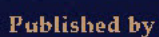




**Volume 7 Issue 2, December 2024.**



LONDON *of* CHAMBER  
COMMERCE AND INDUSTRY

THE COLLEGE  
OF TEACHERS

Institutional Member

ISSN 2631-8946 (Printed)  
ISSN 2631-8954 (Online)

**THE INTERNATIONAL JOURNAL OF  
APPLIED LANGUAGE STUDIES AND CULTURE  
(IJALSC)**



**Volume 7 • Issue 2 • December 2024**



# **International Journal of Applied Language Studies and Culture**

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In order to be an effective communicator in today's interconnected world, beside being technologically savvy there is also a need to be aware of how language shapes different social realities. Learning a foreign language, teaching foreign languages and intercultural communication are only few of the domains that one should take into account when discussing applied language studies.

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# Learning English Language FOR and FROM AI-Powered Tools in Pakistani Schools: Teachers' and Learners' Perspectives

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**Abstract.** This research was undertaken to gauge the views of teachers and learners of English on using AI-powered tools to improve language skills in Pakistani schools. Since language learning is deeply rooted in a society's environment and culture, the respondents were asked to share their perceptions, experiences, limits, and challenges in integrating such tools into English language education in schools. The study focuses on the tools used mostly by teachers and learners like chatbots (i.e. ChatGPT), applications (i.e. Duolingo), and adaptive learning platforms (i.e. Knewton). The findings conducted varied and thought-provoking analyses of perceptions, experiences, limits, and challenges regarding English language education and using AI-powered tools for learning it. Results favoured culturally and pedagogically rich and well-planned integration of selective tools in Pakistani schools. Adaptability and acceptance of English as a social, national, and international medium for communication is indispensable to attain a satisfactory proficiency level in Pakistani schools and society.

Key words: *Adaptive learning platforms, AI-powered tools, Chatbots, English language Education, Language learning apps, Pakistani schools.*

## 1) Introduction

Learning the English language has been a part of educational policies in Pakistan (Government of Pakistan, 2017). It is taught as a compulsory subject from class 1 to higher levels and from playgroups in government and private schools, respectively. It is also used as a medium of instruction for core subjects like science and mathematics, starting from class 5 in government schools and for all subjects except Urdu in most private sector schools (Channa, 2017). According to the National Professional Standards for Teachers (Government of Pakistan, 2009), every teacher must be proficient in English language skills. However, no application has been witnessed in teacher education programs and their selection by the government or HEC in a decade (Shaukat & Chowdhury, 2020).

English is regarded as an official and international business communication language, and higher education unanimously.

Moreover, it is a medium of instruction in public and private sector high schools however, it is used only in a few elite schools in the private sector. In schools belonging to the public sector, it remains challenging. As Nickson & Nudrat (2022) reported, the proficiency level is poor as Pakistan stands at 63rd out of 112 countries. A holistic approach in the pedagogy and language teaching methodologies is required to improve the outcomes.

There are factors behind the lack of English proficiency standards in Pakistan. Firstly, English teachers are unqualified to teach at professional levels as they are the product of the same system that is inefficient as the requirements or standards; a system that has failed to provide its teachers with vital language skills. Secondly, the assessment of the linguistic competence of teachers in the educational system also overlooks comprehension, creativity, listening, and speaking skills (Nisar, 2023, p. 59; Channa, 2017).

As mentioned earlier, English is used in different fields like education, law, business, commerce, tourism, etc. Proficiency in English is highly valued in Pakistan; the less noticeable the dialect is, the more ease and opportunity will be there in various fields (Rehman, 2019). To gain the benefits it carries, there have been noticeable efforts in recent years to improve English education in Pakistan. Still, mutual efforts need to be made by policymakers,

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education officials, educators, learners, and school communities to achieve a better ranking.

A remarkable asset to aid teachers and learners of English has been AI-powered tools. AI offers solutions to problems through various applications for language learning, adaptive learning platforms, and chatbots. These tools provide customized and personalized learning experiences that enable every learner to progress at their own pace along with quick feedback (Li & Wang, 2022; Wu et al., 2022; Alvarez & Schneider, 2020; Johnson et al., 2021).

While these AI-powered tools are employed by teachers and learners more or less, there is a lack of strategy and coordination among them for these utilities. In an educational setting, it is principally for discipline and programs to be designed strategically and carefully aligned to the objectives. The needs, limitations, challenges, and opportunities must be identified and properly addressed to take full advantage of such emerging technologies. Their suitability for teaching and learning the English language in Pakistani schools cannot be determined without collecting direct and diverse opinions of users in the educational system. Thus, this study explored what schoolteachers and learners perceive about using AI-powered tools in classroom settings. The research also examined the readiness of these users to adopt these tools, the challenges they face, and the problems they anticipate.

## 2) Materials and Methods

The study aimed to get the teachers' and learners' perspectives on using AI-powered tools for English language education. So, data was collected through interviews with English teachers and learners in the government and private schools using a mixed-methods approach. Quantitative data was collected using close-ended questions and qualitative data was collected through open-ended questions during interviews. The questions were asked to extrapolate knowledge about the AI-powered tools in English language learning, their perspective on using them, and individual experiences related to challenges, limitations, and opportunities while teaching and learning in Pakistani schools.

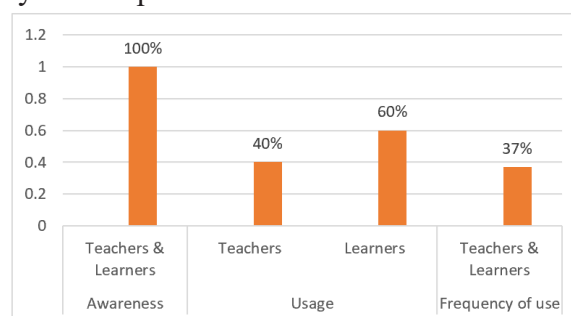
Two separate questionnaires were administered in person to collect data from 20 senior English teachers and 50, 10th graders employed and enrolled in 10 different public

and private high schools in Gujranwala, (Punjab) Pakistan. Upon initial assorting of the responses to survey questions from teachers and learners, quantitative data were examined using descriptive statistics to identify trends and challenges in using AI-powered tools for English language education. Qualitative data from open-ended questions were summarized and categorized using thematic analysis to identify key areas and insights. Findings were discussed in the light of research objective and related literature. Implementations were recommended for all the concerned parties before concluding the study.

## 3) Results

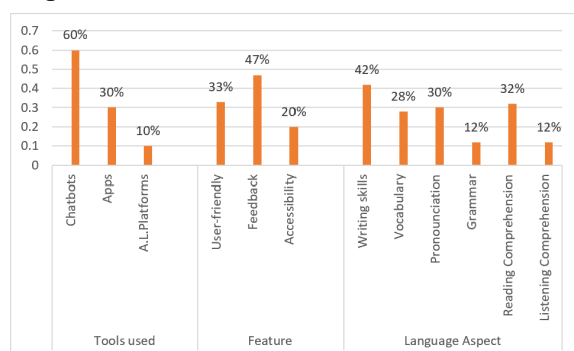
100% of teachers and learners were aware of AI-powered tools available for language learning. 40% of teachers and 65% of learners used one of the AI-powered tools but only 37 % of the respondents used them almost daily for learning any aspect of English language.

Figure 1. Use of the AI-powered Tools by the Respondents



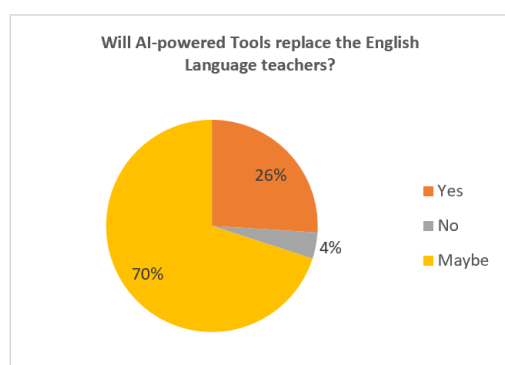
Among those who used the tools, 60% used chatbots, 30% used language learning apps, and only 10% used adaptive learning platforms. 47% of respondents found these tools effective based on their feedback, 33% due to their user-friendly nature, and 20% for their accessibility. Most learned aspects of language: 42% of respondents found the AI-powered tools they used to teach and learn English Language excellent in learning writing skills, 32% in comprehension, 30% in pronunciation, 28% in vocabulary, and 12% found them helpful in improving listening comprehension.

Figure 2. Most Used Tool, Feature liked, and Language Aspect Learned by the Respondents



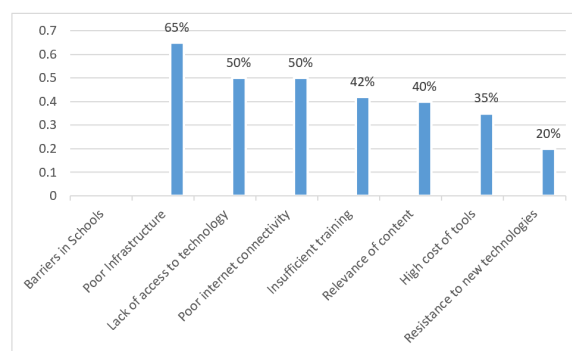
26% of respondents were sure about the replacement of traditional language methods by AI-powered tools, 70% of respondents remained unsure and only 4% were certain about it.

Figure 3. Perspective of the Respondents on the replacement of teachers by AI



65% of respondents cited poor infrastructure in schools as a major barrier. According to 50% of respondents, limited or no access to technological devices, power, and internet troubles hindered the adoption of AI tools particularly in rural areas. 42% of the respondents identified insufficient training was the main challenge of using AI-powered tools in English education. 40% of respondents expressed their concerns about the relevance and validity of curriculum and culture with the content offered by AI-powered tools. 35% of them said that the high cost of devices and internet services had made it difficult to utilize them for language learning. Only 20% of them stated resistance as an impediment to adapting to modern technologies due to unfamiliarity and comfort with traditional methods of teaching.

Figure 4. Challenges in Using AI-empowered Tools.

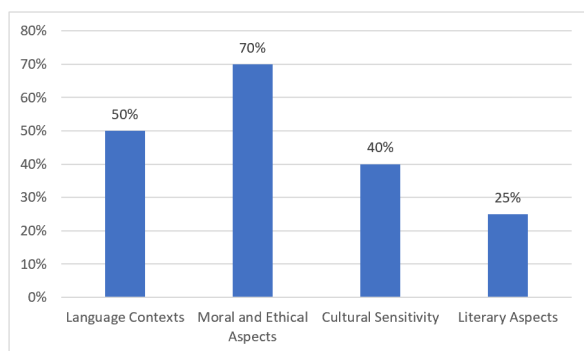


The majority, 70 % of the respondents pointed out the degeneration of ethical and moral values among their students using AI-powered tools. They are using AI for fun and entertainment more than for learning and getting education. They are forging shortcuts and finding easier paths to get through assignments and tests but attain no real learning or knowledge. Moreover, the learners using these tools for learning the English language have problems with consistency in their learning routines and behaviours. 24-hour access and availability to such resources could lead to indiscipline and unreliability in learners. Considerations regarding data privacy, consent, and ethical considerations were also highlighted.

78% of the respondents stated that the language of textbooks is far removed from the modern language used in communication nowadays. All the language teachers emphasized changing the assessment system for languages and including practical exams for listening and speaking skills.

50% of them noticed that AI-powered tools lack the ability to understand the contextual aspects which are highly important for effective communication and language attainment. 40% of them expressed how learning from AI provides no cultural learning to minimize social barriers. Often the language learned by using AI-powered tools ends up in ridicule and embarrassment on attempts. 25% of teacher raised their concern regarding AI-powered tools inclined towards handy language skills compared to literary aspects of language, like admiration of poetry, prose, and the intricacies of literature in a language. This may point to a utilitarian approach to learning languages and culminate in neglecting the aesthetic and philosophic richness of the language.

Figure 5. Limitations in Using AI-empowered Tools.



82% of the respondents mentioned that they have been teased and criticized for trying to speak English in Pakistani culture. More than 40% of them stated they would never learn English if given a choice because it was a foreign language. 76% of the respondents mentioned that more than one of their teachers expressed a distaste for the English language saying it, was 'a remnant of British Rule over the subcontinent' and a 'Foreigners' language'.

#### 4. Discussions

As per the findings, reluctance to recent technologies has decreased during the past few years, especially among young teachers and learners. AI-powered tools are being used in English language education in Pakistan to aid educational activities due to their ability to personalize every learner's experience followed by immediate feedback (Chen et al., 2023; Huang & Yu, 2021). Teachers and students are aware of AI-powered tools as the findings of the study but the frequency of using them purposefully for English language education is not common; only a minority yet adopted them for English language education within schools.

AI-powered tools offer significant potential for enhancing English language proficiency in Pakistani schools. By providing personalized learning experiences, interactive content, and real-time feedback, these tools can help students improve their language skills and achieve better academic outcomes. However, realizing this potential requires addressing key challenges related to technology access, teacher training, curricular and cultural relevance, and the limitations of AI in capturing the full depth of language learning. By leveraging AI tools effectively, Pakistani educators can provide more personalized and effective English language instruction, improving teachers' techniques

and student outcomes and accelerating the country's educational development.

Among the three AI-powered tools targeted in this research, language learning applications were the most used, second to chatbots and adaptive learning platforms. Comparing the two sectors of school education, private is better than public but this difference is owing to the facilities and training provided to teachers and learners. The study found that AI helps teachers and learners improve language skills including writing, reading, listening, pronunciation, vocabulary, and grammar (Li & Wang, 2022; Johnson et al., 2021).

There is a consensus among teachers and learners that AI-powered tools could be more beneficial in learning English taught as a compulsory subject in schools and is the language of instruction, official business, commerce, and communication across the country (Haider, 2024; Channa, 2017). Such learning tools are important in a developing country like Pakistan as there is a lack of resources like schools, teachers, infrastructure, and competent English language teachers and environment. After all, they offer to learn the language in a personalized, joyful, and approachable way (Wu et al., 2022; Alvarez & Schneider, 2020).

Teachers and learners are getting benefits from them to attain language proficiency, but their focus is on writing skills. That strengthens the statement about limiting AI-powered tools for creating written assignments and test preparation. It also highlights the Pakistani examination system that completely ignores listening and speaking skills (Nisar, 2023, p. 59). Unless these practical skills can be assessed in the examination, mastering the four skills of the language would remain a dream.

The availability of adequate infrastructure, access to technological devices, power, and the internet is a big challenge for Pakistani teachers and learners. Trained English teachers are required to teach and instruct as per educational plans and policies regardless of the integration of AI-powered tools. Also, there is a dire need to update and develop the language curriculum according to modernization and globalization.

Authorities and officials can enhance the proficiency of English education in Pakistan by providing the schools with funds for infrastructure and training sufficient to integrate AI-powered tools in language learning. Teachers can teach English and



introduce varied techniques to learn English themselves using these tools. Instead of waiting for their authorities to provide the facilities, they can choose and integrate the most relevant and suitable tools into their lessons. They can save a lot of time and energy by designing interactive material for instructing their students. The content can be personalized and differentiated according to each learner's level, especially regarding interactivity and practicality in teaching and assessing English. At a minimal level, teachers can improve their accents to deliver an acceptable dialect to their learners by using such tools. (Alvarez & Schneider, 2020)

Learners' assessment can be done, and immediate and constructive feedback can be provided with the help of these tools. Such specific and focused-on-the-deficiency aid can be a reliable source of language acquisition in schools. Furthermore, it carries a subtle message for Pakistani teachers about their personal and professional development. Learners prefer AI-powered tools over human teachers because of their qualities like no judging and labelling. They like them for being readily available to help, ignoring their deficiencies, and shouting out their strengths. They also compare them for providing individual attention and feedback. Thus, teachers should try these traits to lower the affective barriers and get positive results (Nisar, 2023, pp. 39, 274).

Due to its education system, learners struggle with self-learning in Pakistan and depend heavily on teachers for their academic learning and achievements (Nisar, 2023, pp. 39 & 216). AI-powered tools can be their learning partners possessing the benefits of teachers such as knowledge and skills in the language. Although they use AI-powered tools more frequently than their teachers, they need to use them for educational purposes more than just entertainment. Making a strict schedule for continuous progress and sticking to it can enhance their efforts and outcomes.

The efforts of both learners and teachers can be multiplied if done according to an implemented policy, planned curriculum, equipped language lab, and improved way of assessment. Troubles like limited or no access to technological devices, power, and internet disruption impede the adoption of AI tools particularly in rural areas (Khan & Aslam, 2022). Removing these barriers can reduce the educational gaps between rural and urban areas (Ahmad & Saeed, 2023).

The dichotomy between national and official languages has weakened English

language education in Pakistan. It has forged huge gaps in schooling systems based on the language of instruction commonly known as 'English-medium' and 'Urdu medium' schooling (Haider, 2024). Teachers and parents talk against the language viewing it as a foreign language. Then push their children to master it. This contradiction is a major barrier to adopting it as an International and intercultural communication language. English language learners face the incivility of peers and problems like indecisiveness, resistance, and fear of becoming a laughingstock (Nisar, 2023, p. 37). Social institutions and organizations can raise awareness regarding such barriers to progress and promote civility among the Pakistanis. Thus, the accessibility of English language learning tools can bridge the gaps between the classes within Pakistan. (Haider, 2024; Ahmad & Saeed, 2023).

AI-powered tools have enormous potential to teach English to teachers and learners in Pakistan. Both can be proficient by teaching systematically and objectively. Awareness of ethical and moral aspects like data privacy, plagiarism, and obtaining consent is essential to gaining academic integrity. Although, available tools have yet to cover cultural context, social norms, and literary aspects of language. They can be adapted to master the foundational and functional ones.

The findings point to AI's utility approach to learning languages that can be the end of the aesthetic and philosophic richness of the literature. This area of language learning through AI-powered tools opens doors for further research.

## 5. Conclusions

English is a compulsory subject to be taught and learned in Pakistan (Channa, 2017), and every teacher is required to be proficient in it as per the National Professional Standards for Teachers (Government of Pakistan, 2009). Nevertheless, even university graduates are not good at English language education because of low-quality education, poor infrastructure, unqualified teachers, and cultural bias. AI-powered tools such as chatbots, learning applications, and adaptive learning platforms have enormous potential to contribute to achieving the desired outcomes. Moreover, there is a pressing need to explore their features to determine their relevance, appropriation, and suitability before using them. In other words, AI-powered tools are being used both by teachers and learners

in English language education in Pakistani schools. All they need is to integrate them into teaching and learning strategically. Unless all the stakeholders assume their role in this undertaking to reach the proficiency level required to be successful (Nickson & Nudrat, 2022) in a guided and systematic way, the challenge will not be overcome.

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# Students' Motivation and Attitudes in EFL at the Faculty of Arts and Humanities in Rabat and Kenitra

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**Abstract.** The present study investigates the various kinds of motivation adopted by students of English at the Faculty of Arts and Humanities in Rabat and Kenitra. It also seeks to highlight the nature of students' attitudes toward English-speaking people and the language courses. The participants were drawn from both the Faculty of Arts and Humanities in Rabat (Mohamed V University) and the Faculty of Arts and Humanities in Kenitra (Ibn Tofail University). The total number of subjects in this study is 60. The questionnaire is composed mainly of two parts. The first part is designed to elicit some information regarding the background of the respondents such as the variable of age and the variable of gender. The second part is, in turn, meant to cover the attitudes and motivation variables. Indeed, it contains a total of 18 items which are selected based primarily on Gardner's (1985) Attitude/Motivation Test Battery. The results show that university students of English are both instrumentally and integratively motivated and that their attitudes toward native English speakers are simultaneously positive and negative. Moreover, the results reveal that students of English at the Faculty of Arts and Humanities in Rabat and Kenitra have positive attitudes toward English courses. Finally, this study provides some suggestions for further studies and some pedagogical implications.

Key words: *Motivation, Attitudes, EFL Students, Moroccan University.*

## Statement of the Problem

Motivation and attitudes of students in the Department of English can significantly influence their success in learning English as a foreign language (EFL). Motivation issues among students occur as a result of the constant shift in motivation which can adversely affect their engagement and academic performance. This issue is exacerbated by discrepancies between teaching methodologies and university course structures, leading to fluctuating levels of student motivation and varying attitudes toward specific courses, especially that sources of students' motivation are not taken into account when designing academic curricula.

Gardner (1985) emphasizes that motivation is crucial for successful language acquisition. In fact, students' attitudes toward the language and its speakers can profoundly affect their learning outcomes along with efforts and a desire to achieve their goals (p.10). Furthermore, Dörnyei (1998) highlights that

motivation helps initiate learning a second language (L2) and is later the driving force that sustain the tedious learning process (p. 117). Given the critical role of motivation and attitudes in language learning, a comprehensive analysis of these elements within the university setting is necessary to identify the nature of students' motivation which can help in dealing with underlying issues and develop effective strategies to enhance student engagement and success in EFL.

## Research Objectives

The prime objective of this study is to shed light on the various kinds of motivation adopted by students of English at the Faculty of Arts and Humanities in Rabat and Kenitra. This study will also seek to highlight the nature of students' attitudes towards English-speaking people. The last aim of this study is to investigate the nature of the Moroccan undergraduate students' attitudes towards the language courses.

## Research Questions

Based on the above-mentioned objectives, a number of questions are to be asked.

What are the types of motivation adopted by students of English at the Faculty of Arts and Humanities in Rabat and Kenitra?

Are these students motivated

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instrumentally or integratively in learning English?

What are their attitudes towards English-speaking people and English courses?

## Research Hypotheses

Three major hypotheses have been formulated:

- Students of English at the Faculty of Arts and Humanities in Rabat and Kenitra are both instrumentally and integratively motivated.
- They have positive attitudes toward English-speaking people.
- Their attitudes toward the English courses vary from one student to another.

## Organization of the Study

The present study is organized into three main sections. The first section deals with the theoretical background of the study, i.e. the literature related to motivation and attitudes in EFL. The second section is concerned with the methodological aspects followed in this study. Finally, the third section is devoted to presenting the results and their discussion.

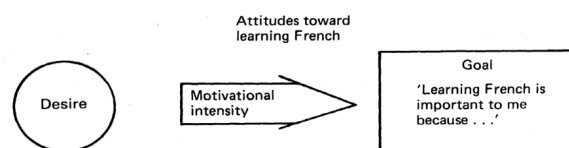
## 1. Literature Review

### 1.1 Definition of Motivation

As has been mentioned in the literature, Motivation is predominantly considered as one of the concepts that are difficult to explain, in the sense that there is no consensus on its definition. That is because there is a disagreement between researchers on everything associated with the concept. In this respect, Gardner (2002), a pioneer in the field of psychology, states that motivation is a very complex phenomenon with many facets (p.242). There is, however, a plethora of definitions given by several researchers. According to Dornyei (1998), motivation 'provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process' (p.117).

Gardner (1985) defines Second Language Motivation (L2 Motivation) as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (p.10). He also argues that motivation involves four aspects namely, a goal, effortful behavior, a desire to achieve the goal and favorable attitudes toward the activity in

hand. Gardner (1985) postulates motivation in a schematic representation such as the following:



(1) Schematic representation of the concept of motivation as it relates to second language acquisition (p.54).

This figure suggests that the absence of any one of these four elements illustrated above necessarily leads to a lack of 'intensity' of motivation.

If anything is to be inferred from the above definitions, it should be the fact that the definition of motivation varies for each researcher. This is why, Dornyei (2001) attempts to describe the six challenges that encounter researchers to draw a consensus definition. These challenges include consciousness versus unconsciousness, cognition versus affect, reduction versus comprehensiveness, parallel multiplicity, time and context.'

- The challenge of consciousness versus unconsciousness refers to the idea that there are two major influences on human behavior. These influences can be explained by factors that the individual is cognizant of.

- The challenge of cognition versus affect on human behavior is concerned with whether motivation is reflected by certain inner drives or by the individual's beliefs.

- The challenge of reduction versus comprehensiveness raises the issue that most theories that have dealt with motivation did not take into account the fact that motivation should be explained comprehensively.

- The challenge of parallel multiplicity directs attention to the fact that motivation theories have successfully explained a specific course of action. There are, however, other behaviors that cannot be dissociated from the actor in that specific course of action.

- The challenge of context suggests that it is not enough to focus only on an individual's behavior but also on the contexts in which the individual's actions are an important part.

- The challenge of time places further emphasis on the fact that motivation changes as time goes by to the extent that it is exposed to external and internal factors.

Notwithstanding these challenges,

several schools of thought have attempted to define motivation from different perspectives. Brown (2000) tackles the definitions of motivation based on the three historical schools of thought. First, the behaviorist school sees motivation as the anticipation of rewards and as an external factor explained in terms of stimuli and reinforcement.

As Brown (2000) states:

'From a behavioristic perspective, motivation is seen in very matter-of-fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.' (p. 160)

Second, Cognitivism claims that motivation is an internal factor explained in terms of the reasons why people make choices and decisions. Ausubel (1968), cited in Brown (2000), identified six needs for the construct of motivation: the need for exploration, manipulation, activity, stimulation, knowledge, and ego enhancement (Ausubel, 1968, p. 368-379).

Last, constructivism defines motivation by giving much importance to social context. In the same vein, Williams and Burden (1997), cited in Brown (2000), state that 'a constructivist view of motivation places even further emphasis on social context as well as individual personal choices that is to say, personal choices are of great import, but they should be carried out within social milieu (Williams and Burden, 1997, p. 120).

The three views of motivation have been specifically presented by Brown (2000) in the following schematic representation:

## (2) Three views of motivation

Behavioristic	Cognitive	Constructivist
<ul style="list-style-type: none"> <li>• anticipation of reward</li> <li>• desire to receive positive reinforcement</li> <li>• external, individual forces in control</li> </ul>	<ul style="list-style-type: none"> <li>• driven by basic human needs (exploration, manipulation, etc.)</li> <li>• degree of effort expended</li> <li>• internal, individual forces in control</li> </ul>	<ul style="list-style-type: none"> <li>• social context</li> <li>• community</li> <li>• social status and</li> <li>• security of group</li> <li>• internal, interactive forces in control</li> </ul>

(n. 162)

## 1.2 Basic Dichotomies of Motivation

### 1.2.1 Instrumental versus integrative motivation

Firstly, Instrumental motivation is a term used to define the kind of motivation that is adopted by some L2 learners to acquire a language for the sake of achieving a particular goal such as obtaining an educational degree,

increasing occupational opportunities, enhancing prestige and power, or passing an exam in school. Gardner (1983) defines instrumental motivation as 'learning a language because of someone or less clearly perceived utility it might have for the learner' (p. 203).

It is worth noting that learners who are motivated only instrumentally do not normally intend to integrate into the community of the target language. They have no interest in the culture or the people of the target language.

Secondly, integrative motivation is when L2 learners wish to be a part of another community, communicate with the target community, and discover new facts about the L2 culture. Integrative motivation is characterized by the learner's positive attitudes towards the target language community. It refers, indeed, to the practical gains that a learner would generate by learning another language. In this respect, Gardner (1983) defines integrative motivation as 'learning a language because of the learner's wishes to identify himself with or become integrated into the society' (p. 203). In the light of this dichotomy, Baker (1988) states that:

'it is possible to be both instrumentally and integratively motivated with different Contexts and expectations affecting the balance of the relative power of motivations.' (p. 157)

### 1.2.2 Intrinsic versus Extrinsic motivation

Firstly, intrinsic motivation was referred to by Ellis (1997) in this following statement:

'Motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learner's particular interests and the extent to which they feel personally involved in learning activities.' (p. 76)

Based on this statement, we can infer that intrinsic motivation refers to the idea that motivation is inside a person that is, there are internal factors that increase the learner's motivation. Rotter (1966) used the term 'internal locus of control' to refer to the idea of self-motivation. According to him, one should take his responsibility for all his decisions and actions in order to achieve internal locus. What is more, intrinsic motivation is the interest that is issued from learning a language in which the learner engages in the learning strategies. This means that students with intrinsic motivation get involved in activities to be self-actualized.

In addition, extrinsic motivation is concerned with external factors that influence L2 learner's motivation. Rotter (1966) mentions also the term 'external locus of control'. He argues that one has external locus of control when he or she places the responsibility on others or on circumstances. It is important to note that extrinsic motivation is originated in the external rewards.

Below is a table of motivational dichotomies presented by Brown (2000):

(3) Motivational dichotomies

	Intrinsic	Extrinsic
<i>Integrative</i>	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 kids to Japanese-language school)
<i>Instrumental</i>	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)

(p. 166)

### 1.3 Models of L2 Motivation

#### 1.3.1 Socio-educational model (1993)

The socio-educational model asserts that motivation is 'the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language' (Gardner 1985, p.10).

As is stated above, there are certain components of motivation namely, the efforts made by the L2 learner to achieve his/her goal, the desire and need for achieving the goal and the positive attitudes towards learning the language. It seems worthwhile to mention that the socio-educational model was preceded by a socio-psychological model which is made up of one component that is goal orientation.

It is important to note that the socio-psychological model was highly criticized. This is why, shortly thereafter, Gardner (1993) added the three components to goal orientation. Gardner and Macintyre (1993) state that the socio-educational model deals with the role the different individual characteristics play in learning a second language. These individual characteristics might include some variables such as language learning strategies, motivation, language attitudes, aptitude, and intelligence. However, several elements should be added. For this reason, the model in question needs to be revised. Therefore, Gardner and Tremblay (1995) suggest a new revised model.

#### 1.3.2 Tremblay and Gardner's revised model (1995)

This revised model takes into account new elements from several theories like goal theory and expectancy-value theory in order to uncover new motivational constructs. Indeed, Tremblay and Gardner (1995) maintain that there are two primary components: language attitudes and motivational behavior.

On the one hand, language attitudes include attitudes toward L2 speakers, integrative orientation, interest in foreign languages, attitudes toward L2 courses, and instrumental orientation. On the other hand, motivational behavior encompasses attention, motivational intensity, and persistence. Between the two components, there are several mediators among which are goal salience, valence, and self-efficacy. These mediators are directly influenced by language attitudes and have a direct influence on motivational behavior.

Gardner and Tremblay (1995) assert, in this light, that 'another benefit of this extension is a generation of pragmatic hypothesis for influencing motivational behavior' (p. 516). Therefore, teachers can improve the learner's motivation if they manage to know the variables that influence motivational behavior.

#### 1.3.3 Dornyei and Otto's process model of L2 motivation (1998)

This model comprises two essential dimensions: Action Sequence and Motivational Influences. The first dimension is concerned with the behavioral process and the second dimension refers to the idea that motivational forces fuel the behavioral process.

Dornyei and Otto's model relied heavily on Heckhausen's theory which states that there are two main divisions: the way intentions are formed and the way these intentions are implemented. The first occurs in the pre-decisional stage and the second takes place on the post-decisional stage. Thus, Dornyei and Otto divide their model into three principal phases: pre-actional phase, actional phase, and post-actional phase.

### 1.4 Attitudes and their Classifications

The concept of attitudes is closely related to motivation. According to Gardner (1985: 8), it is complex, and many definitions have been proposed to describe its essence'. In other words, many definitions have been used



to explain the concept of attitudes.

Likert (1932), cited in Gardner (1980), suggests a definition of the concept of attitude via stating that it is 'an inference which is made on the basis of a complex of beliefs about the attitude object' (p. 267). So, Likert links attitudes with a complex of beliefs. Gardner (1985) believes that attitudes are considered components of motivation in language learning. He states, in this regard, that 'motivation is the combination of effort plus a desire to achieve the goal of learning the language plus favorable attitudes towards learning the language' (p. 10).

Gardner (1985) differentiates between two main types of attitudes: general and specific. An attitude towards learning a particular language is regarded as specific while an attitude towards learning foreign languages is seen as general. Gardner (1985) maintains that there are two other types of attitudes namely, educational and social attitudes. The former is related to the learning experience while the latter is related to a social group.

## **2. Methodology**

### **2.1 Participants**

The participants were chosen from both the Faculty of Arts and Humanities in Rabat (Mohamed V University) and the Faculty of Arts and Humanities in Kenitra (Ibn Tofail University). The main reason for choosing these two faculties is the fact that they are in the same region. The total number of subjects in this study is 60. Indeed, the majority of the participants, who amount to 41 students, major in English at the School of Arts and Humanities in Rabat. The remainder, which is comprised of 19 students, is from the faculty of Arts and Humanities in Kenitra. Furthermore, these participants, who are in the 18-30 age range, belong to different academic levels. 9 students are in the first year, 25 students are in the second year, and 26 students belong to the third year. Regarding gender, there are 28 females and 32 males.

### **2.2 Instrument**

A questionnaire was chosen to be the main instrument in this study for two reasons. First, it is a tool by which the required data can be obtained in a short period. Second, it helps to gather data in an organized way so that it can be easily analyzed and quantified. The questionnaire is composed mainly of two

parts. The first part is designed to elicit some information regarding the background of the respondents such as the variable of age and the variable of gender. The second part is, in turn, meant to cover the attitudes and motivation variables. Indeed, it contains a total of 18 items which are selected based primarily on Gardner's (1985) Attitude/Motivation Test Battery (AMTB). In this part, five scales are used in order for the participants to choose one. It is important to mention that the scales range from 'strongly agree' to 'strongly disagree'.

### **2.3 Data Collection Procedures**

As is mentioned earlier, a questionnaire was used to collect the data. For this reason, several students, majoring in the department of English in both of the faculty of letters in Rabat and the faculty of letters in Kenitra, were asked if they were willing to fill in the questionnaire. After showing their willingness to do so, the questionnaire was distributed to them and they were informed that the information provided would be kept confidential.

What is more, the participants were requested to answer as honestly as possible. They were also asked to check their answers after completing the questionnaire given the fact that some of them would forget to state their age. It is noteworthy that the questionnaire was administered to the students who were outside the classroom, for the simple reason that students cannot focus on two things at the same. This means that they cannot fill in the questionnaire properly while taking a particular course. Therefore, the answers might not be true and honest.

### **2.4 Data Analysis Procedures**

After collecting the required data, it needs to be analyzed through frequencies and percentages. Indeed, during the data analysis, tables are used to present the results in terms of frequencies and percentages. However, before presenting the result, the data should be organized, coded, and then interpreted.

### **2.5 Validity and Reliability**

For the sake of indicating the quality and strength of the study, it is crucial to check the validity of the instrument in general and the questionnaire items in particular. As far as the reliability and validity of the questionnaire are concerned, the items were selected from the AMTB which is reported to have good

reliability and validity given the fact that it was presented by Gardner (1985) who is considered as one of the pioneers of motivation and attitudes.

### 3. Presentation and Discussion of the Findings

#### 3.1 The Type of Motivation

This section deals with the type of motivation that university students of English adopt. It will determine whether the students are integratively or instrumentally motivated based on the items that are selected to represent each type of motivation.

##### 3.1.1 The items selected to represent instrumental motivation

Table 1: Studying English is important because I will need it for my career

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	40	17	3	0	0	60
Percentages%	66,7	28,3	5	0	0	100

As is shown in the table above, (66, 7%) of the students strongly agree with the idea that they study English because they need it for their career. (28.3%) of the students agree with the same idea and (5%) are neutral. This means that most of the students are motivated by the fact that they need English for a particular career.

Table 2: Studying English is important because it will be useful in getting a job.

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	29	21	10	0	0	60
Percentages%	48.3	35	16.7	0	0	100

The data in table (2) suggest that there are (48.3%) of the students who strongly agree with the fact that they study English because they just need to get a job. (35%) of the students claim that they agree with this idea while (16.7%) of them remain neutral. It seems that most of the respondents are in favor of the idea of studying English to get a job.

Table 3: I study English because it makes me a better-educated person.

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	13	24	11	9	3	60
Percentages%	21.7	40	18.3	15	5	100

Table (3) shows that the percentage of the respondents who strongly agree with the idea that studying English makes one become a better-educated person, occurs to (21.7%) while those who strongly disagree constitute (5%). In addition, (40%) agree with the idea, (18.3%) remain neutral and (15%) disagree. This means that the number of those who support the fact that English makes the student a better-educated person exceeds the number of those who reject it.

##### 3.1.2 Instrumental Motivation: A Discussion

Instrumental motivation is considered as one of the main sources of students' motivation to learn English. From the tables above, one can infer that university students of English are instrumentally motivated given the fact that they have an interest in learning English because of the practical advantages they gain. In fact, they perceive English as an instrument that enables them to achieve their goals among which are increasing their occupational opportunities, getting a good job, being successful in their career, and becoming better-educated people.

##### 3.1.3 Items that Represent Integrative Motivation

Table 4: Studying English is important because I will be able to interact more easily with native speakers of English

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	31	24	5	0	0	60
Percentages%	51.7	40	8.3	0	0	100

Table (4) indicates that (51.7%) of the respondents strongly agree with the idea that they study English because it enables them to interact more easily with native speakers of English. (40%) agree with the same idea and (8.3%) opt for neutral. This shows that university students of English are willing to get in touch with native speakers of English and interact with them. This is one of the main reasons that led them to study English.

Table 5: Knowing English helps me better understand English-speaking people.

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	29	29	2	0	0	60
Percentages%	48.3	48.3	3.3	0	0	100

Table (5) shows that (48.3%) of the students strongly agree that English helps them better understand the native speakers of English. (48.3%) of the respondents agree on the idea in question while (3.3%) remain neutral. This means that the majority of the respondents study English because they are interested in understanding the native speakers of English. Therefore, the idea of understanding the native speakers of English allows them to get along with them, to communicate with them, to appreciate their way of life and to be able to integrate easily into their culture.

Table 6: I study English because I want to go to the USA or the UK.

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	11	12	16	18	3	60
Percentages%	18.3	20	26.7	30	5	100

As is shown in Table (6), (18.3%) of the students opt to strongly agree, (20%) agree, (26.7) remain neutral, (30%) disagree and (5%) strongly disagree that they study English because they want to go abroad especially to the United States or to the United Kingdom. The data demonstrates that the number of those who agree with the idea that English can give them a chance to go to the United States or to the United Kingdom slightly exceeds the number of those who express their disagreement.

### 3.1.4 Integrative Motivation: A Discussion

From the last three tables, it is inferred that the majority of the participants believe that they study English because they will be able to interact with the native speakers of English. They also study English because they want to understand the native speakers of English. What is more, the students who would like to go to the United States or to the United Kingdom are more in number than those who do not want to. In this respect, one can note that University students of English are integratively motivated because they wish, as is mentioned earlier in the review of the literature, to be part of another community that is the native speakers of English. That is why they want to go to the United States or to the United Kingdom. They also wish to communicate with the target community by interacting with them using English.

### 3.1.5 Moroccan university students and motivation types

The first hypothesis of this study is the following:

- Students of English at the Faculty of Arts and Humanities in Rabat and Kenitra are both instrumentally and integratively motivated.

For the sake of evaluating this hypothesis, the first six items of the questionnaire were selected. It was discovered while analyzing the responses of the participants in the first six items that they are both instrumentally and integratively motivated in that they use English as an instrument to increase their chances of getting a job or occupational opportunities. They are, indeed, motivated by the fact that they are interested in the practical advantages. The respondents are also motivated integratively in the sense that they study English because they wish to integrate with the native speakers of English to be able to understand their way of life. As is mentioned earlier in the review of the literature of this study, Baker (1988) states that:

‘it is possible to be both instrumentally and integratively motivated with different Contexts and expectations affecting the balance of the relative power of motivations.’ (p. 157)

Therefore, this statement shows that there is a possibility that the students might be both instrumentally and integratively motivated. This idea was supported by the data used in this study.

### 3.2 Attitudes Towards Native Speakers of English

This section's primary concern is to shed light on the attitudes of university students of English towards native speakers of English. Indeed, six tables were used to discover the nature of the students' attitudes toward the native speakers of English.

Table 7: Most native speakers are so friendly and easy to get along with, we are fortunate to have them as friends

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	2	21	22	9	6	60
Percentages%	3.3	35	36.7	15	10	100

Table 7 indicates that (3.3%) of the respondents strongly agree with the idea that native speakers are so friendly and easy to get along with. (35%) agree, (36.7%) opt for

neutral, (15%) while (10%) strongly disagree. This shows that those who believe that native speakers are friendly and easy to get along with slightly outnumber the students who are against this idea.

Table 8: Native English speakers are friendly and polite.

	strongly agree	Agree	neutral	disagree	strongly disagree	Total
frequency	4	14	26	11	5	60
Percentages%	6.7	23.3	43.3	18.3	8.3	100

Table (8) shows that (6.7%) of the participants strongly agree, (23.3%) agree, (43.3%) remain neutral, (18.3%) disagree while (8.3%) strongly disagree with the idea that native English speakers are friendly and polite. While comparing the percentages, it is found that there is a slight difference (1.6%) between strongly disagree (8.3%) and strongly agree (6.7%) and also a slight difference (5%) between agree (23.3%) and disagree (18.3%). Thus, the respondents who agree with the idea in question are a bit more than those who disagree with it.

Table 9: Native English speakers are very sociable and kind.

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	4	13	30	8	3	2	60
Percentages%	6.7	21.7	50	13.3	5	3.3	100

The table above reveals that (6.7%) of the participants strongly agree that native speakers of English are very sociable and kind. (21.7%) agree, (50%) opt for neutral, (13.3%) disagree, while (5%) strongly disagree with the same idea. What can be noticed in the table above is that there are two missing responses whose percentage is (3.3). This means that most of the participants think that native speakers of English are very sociable and kind.

Table 10: Native English speakers have much to be proud of because they have given the world much value.

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	7	12	17	16	7	1	60
Percentages%	11.7	20	28.3	26.7	11.7	1.7	100

Table (10) indicates that (11.7%) of the respondents who strongly agree with the idea that native speakers of English have much to be proud about. (20%) agree, (28.3%) remain neutral, (26.7%) disagree while (11.7%)

strongly disagree. Regarding this table there was only one missing response. It is worth noting that for the first time the participants who disagree with this idea are more than those who agree with it.

Table 11: The more I get to know native English speakers, the more I like them.

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	1	17	26	13	2	1	60
Percentages%	1.7	28.3	43.3	21.7	3.3	1.7	100

As is shown in table (11), (1.7%) of the students strongly agree, (28.3%) of them agree, (43.3%) opt for neutral, (21.7%) disagree, and (3.3%) strongly disagree that the more they get to know native speakers of English, the more they like them. In this table, the students who agree with this idea slightly exceed those who disagree.

Table 12: Native English speakers are sincere and honest.

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	1	10	27	16	5	1	60
Percentages%	1.7	16.7	45	26.7	8.3	1.7	100

Table (12) reveals that (1.7%) of the respondents strongly disagree, (16.7%) agree, (45%) remain neutral, (26.7%) disagree and (8.3%) strongly disagree with the idea that native English speakers are sincere and honest. Most of the respondents disagree with this idea perhaps because they think that not all native speakers of English are honest and sincere.

## Moroccan university students' attitudes toward the native speakers of English

The second hypothesis of this study is the following:

- Students of English at the Faculty of Arts and Humanities in Rabat and Kenitra have positive attitudes towards English-speaking people.

From the data obtained, one can infer that university students of English do not have the same attitudes toward the native speakers of English. This is because in the first three items selected to represent attitudes toward the native speakers of English, one can notice that there is not much difference in number between those who believe that native speakers of English are friendly, easy to get along with,



polite, very sociable and kind, and those who do not think so. In the three remaining items university students of English differ in their responses. In item four, the majority of the students disagree with the idea that native speakers of English have much to be proud about and in item 5, the students who disagree with the idea that the more they get to know native speakers of English the more they like them outnumber those who agree with it while in item six, students who disagree are more than those who agree with the idea that native speakers are sincere and honest. It appears from this that not all Moroccan university students of English have positive attitudes toward the native speakers of English in that they vary in their responses. This means that some of them have positive attitudes toward the native speakers of English while others have negative ones. Therefore, the second hypothesis of the present study is refuted since the students' attitudes toward native speakers of English are positive and negative at the same time.

### 3.3 Attitudes Toward the English Courses

This section deals with discovering the nature of the students' attitudes toward the English courses.

Table 13: I think my English courses are boring

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	3	17	12	18	9	1	60
Percentages%	5	28.3	20	30	15	1.7	100

Table (13) shows that (5%) of the participants strongly agree with the idea that English courses are boring. (28.3%) of them agree, (20%) opt for neutral, (30%) disagree and (15%) strongly disagree with the idea. This means that most of the participants believe that the English courses are not boring.

Table 14: I look forward to the time I spend in the English courses

	strongly agree	agree	neutral	disagree	strongly disagree	Missing responses	Total
frequency	6	24	20	8	0	2	60
Percentages%	10	40	33.3	13.3	0	3.3	100

The table reveals that (10%) of the respondents strongly agree that they look forward to the time they spend in the English courses, (40%) agree, (33.3%) remain neutral, and (13.3%) disagree with this idea. The data

shows that most of the respondents agree with the idea in hand.

Table 15: To be honest, I don't like my English courses

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	4	10	12	20	14	60
Percentages%	6.7	16.7	20	33.3	23.3	100

As is shown in the table above, (6.7%) of the students strongly agree, (16.7%) agree, (20%) remain neutral, (33.3%) disagree while (23.3%) strongly disagree with the idea that they do not like their English courses. This means that the majority of the students are against the idea that they do not like their English courses.

Table 16: I like my English courses so much; I look forward to studying more English in the future

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	19	21	10	6	4	60
Percentages%	31.7	35	16.7	10	6.7	100

The table indicates that (31.7%) of the participants opt for strongly agree, (35%) choose agree, (16.7%) opt for neutral, (10%) of the participants strongly disagree with the idea that they like their English course so much and that they look forward to studying more English in the future. This means that the majority of the participants are willing to study English in the future in addition to the fact that they like their English courses.

Table 17: I have a hard time thinking of anything positive about my English courses

	strongly agree	agree	neutral	disagree	strongly disagree	Missing response	Total
frequency	6	12	20	12	8	2	60
Percentages%	10	20	33.3	20	13.3	3.3	100

This table reveals that (10%) of the respondents strongly agree with the idea that they have a hard time thinking of anything positive about their English courses, (20%) agree, (33.3%) remain neutral, (20%) disagree while (13.3%) strongly disagree with the same idea. This means that those who do not agree with this idea outnumber those who support it.

Table 18: My English courses are fun and enjoyable

	strongly agree	agree	neutral	disagree	strongly disagree	Total
frequency	11	12	13	17	7	60
Percentages%	18.3	20	21.7	28.3	11.7	100

The table shows that (18.3%) of the students strongly agree with the idea that the English courses are fun and enjoyable. (20%) of them agree, (21.7%) opt for neutral, (28.3%) disagree while (11.7%) strongly disagree with the idea in question. It seems worthwhile to mention that there is a difference of (6.6%) between those who strongly agree (18.3%) and those who strongly disagree (11.7) with the idea. There is also a difference of (8.3%) between those who agree (20%) and those who disagree (28.3%) with the idea.

### 3.3 Moroccan university students' attitudes towards the English courses

The third hypothesis of this study is as follows:

- The attitudes of students of English at the Faculty of Arts and Humanities in Rabat and Kenitra toward the English courses vary from one student to another

Via observing the items selected to represent the attitudes towards the English courses, it seems that the majority of the participants believe that the English courses are not boring. University students of English, therefore, look forward to the time they spend in the English courses because they do like their English courses. What is more, the majority of the students are willing to study English in the future and do not have a hard time thinking of anything positive about the English courses. In item 18, there is not much difference between those who agree and those who disagree with the idea that English courses are enjoyable. One can therefore state that university students of English have positive attitudes toward English courses because they do not vary to a large extent from one student to another. Thus, the hypothesis in question does not go hand in hand with the students' responses.

### 3.4 Key Findings

The data that was collected to evaluate the hypotheses and the questions showed the following findings:

- Students of English at the Faculty of

Arts and Humanities in Rabat and Kenitra have two types of motivation: integrative motivation because they seek to integrate into the target community and instrumental motivation because they use English as an instrument to improve their occupational opportunities.

- Some university students of English have positive attitudes toward native speakers of English while others have negative ones in the sense that the number of students who have positive attitudes largely equals the number of the students who have negative ones.

- The attitudes of university students of English toward English courses are positive in that most of the students like their English courses.

### Suggestions for Future Research

As this study has aimed to investigate the type of motivation adopted by university students of English as well as their attitudes toward native speakers of English and English courses, several issues need to be highlighted. For instance, future research needs to underline the impact of motivation on students' performance. It is also suggested to conduct a study on the shift in motivation concerning different courses at the Moroccan faculty. Another suggestion is to research variations in motivation and attitudes across regions and institutions to collect data on common interests that Moroccan students have.

### Pedagogical Implications

The pedagogical implications suggested in this study should be taken into account by EFL teachers. EFL teachers are to be aware of the type of students' motivation as well as the nature of their attitudes for them to be able to deal with some of the problems encountered at the university. Focusing on the nature of motivation can help in reminding students of what motivates them to boost their interest in learning.

EFL teachers should also design curricula that take into account both students' instrumental and integrative motivation by incorporating target skills for professional purposes and cultural aspects to integrate into the target community successfully.

Interaction with English-speaking people is of paramount importance in the sense that the faculty should create more opportunities for students to benefit from language exchange programs, internships, and

training in practical fields of study related to EFL.

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