to reach higher levels of the cognitive taxonomy, they can analyze, synthesize, and evaluate their experiences in more professional manner since they were trained to be emerging teachers and open to take fresh teaching experiences, however the undergraduate students are assumed to be at their emerging level and within a training system to do so. Their overlapping experience with language learning makes them the suitable sample of such a study.

### **3.1.2. Research Instruments**

As stated earlier, the current study confides to the quantitative research paradigm, which was adopted to accommodate the building of a correlation relationship between the two main variables of the study. Hitherto, a self-report questionnaire was designed so as to quantify the degree of the correlation between the two variables in question.

The use of the self-report questionnaire aims at enabling the learners to evaluate their language learning experiences. Chronbach and Meehl (1955) argued that psychological and personality variables are more open to be 'postulated' or inferred in order to discover a person's characteristics or traits (as cited in McDonald, 2008). A self-report method may lead the participants to answer diligently because people tend to put in more time and effort when reporting about themselves, consequently greater validity should ensue. Weiner and Wong (1981) in defending the use of self report methods in attribution research advocated that "Since causal explanations are answers to "why" questions, self- questioning seems to be a direct and natural way to gauge the extent of attributional search, and it at least has the face validity of measuring the presence and depth of one's search for causal understanding" (p. 651).

Furthermore, this self probe methodology was used by attribution researchers to obtain more valid data. After the use of a rational (deductive) approach in attributional research has led to many shortcomings and discrepancies, the empirical (inductive) approach was the alternative way to avoid these shortcomings. The former was based on simulative and imaginative situations. The latter, howbeit, was based on retrospective evaluations of previous real performances. Put differently, deductive methods are more simulational and reactive, whereas inductive methods are more retrospective and operant (Weiner, 1985).

The items supplied in the questionnaire provide clear descriptions about the situation. It is noteworthy that the majority of the items coincide with a rating fashion to measure the degree of agreement with each statement. The questionnaire consisted only close ended items, including the background questions. The scales of attributions and motivation were virtually using Likert scales of 5 and 9 points. No open ended items were used to avoid distraction and to make the findings susceptible to interpretation. In addition, the study tried to focus attention on the variables provided in the literature.

Building on these reasons, the study relied solely on a close ended questionnaire designed and devised to appropriately gather data from the research sample. To ensure a valid and reliable comparison between the results from the four levels, the same questionnaire was administered with the aim of crosschecking the findings and data and generating an open view about the phenomenon under investigation.

### **3.1.3. Data Collection Procedure**

The Questionnaire was administered to students at the department of English during official classes and course time enabling the researcher to brief the students about the nature of the study. Students were informed that the research is eminently respectful to the confidentiality and anonymity of the participants. The students verbally consented to participate in the study, and then the questionnaire was randomly handed to them in a way as to respect the random sampling procedure. The study addressed the samples in the period posterior to the first semester exams of the academic year 2015-2016 in an attempt to make them consider their previous learning experience, or the first for first year students, and to meet the needs of the work. In all cases, the students completed their responses in a medium time of 20 to 25 minutes with the presence of the researcher to clarify any ambiguity that might affect or lead to a misunderstanding on the part of the students. The administration and collection of the questionnaire on the whole sample endured for a two days period. The portion of responsiveness to the questionnaire was 100% amongst all levels as it was directly distributed and collected.

### **3.1.4. Description of the Questionnaire (Appendix A)**

A close-ended questionnaire was developed consisting of two main parts, each of which comprises of two other sections. The design of the questionnaire intended at gathering the sufficient data that allow for a neat and straightforward analysis and to attend to the

interpretability of the findings. The participants were asked either to tick up the most convenient answer from multiple choice questions or to cross the degree of agreement on the 5 and 9-point Likert scales. The research topic was made clear and introduced from the very beginning of the questionnaire. The questionnaire is a total of two parts one aiming at gathering background and personal data, the other is aiming at investigating the learners' attributions and their motivation to learn English as a foreign language.

#### **a. Part One: Background Information**

This part is an attempt to gather background, personal, and demographic data. It is comprised of two sections. The first section is devoted to demographic information (gender and age), along with the choice of English as a field of study and the prior motivational orientation that lay behind students' choice to study English at University. This section is of four questions in total (Q1, Q2, Q3, and Q4), the first and second questions (Q1 and Q2) reflect the gender and age information, the third question (Q3) was asked to stratify the students into the four academic year meeting the cross-sectional aims. The fourth question (Q4), however, is more pertinent to the research topic, it aims at exploring the students' prior motivational state and their expectations from learning English as a foreign language.

Section two, on the other hand, is more likely designed for the sake of making students evaluate and display their beliefs about their performance in past experiences. This step was paramount in order to hold the students to make introspections and surfing their cognition in an evaluative attempt about their performance. It is an initial step towards the engagement in the attributional search process. The fifth question was about their average (Q5), the sixth (Q6) was about their beliefs about their level in English, the seventh (Q7) was about their performance in different units, and the eighth question (Q8) was exploratory about their

satisfaction about the previous learning experiences, which was built on a 5-point Likert scale (a= Very Unsatisfied, b= Unsatisfied, c=Neutral, d= Satisfied, and e= Very Satisfied).

## **b. Part Two: Learners' Attributions and Motivation**

### **➤ Section One: Attributions**

Within this section, the first variable, namely learners' attributions, was put under investigation. Two standardised scales were used in this section to ensure the reliability and validity of the data. The design of this section was based on an adopted Language Achievement Attribution Scale (LAAS), which was adjusted as to include equal variables to motivation scale, and to serve the need for including more convenient items, the added items were adapted from the literature. The study also adapted the revised Causal Dimension Scale (CDS2) devoted to split the attribution variable into the three dimensions of locus of causality, controllability, and stability as included in the literature (Weiner, 1985).

- **The Language Achievement Attribution Scale (LAAS)**

The first scale used in this research work was the Language Achievement Attribution Scale (LAAS), which was designed by Hsieh (2004) to measure foreign language attributions. This scale was adjusted in the current study to include more variables. The original scale is comprised of eight questions that are scored on a 6-point Likert scale. It basically measures six subscales of ability, effort, task difficulty, luck, mood, and teacher. As long as each subscale was measured by only one item and because each item in the questionnaire was different from the other, the internal consistency of the measure was guaranteed.

The adopted LAAS scale (Q9) of this study is comprised of ten subscales instead of eight, including ability, effort, interest, mood, luck, task difficulty, teacher grading, instructional content, instructional methods, and outside environment scored on a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree,

and 5= Strongly Agree). This modification was made to conceive with the motivational subscales and to add the researcher's handprint in the design of the questionnaire. Considering the subscales in the adopted LAAS scale it is obvious that they are categorised into internal attributions including ability, effort, interest, and mood; and external attributions, including luck, task difficulty, teacher grading, content, method, and outside environment. Each subscale, however, can be isolated by its distinctive features.

**Table 5**

*Distribution of the adopted LAAS subscales along with their dimensions*

Subscales	dimension 		
	Locus	Controllability	Stability
a. Ability	Internal	Uncontrollable	Stable
b. Effort	Internal	Controllable	unstable
c. Interest	Internal	Controllable	Stable
d. Mood	Internal	Controllable	Unstable
e. Luck	External	Uncontrollable	Unstable
f. Task difficulty	External	Uncontrollable	Stable
g. Teacher	External	Uncontrollable	Stable
h. Content	External	Uncontrollable	Stable
i. Method	External	Uncontrollable	Stable
j. Outside Environment	External	Uncontrollable	Stable

- **The Revised Causal Dimension Scale (CDS2)**

This scale was developed by McAuley, Duncan, and Russell (1992), it was designed to measure causal attributions for performance. The scale is basically comprised of 12 items, developed to measure the four attributional dimensions of locus, personal control, external control, and stability that are scored on a 9-point Likert scale. This scale was devised along the literature in a plenty of research works. For example, Hsieh (2004) used the CDS2 along with his LAAS scale to investigate how college students explain their grades in a foreign language course focusing on the interrelationship of attributions, self efficacy, language

learning beliefs and achievement. Russell (1982) also tried the first version of the CDS in order to know how individuals perceive the causes of their behaviour.

The general construction of the scale is designed in a way that makes the respondents faced with two contradictory statements put in the same line and referred to with the same item number. The respondents are then asked to tick up a number from 1 to 9, presenting a 9-point Likert scale, to show their tendency towards one of the columns, left or right. The items in the left column are roughly the opposite of those in the right column, reflecting two poles of each scale

**Table 6**

*Distribution of the items and scales along the CDS2*

<b>1. Locus of Causality</b>		
<b>N°</b>	<b>Internal Locus of control</b>	<b>External Locus of control</b>
1	That reflects an aspect of yourself	That reflects an aspect of the situation
6	Onside of you	Outside of you
9	Something about you	Something about others
<b>2. Personal Control</b>		
	<b>Presence of Personal Control</b>	<b>Absence of Personal Control</b>
2	Manageable by you	Not manageable by you
4	You can regulate	You cannot regulate
10	Over which You have power	Over which you have no power
<b>3. External Control</b>		
	<b>Presence of External Control</b>	<b>Absence of External Control</b>
5	Over which others have control	Over which others have no control
8	Under the power of other people	Not under the power of other people
12	Other people can regulate	Other people cannot regulate
<b>4. Stability</b>		
	<b>Unstable Causes</b>	<b>Stable Causes</b>
3	Permanent	Temporary
7	Stable over time	Variable over time
11	unchangeable	changeable

➤ **Section Two: Motivation**

This section is devoted to investigate learners' motivation to learn English as a foreign language. Since motivation is a complex psychological construct, the plea for adapting a standardised test or scale was critical in order to avoid any plausible dramatic disturbance during the data gathering and interpretation process, and to keep up with the validity and reliability of the research. To this end, this research has adapted a good number of items (32) from the Attitude Motivation Test Battery (AMTB). These items were stratified and categorized into ten major subscales to meet the needs of the study. The impetus behind selecting the AMTB as a measure was its established validity and reliability over the second half of the twentieth century up till the date, as it has been devised in a significantly large number of quantitative studies (e.g. Gardner and Lambert (1972); Hsieh (2004)), which focused on examining different psychological and affective components in second and foreign language contexts.

- **The Attitude Motivation Test Battery (AMTB)**

The AMTB was developed and extended by Gardner (1985). The AMTB explores language learning attitudes and motivation with the inclusion of other components such as attitudes towards the target language community, interest in foreign language, integrative and instrumental orientations, class anxiety, parental encouragement, and so. Consequently, Gardner's focal point in this test was on showing the interplay between external and internal factors, this what makes this test suitable to be adapted in the present investigation.

The major components from the AMTB present in this study are categorized into ten major scales scored on a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5= Strongly Agree).

- 1. Motivation about Language:** This scale consists of five positively worded items along with one negatively worded item, numbered item 1, 2, 3, 4, 5, and 6. A high portion of agreement with the first five items (maximum= 125 per level) and a high portion of disagreement with the sixth item (maximum= 25 per level) indicates a high level of motivation about language.
- 2. Instrumental Orientation:** In this scale the participants are presented with four positive worded items (items 7, 8, 9, and 10), all of which are positively worded. A high agreement on the items of this scale (maximum= 100 per level) indicates a high level of instrumental motivation.
- 3. Integrative Orientation:** This scale is comprised of three positively worded items (11, 12, and 13). A high agreement with the items of this scale (maximum= 75 per level) indicates a high level of integrative motivation.
- 4. Attitude towards Language Learning: Positive Worded Items:** the four items in this scale (14, 15, 16, and 17) represent how positive is the participants attitude towards language learning. A high agreement with this scale (maximum= 100 per level) indicates a positive attitude towards language learning, hence a high level of motivation should ensue.
- 5. Attitude towards Language Learning: Negative Worded Items:** this scale consists of six negative worded items (18, 19, 20, 21, 22, and 23). A high disagreement with these items (maximum= 150 per level) indicates a positive stand towards language learning and a high level of motivation should ensue, whereas a high level of agreements indicates a negative attitude towards language learning.
- 6. Class Anxiety:** this is a one item scale (item 24) which aims at assessing the participants' level of anxiety in the classroom. The item is positively expressing anxiety giving face that a high agreement with it (maximum= 25 per level) indicates a

high level of anxiety, however a high disagreement with the item (maximum= 25 per level) indicates a low level of anxiety and higher motivation should ensue.

- 7. Classroom Motivation:** This scale comprised of three positive worded items (25, 26, and 27) representing the participants' enjoyment and comfort with classroom atmosphere and activities. A high agreement with this scale (maximum= 75 per level) indicates a high level of motivation about the class.
- 8. Linguistic Self Confidence:** One item is summed to evaluate the participants' linguistic self confidence (item 28). This item is positively worded confirming a high linguistic self confidence. A high agreement on the item (maximum= 25 per level) indicates a high level of linguistic self confidence, thus a high level of motivation should ensue.
- 9. Parental Encouragement:** these two positively worded items (29 and 30) assess the extent to which the participants feel their parents support them in their study. A high agreement on these two items (maximum= 50 per level) indicates a high level of perceived parental encouragement, thus maximizing the participants' motivation.
- 10. Teacher Influence:** The participants' general evaluative reactions to their teachers are tapped by two positively worded items (31 and 32). A high agreement on the two items (maximum= 25 per level) indicates a positive evaluation to the teacher, hence a high acceptance of his or her motivational influence.

### **3.1.5. Data analysis**

After finishing with the data collection process, the time clocks for the analysis process to take charge. The summary of the data is presented in tables holding the frequencies of the respondents' choices, followed by prose comments including the percents of the choices' occurrence within each table. It is noteworthy that the percents in the comments are counted in different ways according to each scale. For the scale with multiple items, the

percents are counted in relation to the total ratings of each table; i.e. the sum of the total ratings. For example, the internal attributions table is comprised of four scales scored on a sample of 25 participants from each level, hence the sum of ratings per level in each table is (T= 100), in simple words the sample size per level is multiplied by the number of scales or items per table giving a total, symbolized (T=), that presents the total percent (100%). For single itemed scales, on the other hand, the percents are counted per level on 25 as a total of ratings representing the (100%) portion. This way of counting was undertaken to avoid ambiguous and lengthy prose after the tables since the study is dealing with complex and multidimensional scales. The first level's, namely first year Licence students, data took a more detailed analyses to spot the light on the subscales and items and their connotations. After the items are made clear with the first level the subsequent levels were dealt with in a more general manner. This process is held along both the attribution and motivation scales. With regard to the background data, the results of the whole sample, the 100 students, were encoded in conclusive tables to allow for crosschecking the results among the four levels. The analysis of the findings was accomplished through comparing and contrasting the frequencies in each table relying on interpretations from the percentage calculations. This way of analysis was adapted because the two variables were split into categorical subscales; consequently, it was seen more convenient to deal with the data in terms of counts and percents.

### **3.2. Interpretations of the Results**

The hub of the current research work was to investigate how and to what extent learners' attributions are related to their motivation to learn English as a foreign language. To this end three standardized scales were used by virtue of measuring the two variables. For the learners' attributions, the study relied on an adapted Language Achievement Attribution Scale (LAAS) along with the revised Causal Dimension Scale (CDS2). Furthermore, to measure learners' motivation, the Attitude Motivation Test Battery (AMTB) was adapted. Beforehand,

an urge to collect some background data pertinent to the research topic was of primary good. It follows that the questionnaire was also inclusive of background and past experience data. This section is devoted to the analysis and interpretation of the data collected by means of the self-report questionnaire devised in the present work.

### 3.2.1. Analyses of the Students' Questionnaire

#### Part One: Background Information

##### Q1: Gender

The sample of the current study as mentioned earlier is comprised of 100 University students from four years. There were 11 males and 89 females in total. The table below is a summary of their gender related information

**Table 7**

*Gender related results*

	a. Male (F)	b. Female (F)	Total (N)
1 <sup>st</sup> Year Licence (N1)	2	23	25
2 <sup>nd</sup> Year Licence (N2)	5	20	25
3 <sup>rd</sup> Year Licence (N3)	2	23	25
Master 1 (N4)	2	23	25
Total (N)	11	89	100

The inequality in the distribution of gender related data is due to the small number of males as compared to female students in University, who are destined to study English as a foreign language. However the sample has joint both genders to exclude the gender related paradox. Males represent a portion of (11%) of the sample, and females represent (89%) of the sample.

**Q2: Age**

The following table encompasses the age of students from all levels stratified into four age intervals, with respect to the minimum age of entering University (18) to a open ended possible age ( 33 and up).

**Table 8***Students' age results*

Years	Age Intervals (F)				Total (N)
	a. 18-23	b. 23-28	c. 28-33	d. 33-up	
1 <sup>st</sup> Year Licence (N1)	25	0	0	0	25
2 <sup>nd</sup> Year Licence (N2)	22	2	0	1	25
3 <sup>rd</sup> Year Licence (N3)	21	4	0	0	25
Master 1(N4)	20	5	0	0	25
Total 5N)	88	11	0	1	100

Results about students' age reveals that there is no significant variation among them, the majority of students reach the University level in the normal age. There is no significantly contributive age gap that might affect their perceptions. The table estimated (88 %) of the population have reached University in their normal age, (11 %) represents people who have some delays, it is assumed that this is because of failing exams or having English as an extra diploma or other similar factors, Yet (1%) represents a bit older students that might be pinned to the previous reasons.

**Q3: What is your current level?****Table 9***Population samples from each year*

Years	Sample Size
1 <sup>st</sup> Year Licence (N1)	25
2 <sup>nd</sup> Year Licence (N2)	25
3 <sup>rd</sup> Year Licence (N3)	25
Master 1 (N4)	25
Total (N)	100

This Question aimed at stratifying the population into the four academic levels or years in order to meet the cross sectional need of the study. The subset sample sizes from each year represent 25% from the whole overall sample.

**Q4: Prior Motivational Orientation****Table 10***Students' prior motivational orientation*

Years	1 <sup>st</sup> Year Licence (F)	2 <sup>nd</sup> Year Licence (F)	3 <sup>rd</sup> Year Licence (F)	Master 1 (F)	Total (N)
a. Intrinsic Motivation	20	17	20	15	72
b./ c./ d. Extrinsic Motivation	3	4	5	4	15
e. Instrumental Motivation	2	3	1	2	8
f. Integrative Motivation	0	1	0	4	5
Total	25	25	25	25	100

The above table highlighted that the majority of students (72%) are intrinsically motivated, (15%) are influenced by extrinsic factors, while lower rates are linked to instrumental motivation (8%) and integrative motivation (5%). Since the majority of respondents opted for intrinsic motivation item, it is presupposed that their interest of the

English language study is the driving force behind their choice of carrying out the academic pursuit of English language whereas other orientations fall into marginal accounts for them.

### **Performance in Past Experiences**

#### **Q5: Average in the last semester exam**

Similar to the age question, choices provided for this question were also divided into intervals to make it easy for the students to make choice.

**Table 11**

*Students' average results*

Intervals	1 <sup>st</sup> Year Licence (F)	2 <sup>nd</sup> Year Licence (F)	3 <sup>rd</sup> Year Licence (F)	Master 1 (F)	Total (N)
a. Less than 10	0	1	3	1	5
b. In between 10-12	17	7	15	17	56
c. In between 12-14	7	9	6	4	26
d. More than 14	1	8	1	3	13
Total	25	25	25	25	100

The total of the above table denotes a variation among the averages of students in their last semester exam, the samples were mixed in terms of the average, yet an open view to the table will conclude that fewer respondents (5%) are below average, more than half the population (56%) is within an average level, few other respondents are ranked within a good level (26%), and some others (13%) seemingly rank as excellent.

#### **Q6: personal beliefs with consideration to level**

This question reveals how students consider their level in English, checking their personal self worth and beliefs about their current level in English.

**Table 12***Students' consideration to their level in English*

Items	1 <sup>st</sup> Year Licence (F)	2 <sup>nd</sup> Year Licence (F)	3 <sup>rd</sup> Year Licence (F)	Master 1 (F)	Total (N)
a. Excellent	2	1	1	1	5
b. Good	14	8	11	17	50
c. Average	9	16	12	4	41
d. Below Average	0	0	1	3	4
Total	25	25	25	25	100

It is noticeably clear from the table that half of the sample (50%) believes that they have a good level in English; this could be probably because of their high self confidence. While comparing this ratio with what the previous question data reveal a kind of low proportionality between the values which might be linked to the interval system used. The second half of the sample is divided respectively; (5%) opt for Excellent, which shows higher self confidence and self worth, and the rest (41%) opt for Average and only (4%) opt for the Below Average level. The results are approximate here since it is an exploratory question.

**Q6: Performance in different units****Table 13***Students' performance in different units*

Units	Levels	1 <sup>st</sup> Year Licence (F)	2 <sup>nd</sup> Year Licence (F)	3 <sup>rd</sup> Year Licence (F)	Master1 (F)	Total (N=100)
Fundamental Unit	Excellent	2	5	0	0	7
	Good	8	11	9	12	40
	Average	15	9	19	12	55
	Below Average	0	0	1	1	2
Discovery Unit	Excellent	0	1	4	3	8
	Good	11	13	9	8	41
	Average	14	11	11	14	50

	Below Average	0	0	1	0	1
Methodology Unit	Excellent	2	2	0	1	5
	Good	8	10	6	14	38
	Average	12	11	14	9	46
	Below Average	3	2	5	1	11
Transversal Unit	Excellent	1	5	6	3	15
	Good	8	11	5	11	35
	Average	15	8	9	10	42
	Below Average	1	1	5	1	8

Results about the performance in different units denote a major discrepancy among students' performances. For the fundamental unit, (7%) of the total number of students believe that they have an Excellent level over the content area of language studies since the fundamental unit is comprised mainly of content subjects and language skills. A portion of (40%) represent students who believe that their level is Good, (55%) is the value of the respondents who believe that their performance is Average, and only (2%) of the respondents believe that they are Below Average. For the discovery unit, (8%) of the sample show a belief of excellence, (41%) think that they were good in performance, (50%) believe that they performed within an average level, and solely (1%) go with the below average. The results support also the dominance of the content area of language. For the methodology unit, (5%) opt for Excellent, (38%) opt for Good, (46%) opt for Average, and (11%) opt for Below Average. In this unit the results for good and excellent performances underscores the results for average and below average, showing lower levels in the area of research methodology. For the transversal unit, (15%) of the questioned students signal the excellent option, (35%) signal the good option, (42%) signal the average option, and (8%) signal the below average option. The transversal unit is representative of the general skills and out of English language subjects, hence the results show an equality in the ratios distributed between the Good and

Excellent performances on the one hand and Average and Below Average performances on the other hand.

### Q8: Students' satisfaction about their level

**Table 14**

*Students' satisfaction about their level*

Degree of satisfaction	1 <sup>st</sup> Year Licence (F)	2 <sup>nd</sup> Year Licence (F)	3 <sup>rd</sup> Year Licence (F)	Master 1 (F)	Total (N)
a. Very Unsatisfied	1	1	2	1	5
b. Unsatisfied	1	6	1	3	11
c. Neutral	2	7	12	4	25
d. Satisfied	19	11	9	17	56
e. Very Satisfied	2	0	1	0	3
Total	25	25	25	25	100

The results from the table above show that only (5%) of the students feel very unsatisfied with their level, (11%) are unsatisfied, a quarter (25%) of the sample opt for neutral, and more than half (56%) are satisfied with their previous language experience, however only (3%) feel extremely satisfied with it. The higher ratios of satisfaction reveals an optimistic stand among the questioned students with regard to their level, it could be assumed that they perceive their grades and past experiences with a major optimism this includes higher prospects for future performances.

## Part 02: Learners' Attributions and Motivation

### ➤ Section one: Attributions

In this section, the researcher intended to deal with the four levels of study in isolation with respect to the general organization of the work and to avoid any ambiguity.

## 1. First Year Licence Students' Results

### Q9: attributing reasons to the obtained grades of the exam.

**Table 15**

*Internal causes of performance for first year Licence students*

Causes	Degree of Agreement (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Ability	1	3	3	14	4	25
Effort	0	3	4	12	6	25
Interest	0	2	2	13	8	25
Mood	5	4	3	10	3	25
Total	6	12	12	49	21	T=100

Through the table above, it can be concluded that there is a general agreement among students with regard to the influence of internal causes on their performance in past experiences. In the ability attribution (56%) and (16%) represents the respondents that accept and positively agree that the cause for their performance is their ability in learning English as a foreign language, (12%) have chosen the neutrality choice, whereas, as compared to the agreement portions, (12%) and (4%) go with rejecting ability attribution.

In the effort attribution results, (48%) and (24%), representing agree and strongly agree respectively, showing their acceptance to the effort attribution. (16%) opt for neither agree nor disagree option, (12%) opt for disagree, and (0%) of the respondents go with strongly disagree, showing their rejection for the effort attribution.

The interest attribution results reveal that the acceptance rates overscores the rejection rates, (32%) go for strongly agree, (52%) go for agree, (8%) go for neither agree nor disagree, and (8%) go for disagree, yet (0%) go for strongly disagree.

As far as the mood attribution, (12%) of the questioned students opt for strongly agree, (40%) opt for agree, (12%) opt for neither agree nor disagree, (16%) opt for disagree, and at last (20%) opt for strongly disagree, showing again that the positive agreement bestrides the disagreement options for internal factors.

Thereby, from the above results it can be inferred that students of the first year tend to attribute their performances internally with general portions of (21%) for strongly agree, (49%) for agree, (12%) for neither agree nor disagree, another (12%) for disagree, and only (6%) for strongly disagree.

**Table 16**

*External causes of performance for first year Licence students*

Causes	Degree of Agreement(F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Luck	5	13	4	3	0	25
Task Difficulty	2	3	9	9	2	25
Teacher	1	1	12	6	5	25
Content	2	2	10	8	3	25
Method	1	2	6	13	3	25
Outside Environment	4	9	4	7	1	25
<b>Total</b>	<b>15</b>	<b>30</b>	<b>45</b>	<b>46</b>	<b>14</b>	<b>T=150</b>

As far as the external attributions, it is crystal clear from the table that the majority of respondents exclude to some extents the influence of the external causes over their past performance. In luck attribution, (0%) and (12%) fingered the two degrees of positive agreement, (16%) choose the neutral stand, while (52%) and (20%) elected the disagreement options.

In the task difficulty attribution, (8%) elected strongly agree, (36%) choose agree, (36%) opt for neither agree nor disagree, (12%) of participants elected disagree, and (8%) elected strongly disagree.

In the teacher attribution, (20%) of the respondents signal their strong agreement with this attribution, (24%) go for agree, (48%) go for neither agree nor disagree, whereas (4%) sort their disagreement, and another (4%) elect strongly disagree.

Considering the content being taught, (12%) of students decide on strongly agree, (32%) decide on agree, (40%) elect neutrality, (8%) decide on disagree, and also (8%) decide on strongly disagree.

The method attribution denotes that positive agreement outruns the rejection options. (12%) for strongly agree, (52%) for agree, (24%) for neutral, (8%) for disagree, (4%) for strongly disagree.

The influence of the outside environment reveals a variation in the attributions on the part of students, (4%) of students strongly agree on attributing their performance to the outside environment, (28%) opt for agree, (16%) elect neutrality, (36%) elect disagree, and (16%) go for strongly disagree.

In a nutshell, the general consideration of the external attributions trots out that the majority of first year students are also have a propensity to external attributions in approximately as much as their inclination to the internal attributions. As the table announces (9.33%) of the ratings speaks for strongly agree, (30.66%) speaks for agree, (30%) speaks for neither agree nor disagree, (20%) speaks for disagree, and (10%) speaks for strongly disagree.

**Q10: Causal Dimension****Table 17***The causal dimension results for first year Licence students*

Items	Degree (F)			Items
<b>1. Locus of Causality</b>				
Internal Locus of Causality	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Locus of Causality
Item 1	17	3	5	Item 1
Item 6	18	2	5	Item 6
Item 9	18	3	4	Item 9
Total	53	8	14	T= 75
<b>2. Controllability</b>				
Personal Control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Personal Control is Absent
Item 2	20	0	5	Item 2
Item 4	19	3	3	Item 4
Item 10	21	2	2	Item 10
Total	60	5	10	T= 75
External control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Control is Absent
Item 5	19	3	3	Item 5
Item 8	20	3	2	Item 8
Item 12	18	1	6	Item 12
Total	57	7	11	T= 75
<b>3. Stability</b>				
Stable Causes	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Unstable Causes
Item 3	22	1	2	Item 3
Item 7	19	2	4	Item 7
Item 11	19	3	3	Item 11
Total	60	6	9	T=75

The findings in the causal dimension table can be interpreted as follow: if students choose the numbers (1, 2, 3, 4) they agree on the statement on the right column, while if they choose the numbers (6, 7, 8, 9) they are leaning to agree on the left column statement. The numbers show overlapping degrees of agreement, yet in the current case their tendency

towards the left or right column statements is the central focus. The table reported the three major causal dimensions results according to the respondents' choice.

Concerning the locus of causality (Items 1, 6, and 9), the two poles represent internal locus of causality and external locus of causality. It is clear that most students agree that the causes of their performance are more likely to be pinned to internal locus more than to external factors. Higher percentages noticed for the internal locus items (Item 1 (68%), Item 6 (72%), and Item 9 (72%)), while the neutral option stands with (12%), (8%), and (12%) for the items 1, 6, 9 respectively. On the other hand, (20%), (20%), and (16%) of the students rated for the external locus of causality, presented by items 1, 6, 9 respectively, crediting less influence of the external factors on their attributions.

The controllability dimension is more concerned with the students' ability of gaining control over their performances. The controllability dimension is subdivided into two scales; the personal control scale, presented by items (2, 4, and 10) and the external control scale presented by the items (5, 8, and 12). A glimpse at the results shows that the respondents' answers to the personal control scale hold that students believe in their personal ability in controlling their performance since their responses to positive statements hold more values than to the negative statements. Students respond positively to the items with higher percentages (item 2 (80%), item 4 (76%), and item 10 (84%)), whereby their responses to negative statements hold lesser frequencies (item 2 (20%), item 4 (12%), and item 10 (8%)). The neutral axis holds the lower values (item 2 (0%), item 4 (12%), and item 10 (8%)).

On the other hand, the results of the external control scale is approximately analogous to those of the personal control scale; students' responses also revealed a general agreement over the external control. Students stress more on the positive items (item 5 (76%), item 8 (80%), and item 12 (72%)), yet few ratings were related to the negative statements (item 5

(12%), item 8 (8%), and item 12 (24%)), and the neutral rating denotes lower results (item 5 (12%), item 8 (12%), and item 12 (4%)).

The stability dimension is also subdivided into two further poles, stable causes and unstable causes presented by items 3, 7, and 11. The responses on the stability dimension show that (88%), (76%), and (76%) agree on the stable causes denoted by the left column stable statements for the items 3, 7, and 11 respectively. While (4%), (8%), and (12%) of the students stand for neutral (5), and (8%), (16%), (12%) for the previous items respectively stand for the unstable causality factors.

The above results show the students' clear tendency to the internal rather than external causality; to controllable, either personal or external, rather than uncontrollable causes; and to stable rather than unstable causes. The table yields the following general percentages, in accordance with the total ratings. The internal causality was marked by roughly (70.66%), and external causality was marked by roughly (18.66%), while approximately (10.66%) goes for neutral, elseways, the personal control records (80%) for positive items (left column), (6.66%) for neutral, and (13.33%) for the absence of personal control; on the other hand, external control records (76%) for the presence of external control, (9.33%) for neutral, and (14.66%) for the absence of external control. Finally, the stability dimension reports (80%) of the ratings go for stable axis, (8%) go for neutral, and (12%) go for the unstable axis.

## 2. Second Year Licence Students' results.

### Q9: Attributing reasons to the obtained grades of the exam.

**Table 18**

*Internal causes of performance for second year Licence students*

Causes	Degree of Agreement (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Ability	3	1	3	15	3	25
Effort	2	5	4	8	6	25
Interest	1	3	5	10	6	25
Mood	7	6	3	7	2	25
Total	13	15	15	40	17	T= 100

The above table shows that the majority of second year students, like their counterparts in the first year, agree on the influence of the internal attributions on their performance. The table denotes that (17%) opt for strongly agree, (40%) opt for agree, (15%) opt for neither agree nor disagree, similarly (15%) opt for disagree and (13%) opt for strongly disagree. Thus, it could be assumed that learners at their second year also pin their performance to internal causes.

**Table 19**

*External causes of performance for second year Licence students*

Causes	Degree of Agreement(F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Luck	8	9	4	4	0	25
Task Difficulty	2	5	7	9	2	25
Teacher	0	6	9	8	2	25
Content	1	6	7	9	2	25
Method	1	6	4	14	0	25

Outside Environment	3	5	3	6	8	25
Total	15	37	34	50	14	T=150

The table reveals that almost (9.33%) strongly agree on the external causes, approximately (33.33%) opt for agree, also approximately (22.66%) opt for neither agree nor disagree, nearly (24.66%) opt for disagree, and a (10%) was marked for strongly disagree. In consideration to the influence of the external causes on learners' performance, a tendency towards accepting them could be assumed since the agreement options are predominant over the disagreement options.

### Q10: Causal dimension.

**Table 20**

*The causal dimension results for second year Licence students*

Items	Degree (F)			Items
<b>1. Locus of Causality</b>				
Internal Locus of Causality	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Locus of Causality
Item 1	13	7	5	Item 1
Item 6	3	4	18	Item 6
Item 9	15	7	3	Item 9
Total	31	18	26	T= 75
<b>2. Controllability</b>				
Personal Control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Personal Control is Absent
Item 2	14	6	5	Item 2
Item 4	10	7	8	Item 4
Item 10	9	8	8	Item 10
Total	33	21	21	T= 75
External control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Control is Absent
Item 5	8	6	11	Item 5
Item 8	15	4	6	Item 8
Item 12	3	5	17	Item 12
Total	26	15	34	T= 75
<b>3. Stability</b>				

Stable Causes	(9 8 7 6 )	Neutral (5)	(4 3 2 1)	Unstable Causes
Item 3	16	5	4	Item 3
Item 7	7	5	13	Item 7
Item 11	11	9	5	Item 11
Total	34	19	22	T= 75

The locus of control table demonstrates varied results among the second year learners. First, the locus of causality dimension reveals that (34.66%) of the ratings signal an agreement with the external causality, (24%) of the rates signal the neutral option, and (41.33%) signal an agreement with the internal causality factor. Therefore internal causality is again stressed by the second year students.

Second, the controllability dimension, split out into the personal control and external control categories, has revealed that; for the personal control (44%) of the responses signal the absence of personal control among the students, (28%) concord with neutral, and a similar portion (28%) signal the presence of personal control, then for the external control items, it was revealed that (45.33%) rates for the absence of an external control, (20%) rates for neutral, and (34.66) rates for the presence of the external control.

Third, the stability dimensions shows considerably that (29.33%) of the rates goes for the unstable axis, (25.33%) goes for neutral, and (45.33%) goes for the stable axis. It is then clear that the stable axis overrates the unstable axis, this means that second year students believe that their performance is caused by stable rather than unstable factors.

### 3. Third Year Licence Students' Results

#### Q9: Attributing reasons to the obtained grades of the exam.

**Table 21**

*Internal causes of performance for third year Licence students*

Causes	Degree of Agreement (F)					Total (N)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Ability	2	5	3	13	2	25
Effort	1	3	7	8	6	25
Interest	1	4	3	10	7	25
Mood	7	4	2	9	2	25
Total	11	16	15	40	17	T=100

The table denotes approximately similar results in comparison to the second year students. The results demonstrate that (17%) of the third year students' ratings strongly agree on the internality of causes of their performance, (40%) of the ratings opt for agree, (15%) opt for neither agree nor disagree, (16%) opt for disagree, and last (11%) opt for strongly disagree. It could be concluded that internal causes take a paramount role in students' performances.

**Table 22**

*External causes of performance for third year Licence students*

Causes	Degree of Agreement(F)					Total (N=25)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Luck	8	9	4	2	2	25
Task Difficulty	1	3	3	11	7	25
Teacher	0	4	5	10	6	25
Content	0	3	7	12	3	25

Method	0	2	5	13	5	25
Outside Environment	4	8	2	9	2	25
Total	13	29	26	57	25	T=150

The table up head demonstrates that nearly (16.66%) strongly agree with the external factors, (38%) goes for agree, (17.33%) goes for neutral, and (19.33%), (8.66%) go for disagree and strongly disagree respectively. The results conclude that most of the third year students are in favour of the influence of the external factors with an approximate portion with the internal causes (a portion of (57%) agreement on internal factors and a portion of (54.66%) agreement on external factors).

### Q10: Causal Dimension

**Table 23**

*The causal dimension results for third Year Licence Students*

Items	Degree (F)			Items
<b>1. Locus of Causality</b>				
Internal Locus of Causality	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Locus of Causality
Item 1	13	7	5	Item 1
Item 6	8	2	15	Item 6
Item 9	14	7	4	Item 9
Total	35	16	24	T= 75
<b>2. Controllability</b>				
Personal Control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Personal Control is Absent
Item 2	16	5	4	Item 2
Item 4	6	6	13	Item 4
Item 10	6	11	8	Item 10
Total	28	22	25	T= 75
External control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Control is Absent
Item 5	8	7	10	Item 5
Item 8	9	7	9	Item 8
Item 12	6	4	15	Item 12
Total	23	18	34	T= 75

3. Stability				
Stable Causes	(9 8 7 6 )	Neutral (5)	(4 3 2 1)	Unstable Causes
Item 3	11	9	5	Item 3
Item 7	6	6	13	Item 7
Item 11	12	9	4	Item 11
Total	29	24	22	T= 75

The table above is to be interpreted as follow:

For the locus of causality dimension, the percentages marked were (32%) for the external locus, approximately (21.33%) for neutral, and (46.66%) for internal locus; showing a considerable tendency from the students' part to internal locus of causality.

For the controllability dimension, students reply to the personal scale as follow, nearly (33.33%) goes for the absence of a personal control over the causes of performance, nearly (29.33%) goes for neutral, and nearly (37.33%) goes for the presence of a personal control. On the other hand, the responses for the external control scale valued an approximate percentage of (45.33%) for the absence of the external control, (24%) for neutral, and approximately (30.66%) for the presence of the external control unveiling that third year students are more likely to pin the causes of their performance to internal or personal control more than to external control with a slight difference in the values.

Eventually, the stability dimension shows that almost (29.33%) of the ratings signals the unstable causes, (32%) signals the neutral stand, and nearly (38.66%) signals the stable choices. Hereby, again students even in their third year still stress the stability of the causes that lay behind their performance.

#### 4. Master 1 Students' Results

##### Q9: Attributing reasons to the obtained grades of the exam.

**Table 24**

*Internal causes of performance for Master 1 students*

Causes	Degree of Agreement (F)					Total (N=25)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Ability	6	4	4	10	1	25
Effort	5	2	1	9	8	25
Interest	0	6	5	9	5	25
Mood	5	7	6	6	1	25
Total	16	19	16	34	15	T=100

The table above reveals that Master 1 students are more leaning to internal factors, a portion of (15%) rates for strongly agree, (34%) rates for agree, (16%) rates for neither agree nor disagree, (19%) rates for disagree, and (16%) rates for strongly disagree showing a tendency towards accepting the influence of the ability, effort, interest, and mood as internal factors.

**Table 25**

*External causes of performance for Master 1 students*

Causes	Degree of Agreement(F)					Total (N=25)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Luck	10	11	3	1	0	25
Task Difficulty	1	1	5	14	4	25
Teacher	2	3	7	8	5	25
Content	1	3	7	10	4	25
Method	0	5	7	10	3	25
Outside Environment	4	5	4	8	4	25

Total	19	28	33	51	20	T=150
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Results about the external factors, on the other hand, presents that (20%) of the respondents' ratings opts for strongly agree, (51%) opts for agree, (33%) opts for neither agree nor disagree, (28%) opts for disagree, and (19%) opts for strongly disagree. Hence, the influence of the external factors is also emphasized by the respondents.

### Q 10: Causal dimension

**Table 26**

*The causal dimension results for Master 1 students*

Items	Degree (F)			Items
1. Locus of Causality				
Internal Locus of Causality	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Locus of Causality
Item 1	11	2	12	Item 1
Item 6	7	2	16	Item 6
Item 9	18	3	4	Item 9
Total	36	7	32	T= 75
2. Controllability				
Personal Control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Personal Control is Absent
Item 2	16	2	7	Item 2
Item 4	8	1	16	Item 4
Item 10	16	1	8	Item 10
Total	40	4	31	T= 75
External control is Present	(9 8 7 6)	Neutral (5)	(4 3 2 1)	External Control is Absent
Item 5	4	3	18	Item 5
Item 8	8	3	14	Item 8
Item 12	8	3	14	Item 12
Total	20	9	46	T= 75
3. Stability				
Stable Causes	(9 8 7 6)	Neutral (5)	(4 3 2 1)	Unstable Causes
Item 3	15	5	5	Item 3
Item 7	9	1	15	Item 7
Item 11	14	3	8	Item 11

Total	38	9	28	T= 75
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Gazing at the causal dimension table, it could be noted that:

As far as the locus of causality dimension, results reveal that (42.66%) in approximate go for external locus of causality, nearly (9.33%) go for neutral, and (48%) go for the internal locus of causality.

For Controllability dimension; results about the personal control scale show that (41.33%) choose the negative items about the scale; i.e. the absence of the personal control, (5.33%) rates for the neutral option, and (53.33%) rates for the presence of the personal control.

The external control results reveal that (61.33%) stands for the absence of the external control, (12%) stands for neutral, and (26.66%) stands for the presence of the external control. These results make clear that the students are more leaning to support their control over the outcomes of their performance rather than being externally controlled.

## ➤ Section Two: Motivation

### 1. First year Licence students' motivation results

#### 1. Motivation about Language

**Table 27**

*First year Licence students' motivation about language*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 1	1	1	3	12	8	25
Item 2	1	0	0	15	9	25
Item 3	0	4	3	14	4	25

Item 4	0	2	3	15	5	25
Item 5	0	0	6	14	5	25
Total	2	7	15	70	31	T=125
Negatively worded item						
Item 6	16	0	1	1	7	25

The results of the table above show that students have more positive view about language. The ratings for the positive first five items reveal a general agreement among students concerning language motivation, (24.8%) of the total rating ratio strongly agree on language motivation positive items, (56%) of the students agree on these items, (12%) tick Neither Agree nor Disagree, (5.6%) opt for disagree, and only (1.6%) tick strongly disagree. Standing alone, the negative worded item confirms on the results of the positive statements. (28%) of the first year sample show a strong agreement about the item, only (4%) tick agree, similarly (4%) tick neutral, surprisingly (0%) opt for disagree, and without going in contradiction the majority of students (64%) tick strongly disagree. Henceforth, the above results give face that students' motivation about language is high.

## 2. Instrumental Orientation

**Table 28**

*First year Licence students' instrumental orientation*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
Item 7	0	1	1	17	6	25
Item 8	0	1	2	14	8	25
Item 9	4	2	4	11	3	25
Item 10	0	1	2	14	8	25
Total	4	5	9	56	25	T= 100

This table affirms that (25%) of the students strongly agree on the existence of an instrumental orientation within their plans for studying English as a foreign language, (56%) also agree on this type of motivation, (9%) go for neither agree nor disagree, whereby only (5%) and (4%) opt for disagree and strongly disagree respectively. It could be concluded here that first year students are also instrumentally motivated to learn English.

### 3. Integrative Orientation

**Table 29**

*First year Licence students' integrative orientation*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 11	1	0	2	16	6	25
Item 12	0	1	5	14	5	25
Item 13	1	2	2	14	6	25
Total	2	3	9	44	17	T= 75

It could be concluded from the table above that students also are keen to learn English for integrative ends. Approximately (22.66%) and (58.66%) of the ratings accord with strongly agree and agree respectively, (12%) of the ratings opt for neither agree nor disagree, and only few ratings signal disagree and strongly disagree respectively (4%) and (2.66%).

#### 4. Attitudes towards Language Learning: Positive Worded Items

**Table 30**

*First year Licence students' attitudes towards language learning: positive worded items*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 14	1	0	3	12	9	25
Item 15	0	2	1	15	7	25
Item 16	0	0	2	16	7	25
Item 17	2	0	0	14	9	25
Total	3	2	6	57	32	T= 100

Reporting the positive worded items of language learning attitude, this table reflects that (32%) and (57%) of the ratings affirm that students acquire a positive attitude towards the English language by opting for strongly agree and agree respectively, fewer ratings for neither agree nor disagree (6%), and only (2%) and (3%) reflect the disagree and strongly disagree options respectively.

#### 5. Attitudes towards Language Learning: Negative Worded Items

**Table 31**

*First year Licence students' attitudes towards language learning: negative worded items*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 18	17	3	2	0	3	25
Item 19	18	2	1	2	2	25
Item 20	18	2	2	0	3	25
Item 21	17	3	3	0	2	25
Item 22	15	4	0	4	2	25
Item 23	13	7	2	2	1	25
Total	98	21	10	8	13	T=150

Reporting the negative worded items about language learning attitudes, the tables above reveals, in a similar vein, those students' rating frequencies fancy a disagreement toward the negative attitudes about language learning. The ratings report nearly (65.33%) rate for strongly disagree, (14%) for disagree, (6.66%) for neither agree nor disagree, and approximately (5.33%), (8.66%) for agree and strongly agree appropriately.

## 6. Anxiety, Classroom Motivation and Linguistic Self Confidence

**Table 32**

*First year Licence students' results of anxiety, classroom motivation, and self confidence*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 24	13	5	1	5	1	25
Item 25	1	0	0	17	7	25
Item 26	0	1	3	16	5	25
Item 27	1	0	4	14	6	25
Total	2	1	7	47	18	T= 75
Item 28	1	3	4	11	6	25

The table above summarizes the frequencies for class anxiety scale (item 24), classroom motivation scale (items 25, 26, and 27) and linguistic self confidence scale (item 28). The anxiety items reveals that (8.66%) of the total ratings opt for strongly disagree, (3.33%) opt for disagree, equal numbers for neither agree nor disagree and strongly agree with (0.66%), and last (3.33%) representing the agree option. These results reflect that there is a low class anxiety among the first year students. The frequencies for the classroom motivation (Total= item25, item 26, item 27), on the other hand, show that classroom motivation is high for the first year students, (62.66%) and (24%) of the ratings concord with

agree and strongly agree properly, (9.33%) concord with neither agree nor disagree, and few ratings were recorded for the disagree and strongly disagree option with approximately (1.33%) and (2.66%) respectively. The linguistic self confidence scale (item 28) reports that only (4%) of the students rate the strongly disagree option, (12%) rate disagree, (16%) rate neither agree nor disagree, however higher ratings were made to the agree and strongly agree options correspondingly (44%) and (24%). It could be concluded then that first year students have low levels of class anxiety and high levels of classroom motivation and linguistic self confidence.

### 7. External sources of motivation: Parental Encouragement and Teacher Influence

**Table 33**

*First year Licence students' results of external sources of motivation*

Items	Degree (F)					Total (N1)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 29	3	2	3	11	6	25
Item 30	0	3	6	10	6	25
Total	3	5	9	21	12	T= 50
Item 31	0	4	3	14	4	25
Item 32	0	4	1	8	12	25
Total	0	8	4	22	16	T= 50

The external sources of motivation were narrowed down to two influential scales, parental encouragement and the teacher influence. The parental encouragement scale (presented by items 29 and 30) displays a sort of disparity in terms of the results, yet there is a tendency to be in accordance with the influence of parents' encouragement on the language learning motivation. Results of the overhead table demonstrate that a percentage of (24%) accord with strongly agree, (42%) accord with agree, (18%) accord with neither agree nor

disagree, (10%) accord with disagree, and (6%) accord with strongly disagree. It could be assumed that these results are due to the social and educational background of the parents. On the other hand, the teacher influence scale (items 31 and 32) displays much more agreement on the positive statements made in description for the teacher influence. (32%) and (44%) stand for the strongly agree and agree options appropriately, (8%) stands for neither agree nor disagree, (16%) stands for disagree; however (0%) stands for strongly disagree. Therefore, it could be deduced here that both parental encouragement and teacher influence scales also reflect a high level of motivation among the first year students.

## 2. Second Year Students' Motivation

### 1. Motivation about Language

**Table 34**

*Second year Licence students' motivation about language*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 1	0	0	0	10	15	25
Item 2	0	0	2	12	11	25
Item 3	2	5	3	9	6	25
Item 4	0	1	6	7	11	25
Item 5	1	2	3	8	11	25
Total	3	8	14	46	54	T=125
Negative Worded Item						
Item 6	13	10	1	0	1	25

Reflecting upon the results shown in the table above, it is worth saying that second year students are displaying a noticeable level of motivation. It is fairly obvious that their acceptance to the items overrates their rejection. The reported portions for the responses were:

strongly agree (43.2%), agree (36.8%), neither agree nor disagree (11.2%), disagree (6.4%), and strongly disagree (2.4%).

The negative worded item reports that (4%) rates for strongly agree, (0%) rates for agree, another (4%) rates for neither agree nor disagree, (40%) rates for disagree, and (52%) rates for strongly disagree. Rejecting this item gives proof that the students motivation about language is kept with a high level.

## 2. Instrumental Orientation

**Table 35**

*Second year Licence students' instrumental orientation*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
Item 7	1	1	3	11	9	25
Item 8	1	0	2	11	11	25
Item 9	3	2	7	8	5	25
Item 10	1	0	5	12	7	25
Total	6	3	17	42	32	T=100

The results about the instrumental orientation of the students reveal that second year students are also instrumentally motivated to study English as a foreign language. (32%) of the ratings goes for strongly agree, (42%) goes for agree, (17%) goes for neither agree nor disagree, only (3%) goes for disagree, and (6%) goes for strongly disagree.

### 3. Integrative Orientation

**Table 36**

*Second year Licence students' integrative orientation*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 11	0	0	1	12	12	25
Item 12	0	1	3	14	7	25
Item 13	1	1	7	13	3	25
Total	1	2	11	39	22	T=75

The frequencies in the above table demonstrate that almost (29.33%) rates for strongly agree, (52%) rates for agree, almost (14.66%) rates for neither agree nor disagree, almost (2.66%) rates for disagree, and almost (1.33%) rates for strongly disagree, reporting a high level of integrativeness among second year students.

### 4. Attitudes towards Language Learning: Positive Worded Items

**Table 37**

*Second year Licence students' attitudes towards language learning: positive worded items*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 14	0	0	2	8	15	25
Item 15	0	0	4	10	11	25
Item 16	0	0	1	13	11	25
Item 17	0	1	0	17	7	25
Total	0	1	7	48	44	T=100

The attitude positive worded scale manifests that second year students are in favour of studying English as a foreign language. Results exhibit that a good number of students' ticks go for strongly agree (44%) and agree (48%), however, few ratings go for neither agree nor disagree (7%), and approximately no part of them opt for disagree (1%) and strongly disagree (0%).

### 5. Attitudes towards Language Learning: Negative Worded Items

**Table 38**

*Second year Licence students' attitudes towards language learning: negative worded items*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 18	17	4	2	1	1	25
Item 19	18	5	1	0	1	25
Item 20	16	7	1	0	1	25
Item 21	16	6	1	1	1	25
Item 22	15	9	0	0	1	25
Item 23	10	10	2	2	1	25
Total	92	41	7	4	6	T=150

As regard to the attitude negative worded items, results coincide with the previous table since students show their extreme disagreement with the negative worded items. The reported percentages were as follow: strongly agree (4%), agree is nearly (2.66%), neither agree nor disagree is about (4.66%), disagree is nearly (27.33%), and strongly disagree is nearly (61.33%).

## 6. Anxiety, Classroom Motivation and Linguistic Self Confidence

**Table 39**

*Second year Licence students' results of anxiety, classroom motivation, and self confidence*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 24	6	12	4	2	1	25
Item 25	0	2	2	18	3	25
Item 26	1	2	3	15	4	25
Item 27	0	4	11	8	2	25
Total	1	8	16	41	9	T=75
Item 28	1	1	6	10	7	25

The up head table records that second year students have a low level of anxiety, (4%) was estimated for strongly agree, (8%) for agree, (16%) for neither agree nor disagree, (48%) for disagree, and (24%) for agree.

With regard to classroom motivation, the students ratings report that (12%) denotes strongly agree, (54.66%) denotes agree, (21.33%) denotes neither agree nor disagree, (10.66%) denotes disagree, and (1.33%) denotes strongly disagree. Thus, the motivation about the classroom and classroom atmosphere among second year students is also high.

As far as the linguistic self confidence scale, the results denotes (28%) for strongly agree, (40%) for agree, (24%) for neither agree nor disagree, (4%) for disagree, and another (4%) for strongly disagree displaying high levels of self confidence among the students.

## 7. External Sources of Motivation: Parental encouragement and Teacher Influence

**Table 40**

*Second year Licence students' results of external sources of motivation*

Items	Degree (F)					Total (N2)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 29	1	1	7	6	10	25
Item 30	1	6	7	4	7	25
	2	7	14	10	17	T=50
Item 31	4	3	13	4	1	25
Item 32	2	6	10	6	1	25
Total	6	9	23	10	2	T=50

Pertaining to the external influence of parents and teacher on the students', the findings in the above table reveal that (34%) of the ratings hold out for strongly agree, (20%) hold out for agree, (28%) hold out for neither agree nor disagree, (14%) hold out for disagree, and only (4%) hold out for strongly disagree in what concerns the parental encouragement scale.

In similar fashion, (4%) undergoes the strongly agree option, (20%) undergoes agree, (46%) undergoes neither agree nor disagree, (18%) undergoes disagree, and (12%) undergoes strongly disagree. The results advocates a kind of positive to neutral stand with regard to the external sources of motivation and mainly parental encouragement and teacher influence.

### 3. Third Year Students' Motivation

#### 1. Motivation about Language

**Table 41**

*Third year Licence students' motivation about language*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 1	1	0	0	5	19	25
Item 2	0	0	0	9	16	25
Item 3	0	5	4	11	5	25
Item 4	0	1	1	5	18	25
Item 5	0	0	4	10	11	25
Total	1	6	9	40	69	T=125
Negative Worded Item						
Item 6	13	8	1	2	1	25

The table above supports the views of the third year students as to language learning. The results reported in this table show that the majority of the students are motivated to learn foreign languages. (55.2%) goes for strongly agree, (32%) goes for agree, (7.2%) goes for neither agree nor disagree, (4.8%) goes for disagree, and (0.8%) goes for strongly disagree.

The negative worded item for this scale was also supportive to conclude that third year students have a quiet strong motivation with regard to foreign language learning. Few ratings were recorded for strongly agree (4%) and agree (8%), neither agree nor disagree (4%), whereas more ratings were recorded for disagree (32%) and strongly disagree (52%).

## 2. Instrumental Orientation

**Table 42**

*Third year Licence students' instrumental orientation*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
Item 7	1	0	4	8	12	25
Item 8	1	0	2	13	9	25
Item 9	1	3	12	7	2	25
Item 10	1	0	1	14	9	25
Total	4	3	19	42	32	T=100

The instrumental orientation table holds that (32%) strongly agree and (42%) agree that there exist some instrumental intentions among the students behind learning English as a foreign language. (19%) of the ratings goes for neither agree nor disagree, and only (3%) and (4%) were recorded for disagree and strongly disagree respectively.

## 3. Integrative Orientation

**Table 43**

*Third year Licence students' integrative orientation*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 11	1	0	4	10	10	25
Item 12	1	0	5	11	8	25
Item 13	0	1	4	14	6	25
Total	2	1	13	35	24	T=75

On its side, the integrative orientation results were also in line with the instrumental orientation results. The table above reports that (32%) of the ticks were made in favour of strongly agree option, (46.66%) were made for agree, (17.33%) were made for neither agree nor disagree, and merely (1.33%) and (2.66%) were made properly for disagree and strongly disagree.

#### 4. Attitudes towards Language Learning: Positive Worded Items

**Table 44**

*Third year Licence students' attitudes towards language learning: positive worded items*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 14	1	0	1	15	8	25
Item 15	0	0	0	13	12	25
Item 16	1	1	2	9	12	25
Item 17	0	2	0	10	13	25
Total	2	3	3	47	45	T=100

The table above is representative for the Third year students' attitudes towards language learning, the held results show that (45%) of the ratings was recorded for strongly agree, (47%) was recorded for agree, (3%) was recorded for neither agree nor disagree, another (3%) was recorded for disagree, and (2%) was recorded for strongly disagree.

### 5. Attitudes towards Language Learning: Negative Worded Items

**Table 45**

*Third year Licence students' attitude towards language learning: negative worded items*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 18	17	4	3	0	1	25
Item 19	19	5	0	0	1	25
Item 20	20	4	0	0	1	25
Item 21	13	9	1	1	1	25
Item 22	18	4	0	1	2	25
Item 23	13	10	0	1	1	25
Total	100	36	4	3	7	T=150

On the other hand, the negative worded items about attitude report the following; (4.66%) rates for strongly agree, (2%) rates for agree, (2.66%) rates for neither agree nor disagree, (24%) rates for disagree, and (66.66%) rates for strongly disagree. Then, these results again own a confirmatory proof that third year students are motivated to learn English as foreign language.

### 6. Anxiety, Classroom Motivation and Linguistic Self Confidence

**Table 46**

*Third year Licence students' results of anxiety, classroom motivation and self confidence*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 24	5	11	2	3	4	25
Item 25	1	2	0	10	12	25
Item 26	1	0	7	10	7	25

Item 27	1	2	4	15	3	25
Total	3	4	11	35	22	T=75
Item 28	1	2	8	10	4	25

In response to the class anxiety item, third year students proportionate the following percentages in their responses; strongly agree (16%), agree (12%), neither agree nor disagree (8%), disagree (44%), and strongly disagree (20%).

Pertaining to classroom motivation, the results estimate a (29.33%) for strongly agree, (46.66%) for agree, (14.66%) for neither agree nor disagree, (5.33%) for disagree in approximate, and (4%) for strongly disagree.

In harmony with class anxiety and classroom motivation, the linguistic self confidence results reveal that (16%) of the ratings stands for strongly agree, (40%) stands for agree, (32%) stands for neither agree nor disagree, (8%) stands for disagree, and (4%) stands for strongly disagree.

## 7. External sources of motivation; Parental Encouragement and Teacher Influence

**Table 47**

*Third year Licence students' results of external sources of motivation*

Items	Degree (F)					Total (N3)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 29	0	1	7	8	9	25
Item 30	2	1	8	6	8	25
Total	2	2	15	14	17	T=50
Item 31	3	2	4	9	7	25
Item 32	2	4	9	7	3	25
Total	5	6	13	16	10	T=50

Concerning the parental encouragement scale results show that parents are remarkably concerned in their children's field of study. (34%) and (28%) stand for strongly agree and agree correspondingly, (30%) stands for neither agree nor disagree, an equal portion was rated for disagree (4%) and strongly disagree (4%).

As far as the teacher influence scale, results reveal that (20%) rates for strongly agree, (32%) rates for agree, (26%) rates for neither agree nor disagree, (12%) rates for disagree, and (10%) rates for strongly disagree. Consequently, it can be inferred that both parental encouragement and teacher related motivational components affirm a noticeable level of acceptance among third year students.

#### 4. Master 1 students' Motivation results

##### 1. Motivation about Language

**Table 48**

*Master 1 students' motivation about Language*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 1	3	2	0	10	10	25
Item 2	4	1	5	6	9	25
Item 3	3	3	5	13	1	25
Item 4	1	1	6	12	5	25
Item 5	2	0	1	17	5	25
Total	13	7	17	58	30	T=125
Negative Worded Item						
Item 6	12	8	2	0	3	25

The table above shows that, concerning the positive worded items that represent motivation about language, (24%) and (46.4%) were chosen in response for strongly and

agree respectively, (13.6%) go for neutral, however, (5.6%) and (10.4%) attend for disagree and strongly disagree respectively. In summary, it is noteworthy that the major of agreement is in line with positive acceptance of language a source of interest, in other words learners are clearly motivated with regard to language. This could be more evident when considering the negative worded item in this scale which shows that fairly more students disagree that language is not a source of interest, high percentage was for strongly disagree (48%), (32%) of the students choose disagree, (8%) choose neither agree nor disagree, a null response for agree (0%), and (12%) of the students choose strongly agree.

## 2. Instrumental Orientation

**Table 49**

*Master 1 students' instrumental orientation*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
Item 7	4	0	3	13	5	25
Item 8	2	1	2	15	5	25
Item 9	3	2	7	10	3	25
Item 10	1	0	1	20	3	25
Total	10	3	13	58	16	T=100

The table denotes that also the instrumental orientation gains a positive stand from the Master 1 students' part. The findings reveal that (16%) and (58%) stand for strongly agree and agree properly, (13%) stands for neither agree nor disagree, yet, (3%) and (10%) rate for disagree and strongly disagree respectively.

### 3. Integrative Orientation

**Table 50**

*Master 1 students' integrative orientation*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 11	0	2	7	11	5	25
Item 12	1	0	4	13	7	25
Item 13	2	1	3	9	10	25
Total	3	3	14	33	22	T=75

According to the table up head, the integrative orientation denotes that nearly (29.33%) rates for strongly agree, (44%) rates for agree, nearly (18.66%) rates for neither agree nor disagree, and an equal portion was marked for disagree (4%) and strongly disagree (4%). It is clear then that the integrative orientation also reveals positive results for the existence of motivation.

### 4. Attitudes towards Language Learning: Positive Worded Items

**Table 51**

*Master 1 students' attitudes towards language learning: positive worded items*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 14	2	0	1	12	10	25
Item 15	0	0	3	18	4	25
Item 16	1	0	4	12	8	25
Item 17	0	0	2	13	10	25
Total	3	0	10	55	32	T=100

The table above confirms that Master 1 students have extremely a positive attitude towards language learning. The results reveal that (32%) and (55%) stand for strongly agree and agree correspondingly, (10%) stand for neither agree nor disagree, nevertheless (0%) and (3%) stand for disagree and strongly disagree respectively.

### 5. Attitudes towards Language Learning: Negative Worded Items

**Table 52**

*Master 1 students' attitudes towards language learning: negative worded items*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 18	7	13	2	0	3	25
Item 19	17	3	1	1	3	25
Item 20	16	5	1	0	3	25
Item 21	10	11	0	1	3	25
Item 22	16	4	0	2	3	25
Item 23	11	9	1	2	2	25
Total	77	45	5	6	17	T=150

The negative attitude results confirm the results of the positive attitudes since the majority of students rejected the negative worded items. Only (11.33%) and (4%) are representative portions for strongly agree and agree properly, (3.33%) stand for neither agree nor disagree, and clearly (30%) and (51.33%) are representative for disagree and strongly disagree respectively.

## 6. Anxiety, Classroom Motivation and Linguistic Self Confidence

**Table 53**

*Master 1 students' results of anxiety, classroom motivation, and self confidence*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 24	11	7	4	2	1	25
Item 25	1	0	4	13	7	25
Item 26	2	1	6	13	3	25
Item 27	1	4	10	10	0	25
Total	4	5	20	36	10	T=75
Item 28	0	3	6	11	5	25

Class anxiety results show that there is a low class anxiety among Master 1 students. (4%) and (8%) of the students opt for strongly agree and agree correspondingly, (16%) of the students choose neither agree nor disagree, Higher rates scored for disagree (28%) and strongly agree (44%).

Classroom motivation results confirm the existence of students' motivation as well, (13.33%) stands for strongly agree, (48%) stands for agree, (26.66%) stands for neither agree nor disagree, (6.66%) stands for disagree, and a portion of (5.33%) stands for strongly disagree.

Standing alone the item for linguistic self confidence shows that strongly agree was held by (20%), agree was held by (44%), neither agree nor disagree was held by (24%), yet only few ratings were held for disagree (12%) and none for strongly disagree (0%).

## 7. External Sources of Motivation: Parental Encouragement and Teacher Influence

**Table 54**

*Master 1 students' results of external sources of motivation*

Items	Degree (F)					Total (N4)
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Item 29	1	1	9	10	4	25
Item 30	1	2	12	4	6	25
Total	2	3	21	14	10	T=50
Item 31	3	4	11	5	2	25
Item 32	2	4	9	8	2	25
Total	5	8	20	13	4	T=50

The table above is concerned with the influence of parents and teachers as two sources of motivation. The results show that, in what concerns parental encouragement scale, (20%) and (28%) go for strongly agree and agree respectively, (42%) stand for neither agree nor disagree, and (6%) and (4%) stand for strongly disagree.

The teacher related motivation affirms the existence of motivation among Master 1 students, (8%) and (26%) stand for strongly agree and agree properly, (40%) go for neither agree nor disagree, (16%) and (10%) stand for disagree and strongly disagree respectively.

### 3.2.2. Summary of the Attributions and Motivation Results

What follow is a summary of the results presented in the detailed tables above. The following tables sum up the findings about learners' attributions and their motivation to learn English as a foreign language. In an attempt to draw a line between the two variables the major scales were included in the summative tables followed by prose comments to give a further view to both variables and the scales that comprise them. It must be noted that the

tables beneath hold the percentages of each subscale which were counted in relation to the general ratings as stated earlier in section one of this chapter. It is also noteworthy that the results included in the summative tables are representative of the students' agreements and disagreements values with regard to the scales, hence both values of strongly agree and agree were added to each other to be denoted by Acceptance values (Symbolised A), and both strongly disagree and disagree values were added to each other to be denoted by Rejection values (Symbolized R), yet the neither agree nor disagree option was not taken in consideration as it was recognized as a neutral stand and as it holds weak values in comparison to the agreement and disagreements options.

**Table 55**

*Summary of the findings for the internal and external attributions*

Attributions									
1. Internal Attributions									
	N1		N2		N3		N4		
	R	A	R	A	R	A	R	A	
a. Ability	16%	72%	16%	72%	28%	60%	40%	44%	
b. Effort	12%	72%	28%	56%	16%	56%	28%	68%	
c. Interest	8%	84%	16%	64%	20%	68%	24%	56%	
d. Mood	36%	52%	52%	36%	44%	44%	48%	28%	
1. External Attributions									
	N1		N2		N3		N4		
	R	A	R	A	R	A	R	A	
e. Luck	72%	12%	68%	16%	68%	16%	84%	4%	
f. Task Difficulty	20%	44%	28%	44%	16%	72%	8%	72%	
g. Teacher	8%	44%	24%	40%	16%	64%	20%	52%	
h. Content	16%	44%	28%	44%	12%	60%	16%	56%	
i. Method	12%	64%	28%	56%	8%	72%	20%	52%	
j. Outside Environment	52%	32%	32%	56%	48%	44%	36%	48%	

**Note:** A=Acceptance values, R= Rejection values, N1= 1<sup>st</sup> year sample, N2= 2<sup>nd</sup> year sample, N3= 3<sup>rd</sup> year sample, N4= Master1 sample

The summative table above demonstrates the cross-sectional results of the adopted LAAS. It is crystal clear from the percentages shown in the table that internal attributions fairly override external attributions since the acceptance values denotes higher percentages in the internal attributions than those denoted in their external counterparts. Vetting the results across the four levels, significant differences were could be heeded with regard to the mood attribution where it was indifferent along the four levels, first year students show their acceptance to mood attribution with a portion of (52%), however second year students rejected it with a portion of (52%), third year students signalled equal portions to both choices (44%), and Master 1 students rejected it with (48%) portion.

Furthermore, luck attribution unlike the other external attribution was highly rejected by students along all the levels. Noticeably, the outside environments attribution was rejected by first year students (52%) and accepted by the other levels as an influential factor on their performance. The results of the other external attributions were agreed on as accepted by the four levels.

In summary, even though there was a general acceptance on both external and internal attributions with some slightest differences, the internal attributions scored better results and could be seen as the best predictors of the students' satisfaction with their performances.

**Table 56***Summary of cross-sectional results of the CDS2*

Causal Dimensions				
	N1	N2	N3	N4
1. Locus of causality				
a. Internal locus	70.66%	41.33%	46.66%	48%
b. External locus	18.66%	34.66%	32%	42.66%
2. Personal control				
a. Presence of personal control	80%	44%	37.33%	53.33%
b. Absence of personal control	13.33%	28%	33.33%	41.33%
3. External control				
a. Presence of external control	76%	34.66%	30.66%	26.66%
b. Absence of external control	14.66%	45.33%	45.33%	61.33%
4. Stability				
a. Stable causes	80%	45.33%	38.66%	50.66%
b. Unstable causes	12%	29.33%	29.33%	37.33%

**Note:** **A**=Acceptance values, **R**= Rejection values, **N1**= 1<sup>st</sup> year sample, **N2**= 2<sup>nd</sup> year sample, **N3**= 3<sup>rd</sup> year sample, **N4**= Master1 sample

Results about causal dimensions, on the hand, give more detailed analyses to the attribution variable. With regard to the locus of causality, students across the four levels stress the internality of their attributions. Higher values were recorded for the internal locus of causality giving less credit to the external locus of causality. In expectation of the personal control scale; the presence of the personal control overscores its absence and was highly emphasized by the whole sample of the study. In advance of the external control scale, students' responses vary across the four levels. First year students took an opposite view with the other levels. They emphasized the presence of external control unlike the second, third, and Master1 students who rejected the presence of external control giving rise to the personal control to dominate their performances. The glaring results of the stability dimension, however, denotes that higher percentages were obviously recorded in agreement with stable rather than unstable causes crosswise the four levels without exceptions.

**Table 57***Cross-sectional table for motivation results*

Scales	N1		N2		N3		N4	
	R	A	R	A	R	A	R	A
1. Motivation about Language	11.33%	31.33%	8%	82%	6.66%	86.66%	15.33%	72%
2. Instrumental Motivation	9%	81%	9%	74%	7%	74%	13%	74%
3. Integrative Motivation	6.66%	81.33%	4%	81.33%	4%	78.66%	8%	73.33%
4. Positive Attitude toward language learning	5%	89%	1%	92%	5%	92%	3%	87%
5. Negative Attitude toward Language Learning	79.33%	14%	88.66%	6.66%	90.66%	6.66%	81.33%	15.33%
6. Class Anxiety	72%	24%	72%	12%	64%	28%	72%	12%
7. Classroom Motivation	4%	86.66%	12%	66.66%	9.33%	76%	12%	61.33%
8. Linguistic Self Confidence	16%	68%	8%	68%	12%	56%	12%	64%
9. Parental Encouragement	16%	66%	18%	54%	8%	62%	10%	48%
10. Teacher Influence	16%	76%	30%	24%	22%	52%	26%	34%

**Note:** A=Acceptance values, R= Rejection values, N1= 1<sup>st</sup> year sample, N2= 2<sup>nd</sup> year sample, N3= 3<sup>rd</sup> year sample, N4= Master1 sample

It is evident from the summative table of students' motivation results that the whole sample is delivering a high level of motivation. The answers to the positive worded items, namely those of integrative and instrumental orientations, linguistic self confidence, positive attitudes towards language learning, classroom motivation, and language motivation along

with parental encouragement and teacher influence, signals high scores of acceptance ahead of the four levels.

On the other hand, the negative worded items, namely class anxiety and negative attitudes towards language learning, reveal high levels of rejections along the four levels giving connotations that the students' motivation is highly increased.

It is noteworthy, however, that the teacher influence scale was rejected by second year students unlike the other levels but with a slight difference in comparison to the acceptance value (30% VS. 24%), which was of no significant influence to the overall results.

### **3.3. Overall Discussion of the Questionnaire Results**

After sifting the results through, it was indicated that most of the students have some prior motivational orientations that drive them to study English as a foreign language. The findings unveil that the majority of the students crosswise the four levels are intrinsically rewarding themselves by studying English (72%). Addressing the sample after the first semester exams was a nice strike for the research to capture the students' evaluation of their performances in the exams. The general responses about their satisfaction with their level show that more than half of the sample are either satisfied or very satisfied with their performances (59%). Moreover, the results about their level in English considerably reveal that (39%) and (56%) rates from good to excellent and for average levels properly. It was evidently noticeable that over the half of the sample believe that their level is good to excellent (55%). The students' high levels of intrinsic motivational incentives, their interest in studying English, and their high self worth are assumed to be the backdrop behind the overestimated satisfaction amongst the sample.

Whilst the main question of the present study investigates a linear relationship between learners' attributions and their motivation to learn English as a foreign language, the

attributions results disclose that university students attribute their performances internally rather than externally with a strong believe that their ability, effort and interest attributions are the best predictors for their satisfactory level. Furthermore, the Causal Dimension Scale limelighted the internal causality reporting that the majority of the students elect again the internal locus of causality over the external locus. It also revealed from the personal control dimension that students believe in their personal abilities to control their performances. The presence of a personal control was extensively highlighted by the majority of the students across the four levels. On the other hand, the external control results were in different amongst the four levels. First year students stress both the personal and external control presence, unlike the second, third, and Master1 students who excluded the presence of an external control over their performances. The first year students beliefs about the existence of external control could be linked to their fresh experience with language learning, they might tend to link their performances to the influence of their surroundings showing, for instance an overreliance on their teachers who can control and guide their language learning process. The other remaining levels, however, have a more independent stand since they have past a sum of learning experiences that allow them to build their independent linguistic identity and to uphold distinctive learning styles and strategies that help them control their performance on their own. In expectation of the stability dimension, the students crosswise the four levels show a plain tendency towards stable causes rather than unstable ones. These results are owing to the fact that the majority of the examined subscales are of stable nature (as shown in **Table 5**). For example, if the learners are satisfied with their abilities in learning the language they are more likely to attribute their performance to the this cause revealing an internal and stable attributional explanation. Attributing successful outcomes to stable factors can be a sign of high self efficacy and self worth. Notwithstanding, attributing failure outcomes to stable factors gives rise to a problematic situation that could not be overcome.

In advance of the motivational variable, the findings of the whole sample acknowledged the students high motivational investment within the frames of language learning. Students' responses to the subscales that comprised the motivational variable hold evident proof that the majority of students across the four levels are highly motivated. For the positive worded subscales the percentages of acceptance override the percentages of rejection (as shown in **Table 57**). Additionally, the negative worded items were strongly rejected by the students giving face that there is a high level of motivation amongst the whole sample (e.g. low level of anxiety and rejecting negative attitude items). The internal motives were also revealed to reign over the external sources of motivation since higher scores were broadly recorded for internal more than external sources of motivation (e.g. high self confidence, high interest about language, high level of motivation about language, low level of anxiety, positive attitudes towards language learning). The results of this motivation test coincide with and are confirmed by what has been emanated from the motivation literature. It was assumed that when learners of a foreign or second language have positive rather than negative attitudes towards language learning, high levels of classroom motivation and language motivation, high levels of instrumental and integrative motivation, high self confidence, lower levels of class anxiety, and probably receive high support from external sources like parents and teacher, they are said to be highly motivated (Gardner, 1985; Gardner & Lambert, 1972). In similar vein, the results revealed by this study's questionnaire respectively concord with the literature spotting light on the validity of this test and elucidating high level of motivation.

Despite the fact that learners' psychology could not be delimited and delineated by one single interpretation, a profound insight could be gained through the learners' self reporting. In pursuance of the correlation between learners' attributions and their motivation to learn English as a foreign language, and through sieving the results, the current study could drive to the conclusion that students tend to make internal, personally controllable, and stable

attributions with a high level of satisfaction about their performances. Moreover their prior motivational orientation along with the results posterior to their exam outcomes reveal high levels of motivation, and more specifically intrinsic motivation dominate the scene. Hence, this diagnosis could only prove that the internality of both attributions and motivation sounds to put these two variables into a correlational and juxtaposing relationship. The claims of the present work are that internal attributions are in direct proportionality with intrinsic motivation. The students' sense of control is in direct proportionality with high motivation to carry out the study of English as a foreign language. Yet, the stability of causation is still in question, Weiner (1985) claimed that the stable factors will not sustain under the presence of volitional and optimal control and could not have any reasonable effect on the behaviour. If students attribute the causes of their performance internally and to factors over which they gain control, higher motivation should ensue. The controllability dimension is a key for success in any learning experience. Weiner (1985) presupposed that the controllability dimension is the most influential factor on the subsequent affective state. However, the influence of external factors should be neglected but it must be intertwined with the internal factors that allow for higher levels of control over the outcomes of learning.

In summary, internal, controllable causality can stand in a direct proportionality with the learners' motivational state in case of satisfaction about the outcomes of a given task. As put by Weiner (1985) "It therefore seems reasonable to pursue the idea that causal ascriptions influence emotions and that emotional reactions play a role in motivated behaviour" (p.559).

### **3.4. Limitations of the Study**

Since no research work could go unchallenged, the present study has been faced with some limitations during its accomplishment. Various constraints were encountered during the scene of development of the study. The nature of the topic under research requires a stringent

practical analysis for the findings and imposes an in-depth view to the phenomenon under investigation. However, the limitation of time insufficiency was the prime constraint that stands against the possibility of carrying out the work within other methodological paradigms. Accordingly, the present study may appear to lack the required in-depth treatment that would have yield an exhaustive analysis at the level of self-reported responses of students and provide causal interpretations for the findings.

Moreover, the scope and generality of the study along with the methodological handicap of not being able to gauge what goes on in the learners' cognition and to interpret their psychological state was another limitation which was partially overcame by the self report methods adapted in the study which provide a virtual view to the phenomenon. On the other hand, the fact that we can find many explanations for the results of this study illustrates how hard it can sometimes to figure out what the results of a correlational study really mean.

Attributions related limitations could owe to the fact that, individuals' perceptions to situation and behaviour dynamics is due to change from one person to another and within a person over various occasions, thus a loose generalization of the findings could be at risk. However, by daring to ask difficult but right questions about the unobserved, even though the answers are far from evident, some profound insights could be reached about the topic.

It is also noteworthy that when attributions are coupled with motivation could reveal a bifold influence since the attributional process has been proven to be affected by the prior motivational state. In other words when dealing with motivation as a criterion and attributions as the predictor, it is to bear in mind that the motivational state could also influence the attributional process. That is why the study seeks to tackle the prior motivational orientation of the students. The study could lose ground of evidence about the kind of relationship between the two variables but still provide insight that there exists a relationship.

**Conclusion**

This chapter was devoted to provide clearer insights to the methodological components in the current study and to display the analysis and interpretations of the results generated by the questionnaire. The findings of this research drive the conclusion that learners' attributions correlate with their motivation to learn English as a foreign language on the ground that learners tend to attribute the causes of their satisfactory performance in the exams to internal, controllable factors displaying high levels of motivation crosswise all the academic years put under scope in this study. Hence the established hypotheses of this work were confirmed and the research questions were answered. The results showed that there is a direct proportionality between learners' attributions and their motivation to learn English as a foreign language. Moreover, the attributional process has been proven to develop as the learners advance across the curriculum.

# **General conclusion**

### **General Conclusion**

How individuals in general make sense of, and interpret, their language learning experiences, has been one of the most intriguing phenomenon to researchers and scholars in the field of psychology and education. However, little research have been conducted in order to investigate the interplay between learners' causal ascriptions to their past performances, on one hand, and their motivation to learn English as a foreign language, on the other hand. The present study, in particular, has attempted to investigate the nature of a potential correlation between learners' attributions and their motivation to learn English as a foreign language.

Moreover, the cross-sectional design of the study was aimed at gauging the effect of the curriculum on the potential correlation between learners' attributions and their motivation. In order to answer the major questions of this study a review of the literature was necessary. Chapter one of the current study deals with the background of learners' attributions and the major contributions of the attribution theory in the fields of psychology and education. Chapter two tackles the language learning motivation background, theories, types and the components of the motivational constructs. Chapter three was devoted for defining the methodology and analysing the data generated by the student questionnaire.

In the light of the literature review and to achieve the aims of this study a questionnaire was designed and administered to randomly selected cross-sectional sample of 100 students comprising four subcategories (25 students from each level; first, second, and third year Licence ; and Master1 students). The questionnaire made use of three scales derived from the literature (LAAS, CDS2, and AMTB). The questionnaire comprises two main parts, each of which divided into two sections. The first part has dealt with background information and past learning experiences. The second part was concerned with learners' attributions and their motivation to learn English as a foreign language.

The analysis of the results has provided moderate support for the two hypotheses of this study. A positive correlation was found between learners' attributions and their motivation to learn English as a foreign language. The learners' satisfactory outcomes in their past experiences were attributed to internal, controllable factors, which in turn results in high levels of motivation among students. Hence, a direct proportionality can be set to learners' internal, controllable attributions and their motivation to learn English as a foreign language. Moreover, more advanced students across the curriculum displayed higher abilities in making conscious analysis of their attributional and motivational states which, in turn, confirm the second hypothesis of the study.

Future research about this issue is needed to shed more light about the interesting relationship between learners' attributions and their motivation to learn English as a foreign language. Since research about this relationship is still at a fledgeling phase, we cannot expect it to provide us with readymade recipes to apply in the language classroom. Nevertheless, some insights can be gained from this research. As far as the results of the present study are concerned, encouraging learners to engage in a conscious analysis of their attributions to past experiences of the target language in cooperation with caring teachers, will inevitably have positive results on their levels of motivation and consequently their levels of proficiency in the target language.

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# **APPENDICES**

## Appendix A

### The Student Questionnaire

Dear Students,

The questionnaire in-hand is administered for the sake of gathering data to examine the correlation between Learners' Attributions and their Motivation to Learn English as a Foreign Language. I would appreciate your co-operation to answer the questions appropriately and thoughtfully. The results will be kept confidential and will be used only to your advantage and for research purposes. Receive in advance my sincere gratitude for your assistance.

#### Part 01: Background Information

**Please tick the most convenient**

1. What is your gender?      a -Male                       b -Female
  
2. What is your age?
  - a. In between 18-23
  - b. In between 23-28
  - c. In between 28-33
  - d. 33 and up
  
3. What is your current level?
  - a. First year Licence
  - b. Second year Licence
  - c. Third year licence
  - d. First year Master
  
4. Why did you choose to study English?
  - a. Because you are interested in studying English as a Foreign Language
  - b. Your parents made the choice for you

- c. You have taken it as a requirement because you had no better choice
- d. Because you were influenced by other people: Friends, teachers, neighbours, etc.
- e. You have chosen it to get a good job in the future
- f. You have chosen it to be integrated and to get close to the target culture

**Performance in past experiences**

5. What was your average in the last semester exam?

- a. Less than 10
- b. In between 10-12
- c. In between 12-14
- d. More than 14

6. Do you consider your level in English:

- a. Excellent
- b. Good
- c. Average
- d. Below average

7. How did you perform in the different units?

Units	Excellent	Good	Average	Below average
Fundamental unit				
Discovery unit				
Methodology unit				
Transversal unit				

8. How do you feel about your previous language learning experience?

- a. Very Unsatisfied
- b. Unsatisfied
- c. Neutral

d. Satisfied

e. Very Satisfied

## Part 02: learners' attributions and motivation

### Section 01: Learners' Attributions

9. What do you think the reason for the grades you obtained on the exams?

Causes	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
a. My grades on the exams are what they are because of my <b>ability</b> in learning the language.					
b. My grades on the exams are what they are because of the amount of <b>effort</b> I put into studying for these exams.					
c. My grades on the exams are what they are because of my <b>interest</b> on learning English as a foreign language..					
d. My grades on the exams are what they are because of my <b>mood</b> on the day of the exam.					
e. My grades on the exams are what they are because of <b>luck</b>					
f. My grades on the exams are what they are because of the level of <b>difficulty of the tasks</b> given in exams.					
g. My grades on the exams are what they are because of <b>the way my teacher grades.</b>					
h. My grades on the exams are what they are because of <b>the content</b> of instruction I have been exposed to.					
i. My grades on the exams are what they are because of the <b>methods of teaching used in instruction.</b>					
j. My grades on the exams are what they are because of <b>the influence of my outside environment</b> , e.g. the influence of parents, friends, social traditions, availability of means for learning, etc..					

## 10. Causal Dimension Scale

**Instructions:** Think about the reason or reasons you have chosen above. The items below are to reflect your impressions or opinions of this cause or causes of your performance.

Circle one number for each of the following items (The higher the number, the more you are leaning towards the left column of each pair).

The results are something:

- |                                       |                   |   |
|---------------------------------------|-------------------|---|
| 1. That reflect an aspect of yourself | 9 8 7 6 5 4 3 2 1 | That reflect an aspect of the situation |
| 2. Manageable by you                  | 9 8 7 6 5 4 3 2 1 | Not manageable by you                   |
| 3. Permanent                          | 9 8 7 6 5 4 3 2 1 | Temporary                               |
| 4. You can regulate                   | 9 8 7 6 5 4 3 2 1 | You cannot regulate                     |
| 5. Over which others have control     | 9 8 7 6 5 4 3 2 1 | Over which others have no control       |
| 6. Onside of you                      | 9 8 7 6 5 4 3 2 1 | Outside of you                          |
| 7. Stable over time                   | 9 8 7 6 5 4 3 2 1 | Variable over time                      |
| 8. Under the power of other people    | 9 8 7 6 5 4 3 2 1 | Not under the power of other people     |
| 9. Something about you                | 9 8 7 6 5 4 3 2 1 | Something about others                  |
| 10. Over which you have power         | 9 8 7 6 5 4 3 2 1 | Over which you have no power            |
| 11. Unchangeable                      | 9 8 7 6 5 4 3 2 1 | Changeable                              |
| 12. Other people can regulate         | 9 8 7 6 5 4 3 2 1 | Other people cannot regulate            |

## Section 02: Motivation

**11. Directions: Please read each item carefully and indicate the extent to which you agree or disagree with each of the following statements in the columns provided**

Items	1=strongly Disagree	2=Disagree	3=Neither agree nor disagree	4=Agree	5=Strongly Agree
1. Studying a foreign language is an enjoyable experience.					

2. I would really like to learn a lot of foreign languages.					
3. I would study a foreign language in university even if it were not required.					
4. I have a strong desire to learn all aspects of English.					
5. I make a point of trying to understand all the English I see and hear.					
6. I really have no interest in foreign languages.					
7. Studying English can be important for me because I think it will someday be useful in getting a good job.					
8. Studying English can be important for me because it will make me a more knowledgeable person.					
9. Studying English can be important for me because other people will respect me more if I have knowledge of a foreign language.					
10. Studying English can be important because I will need it for my career.					
11. Studying English can be important for me because it will allow me to meet and converse with more and varied people.					
12. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups					
13. Studying English is important because it will enable me to better understand and appreciate the English way of life.					
14. I really enjoy learning English.					
15. I plan to learn as much English as possible.					
16. Learning English is really great.					
17. I love learning English.					

18. I think learning English is dull (=boring).					
19. I hate English.					
20. Learning English is a waste of time.					
21. Knowing English is not really an important goal in my life.					
22. It is not important for us to learn foreign languages.					
23. I haven't a great wish to learn more than the basics of English.					
24. It embarrasses me to volunteer answers in my English class.					
25. I like my English class so much; I look forward to studying more English in the future.					
26. I really work hard to learn English.					
27. I look forward to time I spend in my English class.					
28. I feel confident when asked to speak in my English class.					
29. My parents really encourage me to study English.					
30. My parents show considerable interest in anything that has something to do with my English.					
31. I look forward to go to class because my English teacher is so good.					
32. My English teacher has a dynamic and interesting teaching style.					

**Thank you.**

## **Résumé**

Cette étude vise à déterminer quel genre de relations peuvent entretenir les attributions des étudiants avec leur motivation afin d'apprendre la langue anglaise comme une langue étrangère. Pour ce faire, nous avons confectionné des questionnaires dans lequel les participants choisis nous ont fait part du regard qu'ils portent sur leurs expériences passées. Pour ce faire, on a soumis 100 étudiants de l'Université de Mohamed Seddik Ben Yahia, Jijel. Dans ce group des étudiants on a quatre groupes, et chaque groupe est constitué de 25 personnes qui représentent un niveau universitaire. Le questionnaire utilisé est constitué de deux parties : la première porte sur les attributions des étudiants et la deuxième sur leur motivation concernant l'étude de la langue. L'analyse des résultats obtenus a confirmé les deux hypothèses. Une corrélation positive a été notée entre les attributions et la motivation des étudiants, ainsi qu'un degré plus élevé de conscience sur les attributions a chaque fois qu'on passe d'un niveau a un autre plus élevé, et cela engendre une augmentation des motivations.

## المخلص

دراسة العوامل الفكرية والنفسية التي قد تؤثر على المردود التعليمي للطلبة تعد ذات أهمية قصوى كونها توفر القواعد والمنهجيات اللازمة لتبلور أسلوب تعليمي ناجع وفعال, والذي له عدة نتائج ايجابية سواء على الطالب أو على النظام التعليمي. هدفت الدراسات النفسية السابقة إلى تحديد عدة عوامل نفسية ذات التأثيرات الايجابية أو السلبية على الطلبة. ومن بين هذه العوامل الدوافع التحفيزية سواء كانت داخلية أو خارجية والتي يمكن أن تتأثر بعوامل أخرى نفسية أو فكرية. ومن المعلوم أن الطلبة لهم ميول فكري لتبرير نتائجهم الدراسية والبحث عن أسباب النجاح والفشل. تلك التبريرات قد تؤثر بصفة ما على الحالة النفسية للطالب بما في ذلك الدوافع التحفيزية لمواصلة العملية التعليمية. من خلال هذه الملاحظات هدفت هذه الدراسة إلى تكوين علاقة خطية بين تبريرات المتعلمين لتجاربهم التعليمية السابقة ودوافعهم التحفيزية لتعلم اللغة الانجليزية كلغة أجنبية. تم تحصيل البيانات لهذه الدراسة عن طريق منهجية تعتمد الأسلوب القطعي, لتشمل فئة مكونة من طلبة السنة أولى والسنة الثانية والسنة الثالثة والسنة أولى ماستر, والذين حصروا للإجابة على استمارات بيانية. بينت البيانات والنتائج المتحصل عليها أن هناك علاقة إلى حد ما بين المتغيرين إذ تم إثبات أن غالبية الطلبة يعتمدون تبريرات داخلية قابلة للتحكم ولكن مستمرة لهم أيضا دوافع تحفيزية عالية النسبة داخلية أكثر منها خارجية. وحصلت الدراسة أن هناك علاقة خطية بين تبريرات المتعلمين لنتائجهم السابقة ودوافعهم التحفيزية لدراسة اللغة الانجليزية كلغة أجنبية.