

**Motivation in EFL Contexts: Attitudes and Statistical
Considerations
The Case of Third Year LMD English Students at Saida University**

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Abstract This study aimed at investigating the EFL university students' level of motivation and attitudes towards learning English. Besides, the study sought to reveal the correlation between the students' level of motivation and the different components of Gardner's Attitude/Motivation Test Battery (AMTB). To achieve the aim of the study, the researcher used an English language students' questionnaire based mainly on the AMTB (Attitude, Motivation Test Battery). In addition, attitudes towards the curriculum were added by the researcher in relation to the learning situation. A sample of one hundred and sixty English language third year LMD students from two branches at Saida university were selected to respond to the questionnaire. However, only 79 copies of the questionnaire were filled out and returned. Statistical analysis was conducted for the collected data using the SPSS techniques. The study revealed that EFL students had a general positive level of motivation and attitudes towards learning English. The findings showed that both students' desire and attitudes towards learning English have a strong influence on their level of motivation in learning English unlike motivational intensity which exhibited a moderate influence. Finally, the study revealed a moderate correlation between the students' level of motivation and their attitudes towards the learning situation.

Keywords: Integrative motivation. Instrumental motivation. Attitudes. The learning situation. Level of motivation.

ملخص الدراسة

تهدف هذه الدراسة إلى التعرف على مستوى دافعية طلاب اللغة الإنجليزية كلغة أجنبية بالجامعة وكذا مواقفهم اتجاه تعلم اللغة الإنجليزية. الى جانب ذلك، تسعى الدراسة إلى الكشف عن العلاقة بين مستوى

الدافعية للطلاب ومختلف مكونات اختبار جاردنر للمواقف /و الدافعية (AMTB). لتحقيق الهدف من هذه الدراسة، استخدم الباحث الاستبيان لطلاب اللغة الإنجليزية المستنبت أساسا من اختبار جاردنر (AMTB) . وبالإضافة إلى ذلك، تم إضافة المواقف اتجاه المناهج الدراسية من قبل الباحث وربطها بالوضعية التعليمية. وقد تم اختيار عينة من مائة وستين طالب للغة الإنجليزية للسنة الثالثة "ل م د" بجامعة سعيدة للرد على الاستبيان. ومع ذلك، فقد تم الرد فقط على 79 نسخة من الاستبيان. كما أنه قد أجري التحليل الإحصائي للبيانات التي تم جمعها باستخدام تقنيات SPSS. وكشفت الدراسة أن الطلاب قد أبدوا مستوى إيجابي عام للدوافع والمواقف اتجاه تعلم اللغة الإنجليزية. كما أظهرت النتائج أن كلا من رغبة الطلاب ومواقفهم اتجاه تعلم اللغة الإنجليزية لها تأثير قوي على مستوى دافعتهم في تعلم اللغة الإنجليزية بخلاف الكثافة التحفيزية التي أثرت بشكل متوسط على مستوى الدافعية. وفي الأخير كشفت الدراسة على وجود علاقة معتدلة بين مستوى دافعية الطلاب و مواقفهم تجاه الوضعية التعليمية.

الكلمات المفتاحية: الدافعية الاندماجية - الدافعية الوسائلية - المواقف - الوضعية التعليمية - مستوى الدافعية.

Introduction

1.0 Background of the study

Today, the interest in the notion of motivation to learn English as a foreign language has increased more than any time before. This is due to the importance of English which is becoming the language of communication in all fields all over the world (Broughton et al, 1978; Dweik, 1986; Schmitt, 2002; Cook, 2003; Momen, 2009). However, Students differ in their motivation towards English language learning and they display many different attitudes towards it as a foreign language.

Generally speaking, the reasons learners find themselves engaged in learning a language can be categorized essentially as integrative or instrumental (Gardner and Lambert 1959). Instrumental motivation involves learning a language for occupational reason or some other practical reason, while integrative motivation may view learning a language under a reason that leads to merge into the culture of its people. From another facet, motivation can be viewed as intrinsic vs. extrinsic motives of the learner. Those who learn for their own self-perceived needs and goals are intrinsically motivated; essentially, exhibited through the internal energy that leads a person to a particular action due to the inner source, desire, emotion, reason, and needs. On the other side, those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

The present study offers a clear understanding of the correlation between the EFL students' attitudes towards English language learning and the level of their motivation. Hence, students' attitudes and motivation play a critical role in learning and, therefore, should become essential components of foreign language learning pedagogy.

1.1 Research Questions

The present study is expected to answer the following questions:

1. Is there a positive level in EFL students' attitudes and motivation in learning English?
2. To what extent do motivational intensity, attitudes towards learning English, and desire to learn English have an influence on the student's level of motivation?
3. To what extent do EFL students' attitudes towards the learning situation and their level of motivation correlate to each other?

1.4 Hypotheses:

In the present study the following hypotheses were formulated:

1. There will be no positive level in EFL students' attitudes and motivation in learning English.
2. There will be strong correlations between the level of motivation and its internal components.
3. There will be a strong correlation between the level of motivation and the learning situation.

2. Review of Theoretical Background

2.1 Motivation

According to Gardner (2006:242) “motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition”. Motivation has been defined differently by variant schools of thought. The behaviourist school has argued that motivation is "quite simply the anticipation of reward" (Brown, 2000:160). On the contrary, motivation is viewed differently by the cognitivist school as being more related to the learner's decisions as Keller (1983), quoted by Brown (ibid:160), stated, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". A third definition of motivation taken by the constructivist school from other perspective as being "the product of social contexts as well as the individual's decisions" (ibid).

As far as the foreign language learning is concerned, motivation is considered to play a pivotal role in shaping the learning process. In this spirit, Lifrieri (2005: 4) points out that “when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”. In the same way, Brown (2000:160) points out that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". A further view held by Gardner (2006: 241) which places the emphasis on the student's tendency and his own desire and efforts towards learning “students with higher levels of motivation will do better than students with lower levels”. In accordance with this, it is worthy to add that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc” (Gardner, 2006: 243).

Two major types of motivation can be stated in relation to second/foreign language learning. They are namely classified as instrumental or integrative motivation. Gardner (1983: 203) defines instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner". In the same view, a learner while he wants to learn a language he is instrumentally motivated "to pass an examination, to use it in one's job, to use it in

holiday in the country, as a change from watching television, because the educational system requires it" (Wilkins, 1972: 184).

The second type is classified as being integrative motivation. (Gardner, 1983: 203) has defined it as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language. Thus, a learner is namely integratively motivated when being interested to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972:184). Both of the integrative and instrumental motivation are placed under a model came to be known as the Socioeducational Model (Gardner, 1985). Gardner defined motivation as a "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (ibid:10).

The socioeducational model includes components that can be measured using different attitudinal and motivational scales in what Gardner called the AMBT (Attitude / Motivation Test Battery) (figure 1). One component is Integrativeness which is measured by three scales: attitudes towards the target language group, interest in foreign languages, and integrative orientation. Motivation as a second component is measured by three scales as well: motivational intensity (the amount of effort invested in learning the language), attitudes towards learning the target language and the desire to learn the target language. The third component represents attitudes towards the learning situation which refer to the individual's reactions to anything associated with the immediate context in which learning takes place is measured by two scales: attitudes towards the teacher and attitudes towards the course. (Kebrawi, 2005).

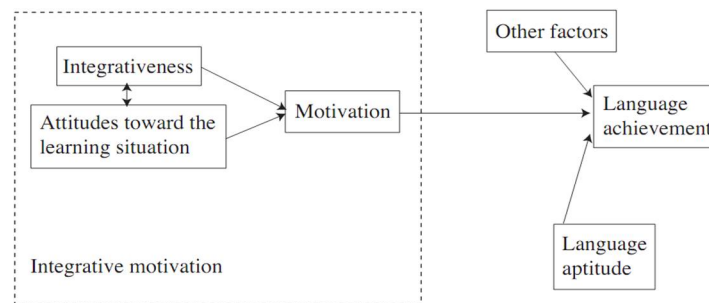


Figure 2.1: A simple representation of the socioeducational model adopted from Gardner (2001). The dotted square represents the borders of the integrative motivation.

In a general view, students' motivation varies according to the reasons for which they learn the English language. This view is maintained by Crookes and Schmidt (1991: 10) who admit motivation in learning a second/foreign language as "the learner's orientation with regard to the goal of learning a second language". In other words, instrumental, integrative and personal reasons will be considered as far as the students' motivation is concerned.

2.2 Attitude Importance

As far as our research is concerned, attitudes in relation to learning is significantly important, in that students with positive attitudes especially with more positive attitudes towards themselves are able to limit the effect of any failure because they do not generalise the negative evaluation to all their abilities and life situations. The concept of attitude is a highly determinant factor in shaping the rate of language learning Starks & Paltridge(1996). Karahan (2007:84) states that "positive language attitudes let learner have positive orientation towards learning English". As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning. Besides, the importance of attitudes lies in the way attitudes influence behaviour. Thus, negative attitudes may well hinder the students' learning process and, thereby, influencing their future views, decisions and activities. (Alhmali,2007:14) notes that:

"Negative attitudes towards specific subjects areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student

off from further study. Attitudes will also develop towards topics studied and these can be carried out into future living with good or bad effects on subsequent decisions.”

3 Methods and Procedures

3.1 Design of the Study

The research strategy involved sequential procedures. The data obtained through the questionnaire were analysed using SPSS techniques. The researcher placed the answers filled out in the questionnaires in tables with means and percentages of students' responses and attitudes. Then these tables were numbered and given titles. This way permitted the researcher to analyse the questionnaires neatly and appropriately according to a well planned and organised method.

The analyses covered three areas: 1-The reasons for which the EFL students study English as a foreign language which comprise: both integrative and instrumental orientations . 2- The motivation's level of EFL students which comprise: students' motivational intensity, attitudes towards learning English, and desire to learn English 3- Attitudes towards the learning situation which comprise: students' attitudes towards the English teacher, the English lessons, and the English curriculum.

3.2 Population and Sample of the Study

The population of the study includes the third year LMD EFL students at Saida University with two different branches: Didactics , and American & British civilisation. The population was chosen as intentional sample for this study which consisted of one hundred eighty two students. However, only seventy nine questionnaires were filled out and returned by the participants.

3.3 Instruments of the Study

3.3.1 Students' questionnaire

The questionnaire is the main instrument used by the researcher to collect the data. The purpose of this questionnaire is to reveal the students' attitudes and motivation towards EFL and how they correlate to each other. The questionnaires were presented to students in English.

The questionnaire consisted of four parts with items extracted from the Attitude/Motivation Test Battery (AMTB) designed by Gardner. Some items were modified and other ones were added to

make the questionnaire relevant to the third year LMD EFL students at Saida University. The questionnaire is consisted of 36 statements about the students' attitudes/ motivation in learning English in EFL context.

A five-point Likert scale was used for the subjects' responses on the statements. Each statement gave five options:

- 1- Strongly Disagree 2- Disagree 3- Neutral
4- Agree 5- Strongly Agree

It remains necessary to mention that only seven among the twelve domains of AMTB were integrated in the questionnaire items. They were as follows: a) integrative orientation, b) instrumental orientation, c) motivational intensity, d) attitudes towards learning English, e) desire to learn English, f) English teacher evaluation, g) English course evaluation. However, English curriculum evaluation was added, and adapted by the researcher, as a last domain within the learning situation.

3.3.1.1 Validity of the questionnaire

The questionnaire was exposed to other English teachers from another university whose participation is tremendously significant for establishing content validity of the questionnaires. The contributors added some changes so that the questionnaires can be firmly enhanced before establishing a final form. Another point that can be added to the validity of the questionnaire is that most of the items were adapted from the Attitude/Motivation Test Battery (AMTB) designed by Gardner.

3.3.1.2 Reliability of the questionnaire

In the present study, a Cronbach Alpha coefficient was used to establish the reliability of the questionnaires and to check whether or not the results will reveal stability and consistency in the answers.

4 Results of the study

Descriptive and inferential statistics were used to analyse the students' responses to the questionnaire. The data were basically treated using the Statistical Package for Social Sciences (SPSS) 20 software. Therefore, percentages, frequencies, mean, standard deviation, Cronbach Alpha coefficient, Pearson correlation were calculated and used to answer the research questions and to check the research hypotheses. The findings of the questionnaire are described, narrated and illustrated in tables. Tables and charts have the same reference established by the researcher applying the SPSS outputs.

4.1 Statistical Analysis of Axes of the Study

Reliability of the questionnaire

Cronbach Alpha coefficient was used to establish the reliability of the questionnaire and to check whether or not the results will reveal stability and consistency in the answers.

Table 4.1. Results of Cronbach's Alpha which Measures the Reliability of the Study

Cronbach's Alpha	N of Items
,873	Totality of questionnaire items (36)

Alpha ranges from 0 to 1, and the higher the number is, the stronger the items group together statistically. Alphas above 0,9 are great, above 0,8 are good, above 0,7 are ok, above 0,6 are borderline. According to the table 2, the study has a good percentage of reliability with 0,873 which indicates that the questionnaire is valid and the study is subject of reliable analysis.

The level of agreement of students' answers was determined by the following equation:

Interval Width = maximum point – minimum point\ number of levels ($5-1\backslash 5= 0.8$)

- strongly disagree = from 1 to 1.8
- disagree = from 1.8 to 2.6
- neutral = from 2.61 to 3.4
- agree = from 3.41 to 4.2
- strongly agree= from 4.21 to 5

The statistical description of axes through mean and standard deviation for questionnaire items

Table 4.2. Calculation of Arithmetic Mean and Standard Deviation for Questionnaire Items on axes 1,2,3 and total axis

1.Integrative Orientation	4,01	,942	agree
2.Instrumental Orientation	3,65	1,05	agree
Axis 1: Reasons for which students study EFL	3,83	,591	agree
1.Motivational intensity	3,17		neutral
2. Attitudes towards Learning English	4,27		s/agree
3. Desire to Learn English	4,05		agree
Axis 2: Students'Level of Motivation	3,79	,4842	agree
1. English teacher evaluation	3,11	1,103	neutral
2. English course evaluation	3,47	1,043	agree
3. English curriculum evaluation	3,04	1,003	neutral
Axis3: Attitudes towards the Learning Situation	3,21	,63	neutral
Total Axis: Students' motivation and attitudes towards learning English as a foreign language.	3,609	,45	agree

Reference: Established by the researcher applying the SPSS outputs

According to Table 4. 2 students through the questionnaire items on axis1show a positive agreement with the reasons for which they study English as foreign language (M=3,8339). In the same table, the general percentage of mean is equal to 3,7935 with a standard deviation equal

to 0,48426 which means that students agree on the questionnaire items of axis 2 that are related to students' level of motivation. It is also revealed that the general percentage of mean is equal to 3,2122 with a standard deviation equal to 0, 63713 which means that students revealed neutral answers in the questionnaire items of axis 3 that are related to students' attitudes towards the Learning Situation.

Table 4.3. Calculation of Arithmetic Mean and Standard Deviation for Questionnaire Items on Total Axis

Total Axis	Number of students	Mean	Std. Deviation	Level of agreement
Students' motivation and attitudes towards learning English as a foreign language.	79	3,6090	,45984	agree

Table 4.3 reveals the statistical description of variables through mean and standard deviation for the totality of questionnaire items on the total axis that are related to students' motivation and attitudes towards learning English as a foreign language. The general percentage of mean is equal to 3,609 with a standard deviation equal to 0, 45984 which means that the majority of students who answered the questionnaire agreed on the totality of questionnaire items. Therefore, EFL students have a positive level of motivation and attitudes towards learning English.

4.2 Statistical Analysis of Correlated Data

A) Correlations between the Level of Motivation and its Internal Components: Attitudes towards Learning English, Desire to Learn English, and Motivational Intensity.

Table 4.4 Correlation coefficient between the level of motivation and its internal components: attitudes towards learning English, desire to learn English, and motivational intensity

		Motivational Intensity	Attitudes Towards Learning English	Desire to learn English	Level of Motivation
Motivational_Intensity	Pearson Correlation	1	,244*	,132	,515**
	Sig. (2-tailed)		,030	,246	,000
	N	79	79	79	79
Attitudes_Towards_Learning_English	Pearson Correlation	,244*	1	,748**	,894**
	Sig. (2-tailed)	,030		,000	,000
	N	79	79	79	79
Desire_to_learn_English	Pearson Correlation	,132	,748**	1	,869**
	Sig. (2-tailed)	,246	,000		,000
	N	79	79	79	79
Level of Motivation	Pearson Correlation	,515**	,894**	,869**	1
	Sig. (2-tailed)	,000	,000	,000	
	Number	79	79	79	79

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

According to the results shown in table 4.4 the correlation significance level is 0.01. In all cases the percentages of correlations are bigger than 0.01. Accordingly, we discover the existence of a moderate correlation between the students' level of motivation and their motivational Intensity with a percentage of Pearson Correlation equal to 0,515. In the other part, there is a strong correlation between the students' level of motivation and both their attitudes towards learning english and their desire to learn English as well .The percentage of Pearson Correlation is equal to 0, 894 for the first correlation between student's level of motivation and their attitudes towards learning English, and 0.869 for the second correlation between the student's level of motivation and their desire to learn English. As a result, both students' attitudes towards learning English and their desire to learn English have a strong influence on their level of motivation in learning English as a foreign language .However, students' degree of motivational Intensity

has a moderate influence on their level of motivation in learning English as a foreign language.

B) Correlations between the Level of Motivation and the Learning Situation

Table 4.5 Correlation Coefficient between the level of Motivation and Attitudes towards the Learning Situation

		Level of Motivation	Attitudes towards the Learning Situation
Level of Motivation	Pearson Correlation	1	,456**
	Sig. (2-tailed)		,000
	N	79	79
Attitudes towards the Learning Situation	Pearson Correlation	,456**	1
	Sig. (2-tailed)	,000	
	N	79	79

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

Another important point was also inspected in the study, which was whether there was a correlation between the students' level of motivation and their attitudes towards the learning situation. Pearson correlation coefficient analysis was conducted in order to analyze this relationship. Table 4.13 shows a Pearson correlation coefficient of 0.45 which indicates the existence of a moderate correlation between the students' level of motivation and their attitudes towards the Learning Situation.

5.2. Discussion of the Results

The first question of the study investigated whether LMD Third-year EFL students had positive or negative motivation and attitudes towards learning English. The results of the first question, reported in Table 4, demonstrated that the participants had positive attitudes and motivation in learning English as a foreign language. However, in a detailed analysis of the three axes that shaped the totality of the EFL students' motivation and attitudes subject of the study, it was found that only in the first and the second axes students agreed positively on the items related to the reasons for which they study English as well as their motivational level with means ordered respectively: 3,8339 and 3,7935 as shown in table 4.2. Whereas, in the third axis related to attitudes towards the learning situation, students revealed neutral attitudes with

a mean equal to 3,2122 ; it was only in item 8 that students disagree that studying English is important because other people will respect them more if they know English. On the contrary, in the remaining items of the first axis students revealed their positive agreement with a more emphasis on items 1 and 4. For example, they believe that studying English is important because it will allow them to be more at ease with people who speak English, as well as to interact more easily with speakers of English. The latter shows the highest level of tendency towards the integrative orientation over the instrumental one.

Regarding the statements shown in table 4.2. related to students' level of motivation, only in the first two items, related to motivational intensity, students showed their positive agreement. For example, 'I make a point of trying to understand all the English I see and hear' and 'I keep up to date with English by working on it almost every day'. As for the following four items, students responses were neutral. Concerning the second part of the level of motivation, i.e., attitudes towards learning English, the students showed strong agreements in all items. This last result implies the students' strongest positive attitudes towards learning English as a foreign language. In the third part of the level of motivation, the students showed their positive desire to learn English with a higher desire to be fluent in English.

In their responses related to the learning situation in the third axis, the students' attitudes were neutral. Students showed a total neutral attitudes towards the teacher evaluation which denotes the non positive students' views towards the majority of their teachers. For example, 'I really like the majority of my English teachers' was the statement that revealed the students' neutrality with the highest percentage of mean equal to 3, 21. The other statement where students declared their lowest neutrality towards the majority of their teachers was 'I look forward to going to class because the majority of my English teachers are so good' with a mean equal to 2,97.

The other following four items were related to students' attitudes towards the evaluation of English course. Students showed more positiveness in the first three items with a mean ranged from (3,41 to 3,63), respectively in the following statements: 'I enjoy the lessons of our English class' , and 'I like my English class so much; I look forward to studying more English in the future'. Whereas, students'

attitudes were neutral with a mean ($M = 3,39$) in the fourth item 'I look forward to the time I spend in English class'. The final four items were related to students' attitudes towards the evaluation of English curriculum among which their responses were neutral and also didn't show their agreement upon the first three items. For example, 'I feel that the programme meets the student's needs', 'I feel that all necessary learning objectives are included within the individual programme courses' and 'I believe that the programme length is sufficient to produce graduates with the required entry-level knowledge and/or skill development in the field' with the following means (2,73, 2,80, 2,94), respectively. However, in the final item students confirmed that they believe that they should participate in the shaping of the curriculum rather than considering it as something that is best left to teachers.

In sum the findings of the research proved that EFL students have a positive level of motivation and attitudes towards learning English. Table 4.3. revealed that the general percentage of mean is equal to 3,6090 which means that the majority of students who answered the questionnaire agreed positively on the totality of questionnaire items.

The following table demonstrates the hierarchical order of the different components of the questionnaire axes according to the level of agreement.

Table 5.6 Hierarchical order of the different components of the questionnaire axes according to the level of agreement

Different components of the questionnaire axes	Mean	Level of agreement
1.Attitudes towards Learning English	4,27	strongly agree
2.Desire to Learn English	4,05	agree
3.Integrative Orientation	4,01	agree
4.Instrumental Orientation	3,65	agree
5.English course evaluation	3,47	agree
6.Motivational intensity	3,17	neutral
7. English teacher evaluation	3,11	neutral
8. English curriculum evaluation	3,04	neutral
Total Axis: Students' motivation and attitudes towards learning English as a foreign language	3,60	agree

Reference: Established by the researcher applying the SPSS outputs

The second research question of the study explored the correlation between, from one side, the three components of motivation: the students' motivational intensity, their attitudes towards learning English, and their desire to learn English, and from the other side their level of motivation. In other words, the attempt was to investigate to what extent the three motivational components influence the students' level of motivation in learning English as a foreign language. The findings showed, as mentioned in table 4.4, that both students' attitudes towards learning English and their desire to learn English have a strong influence on their level of motivation in learning English as a foreign language with a percentage of Pearson Correlation equal to 0,894 and 0.869, respectively. However, students' degree of motivational intensity has a moderate influence on their level of motivation in learning English as a foreign language with a percentage of Pearson correlation equal to 0,515.

The third question was conducted to find out the correlation between EFL students' attitudes towards the learning situation and their level of motivation. Table 4.5 shows a Pearson correlation coefficient of 0.45 which indicates the existence of a moderate correlation between the students' level of motivation and their attitudes towards the learning situation. In accordance with the second question, it was noticed that students' answers didn't show a positive level in their motivational intensity. On the contrary, the students' attitudes towards learning English and their desire to learn English were positive in accordance with the positive orientations they hold both integratively and instrumentally.

5.3 Limitations of the Study

Results of the study cannot be generalized on all EFL students in Algeria, and Saida University in particular. In this spirit, the present research was concerned with the scale and context of the study; therefore, it was confined to the sample of the study, its instruments and the time of its investigation. Therefore, findings should be more reliable and valid on a larger extent. Besides, the lack of studies conducted on attitudes and motivation represent a real restriction for a more elaborated study and, thereby, considered to be one of hardest limitations the researcher faced during the present study.

5.4. Conclusions

The present study attempted to discover if the level of EFL students' attitudes and motivation in learning English is positive or not. The study explored also the correlations, from one side, between the level of motivation and its internal components: attitudes towards learning English, desire to learn English, motivational intensity, and also between the level of motivation and the learning situation, from another side.

The study revealed that EFL students had a general positive level of motivation and attitudes towards learning English. Besides, both students' attitudes towards learning English and their desire to learn English have a strong influence on their level of motivation in learning English as a foreign language. However, students' degree of motivational intensity has a moderate influence on their level of motivation in learning English as a foreign language. It was also disclosed that there was a moderate correlation between the students' level of motivation and their attitudes towards the learning situation.

5.5. Recommendations

On the basis of the results of this study, the following recommendations may contribute to enhance the EFL students' motivation and attitudes in learning English at Saida University.

- A special attention should be paid from the part of teachers on how to elevate the students' motivational intensity based on the neutral responses on the matter in hand.
- A careful attention should be devoted to the neutral attitudes towards the learning situation in which students didn't show positive opinions regarding their teachers. As a result, teachers should be well aware on how to make the English lessons more interesting. Besides, EFL teachers should build a good rapport with their students which build up in turn positive attitudes towards English language learning.
- Curriculum evaluation is also at the centre of the neutral attitudes towards the learning situation. That is why curriculum designers should be aware of the influences of learners' attitudes on foreign language learning.

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