

An Appraisal of the Attitudes and Achievement Motivation of Arab Postgraduate Students Towards the Learning of the English Language in Selected Malaysian Public Universities

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Abstract

Motivation and Attitude, being linked frequently to actual classroom studying situations, are very significant and crucial contributing elements within the second language learning process. The role of attitude and motivation in the acquisition of foreign languages has been a major concern to foreign language researchers. Attitude and motivation are known as essential and distinctive thoughts in social sciences. They have as well maintained their position as a central concept on the field. Attitude is an essential part of understanding human behaviour and it is considered as a mental state that includes feelings and beliefs. In this systematic review, the researchers explain the concept of attitude and its models, attitudes and language acquisition, and achievement motivation and its theories. The review of related literature shows that Arab postgraduate students have some positive attitudes towards the learning of the English Language and are also motivated towards the learning of the English Language.

Keywords: Assessment, Attitude, Achievement Motivation, Arab, Postgraduate

INTRODUCTION

Attitude and motivation are essential parts of learning. Therefore, they become a fundamental component of language acquisition and learning pedagogy. Motivation and Attitude, being linked frequently to actual classroom studying situations, are very significant and crucial contributing elements within the second language learning process. The continuous works of Gardner and Lambert from 1959 onwards are reliable proofs that these two components have a strong bearing on the language learning process. The impact of attitude and motivation in foreign language learning has been a major concern to foreign language researchers. Lately, quite a large number of people are keen on the thought that some sets of motivations and attitudes can aid the learning of a second or foreign language, which is contrary to past notions. Masgoret & Gardner (2003) stated that motivation and attitude have been strongly connected with second language learning.

Learning a new or foreign language in the past was attached to intelligence and verbal ability, while attitude and motivation as factors were not considered important in all ramifications. Recently, this thought and belief have changed. Furthermore, Masgoret and Gardner (2003) stated that attitude and motivation are major tools in learning another language in a classroom situation as other factors are

dependent on them. Previous studies have shown a strong relationship between attitude, motivation, and language learning. An impressive number of studies have been conducted on the influence of motivation and attitude in studying a foreign second language by different researchers such as Gardner, 1985, 2000; Gardner and Lambert, 1959, 1972; and Gardner, Smythe, and Clement, 1979. These researchers have overseen sizeable studies on attitude and motivation and their interrelationship with the overall linguistic performance of learners, affirming the role of these influential elements (motivation and attitude) in second language acquisition.

There is a standard consensus among these researchers that the best way to get insights into the knowledge gaining technique(s) of an English language learner is to study the learner's motivation and attitude towards learning the English language. Also, it is unanimously agreed among researchers that having positive attitudes help in knowledge gaining — although attitudes do not decide the behaviour. The extent of success in learning a second or foreign language (L1) can, to a large extent, be determined by reviewing learners' differences such as aptitude, attitudes, and motivation. This lingers as a well-established fact in applied linguistic studies (Baker 2001; Gardner 2001; Gass & Selinker, 2013).

CONCEPT OF ATTITUDES

Research on attitudes formally started in the 1920s in social psychology (Hewstone et al., 1988). However, to date, there is no unanimous definition of this concept. Scholars acknowledge how complicated it is to give a particular definition of the concept of attitude (Hewstone et al., 1988). These scholars admit that it is difficult to measure attitude as a concept due to its abstract nature. Consequently, it is difficult for scholars to establish a universal basis for a single definition. However, the current definitions render a useful guide to future attitude researchers (Eagly and Chaiken, 2007). Scholars who are concerned about defining the concept of attitude have different opinions and ideas. Some researchers believe that attitude is not directly observable and, consequently, not directly measurable (Eagly and Chaiken, 1993). Examples of such researchers are Eagly and Chaiken (1993). To them, attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour and disfavour” (p. 269). This definition focuses on the evaluative aspect of attitude which was also pointed out by scholars such as Gardner (1985).

The link between attitude and behaviour is highlighted by some other scholars who are interested in the definition of attitude, arguing that attitude may carry a predictive role on behaviour (Baker, 1992). Baker (1992) stated that “attitude is a hypothetical construct used to explain the direction and persistence of human behaviour.” (p. 10). Other factors dwelt on by scholars like Allport (1954) and restated by Oppenheim (1992) agreed that attitudes of individuals surface when they are in the presence of abstract or concrete objects; that is, entities that individuals evaluate through the expression of subsequent attitudes. Eagly and Chaiken (1993) defined attitude as “an assessment of the objects that cause them.” Ajzen (1988) viewed attitudes as bi-dimensional constructs by stressing their positive and/or negative nature. In the field of language learning, numerous definitions of attitude from different perspectives have also been considered (Zainol Abidin, et al., 2012). However, Chambers (1999) believes that attitude is the degree of values that an FLL [Foreign Language Learning] student gives to his experience about the learning. This can be influenced by important values attached to the language by the learner. Certain variables can determine the value and importance an individual gives to a particular language. This could be a result of motivation from families and friends, the experience of learning the target language, and possibly, travelling experience. Montana and Kasprzyk (2008) argue that the belief that an individual has about the consequences or attributes of engaging in a certain behaviour determines his attitude (behavioural beliefs), weighed by critiques of those outcomes or attributes.

Hence, an individual will have a positive attitude towards certain behaviours if he believes that he will earn positive outcomes by performing the said behaviours. Likewise, a person will have a negative attitude towards behaviours which he believes will only bring negative values to his life. According to Gardner (1980, p.267), attitude is “the sum total of a man's instinct and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic.” Gardner (1985) also stated that: “Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. The definitions provided above are proof of the differing views of scholars about the concept of attitude.

THE ATTITUDE MODELS

The three well-established attitude models suggested in the last hundred years of investigation on attitude are presented in this section; the expectancy-value model (Fishbein & Azjen, 1975), the three-element model (Rosenberg & Hovland, 1960), and the association model (Fazio, 1989). According to these three models, basic psychological constructs such as the emotions and beliefs of a person can be expressed by attitude (Olson & Maio, 2003).

The Expectancy-value model

This model is established on beliefs (Ajzen, 1991). It argues that an individual's perspective about an object results from the person's beliefs and perceptions of the object's attributes. It is believed that certain attributes associated with an object form one's belief about the object. Value is attached to each of the attitudes. Consequently, an attitude represents a function of the subjective likelihood that an item has certain attributes and of the assessment of those attributes. The action may be conveyed with the aid of using the equation below according to Fishbein & Ajzen (1975).

$$A = \sum_{i=1}^n b_i e_i \quad (1)$$

Here, letter A represents the attitude one has towards an item, b_i stands for one's perception about the attribute(s) attached to the object i , and the evaluation of the attributes i is e_i . The products of the n beliefs and their corresponding evaluations are summed, the resulting index being directly proportional to the attitude in question (Ajzen, 1991). Hence, it is suggested by the model that objects that have negative attributes will attract negative attitudes. Likewise, objects believed to have positive attributes will also get positive attitudes from people. Additionally, this model is good for predicting, as it stated that attitudes can be predicted with the knowledge of beliefs and their related critiques (Maio & Haddock, 2004). The role of affect in the formation of attitude is not covered by the expectancy-value model and that has brought the model great criticisms from some scholars (Kim & Bhargava, 1998). The model was defended by Fishbein and Middlestadt (1995). They contended that attitudes are formed because of cognitive factors. Furthermore, they emphasised that methodology can explain the consequences of non-cognitive elements identified by other researchers (Miniard & Barone, 1997; Priester & Fleming, 1997; Schwarz, 1997). Hence, this model is said to be too confining even though it is widely used.

The Three-component model

Rosenberg & Hovland (1960) suggested the three-component attitude model. It presumes that attitude contains three elements: affective, which indicates the feelings or emotions — positive or negative — that an individual has about an attitudinal object; cognitive, which refers to the opinions and beliefs that are associated with an attitudinal object; and behavioural, which represents the person's responses and overt reactions towards the attitudinal object. Therefore, positive thoughts, behaviours and reactions about an object are an outcome of positive attitudes towards the object. Likewise, if the thoughts, behaviours, and reactions of an individual towards an attitudinal object are otherwise or show the reverse, it means that negative attitudes have emerged (Olson & Maio, 2003). However, attitude is more than the addition of all the components that are said to influence it, such as the beliefs, behaviours, and affect. This means that the whole is greater than the addition of its elements (Olson & Maio, 2003).

There have been numerous complicated hypotheses identified with this model. The first one says that the three elements of attitudes must be present for attitude to be able to exist. Another hypothesis suggests that there must be consistency among the three components, and another hypothesis states that behaviours are considered to be constantly guided by attitudes (Fazio & Olson, 2007). However, researchers have produced contrary results that challenge these hypotheses. For instance, it has been proven that attitude can be established on the combination of any of the three elements without

any form of consistencies among them. Furthermore, the relationship between attitude and behaviour is very complicated, and a person's behaviour is regulated by several factors (Fazio & Olson, 2007). According to Greenwald (1989), it appears that the tripartite model has been jettisoned, as currently, attitude is considered as a summary of general assessments of information gotten from the following constructs: behavioural, affective, and cognitive. basesl (Fabrigar, et al., 2005: 82) can manifest as behavioural, affective, and cognitive responses. A person's actions and choices can be influenced by attitude, the result of which affects the community where attitudes are organised. Consequently, attitude is an organised experience, rather than organised through experience (Eiser, 2004: 341).

The Association model

The model was initially proposed by Fazio et al. (1982). This model describes attitude as the evaluation of an object through the memory related to the object. The model was strongly promoted by Fazio (2007). Attitude can be described as an individual's interaction and conclusion about an object after evaluating the said object. According to (Fazio, 1990) a person's past experiences, emotional reactions, or cognitive inferences may be the primary basis of the assessment. Attitudes are mostly represented in the memory of people because they are assessments related and establish a form of knowledge. Fazio (2007) states that attitude cannot be described as hypothetical because it is a scheme of knowledge assessment existing only in the memory. Despite the development of the connectionist models, this model has remained constant since it was originally proposed in the framework of the associative network model of memory. Attitude is a distinct and symbolic safe unit that may be activated. It is also the activation styles generated by learned connections between units since both aspects suggest that the encounter of an object triggers a reaction which is a function of past learnings (Fazio, 2007). Additionally, the relationship between the summarised assessments and the object can vary in firmness and memory assessments. It is believed that the stronger the object-evaluation association is, the more reachable attitude will be:

The strength of an attitude, like any construct based on associative learning, can vary. That is, the strength of the association between the object and the evaluation can vary. It is this associative strength that is postulated to determine the chronic accessibility of the attitude and, hence, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object (Fazio, 1990: 81).

According to Fazio (2001), accessible attitude can affect people's perception because it is closely linked to behaviour. A considerable number of researchers contend that attitudes are greater than evaluations. Regarding this, Chaiken and her associates said that attitude is not just a mere evaluation of object links, but are also pictured in memory. However, some constructs such as affective, behavioural and cognitive materialise as object-related linkages in a more structural and complex manner (Chaiken, et al., 1999: 121). Furthermore, a structural complicated attitude can accommodate both object-assessment association and knowledge structure that are connected to it (Fabrigar et al., 2005).

In conclusion, arguments about attitude framework and content linger. Nonetheless, after examining both the three-component model and the expectancy-value model, it became known that there is a bidirectional relationship between attitude and the three domains: cognition, emotion, and behaviour; as these can be input as well as output, as it can be seen in Figure 1 below. Alternatively, attitude can be shaped and guided by an individual's behaviour, emotions, and beliefs, among other things; and attitude can also influence them (Eagly & Chaiken, 1993; Fazio & Olson, 2007; Zanna & Rempel, 1988).

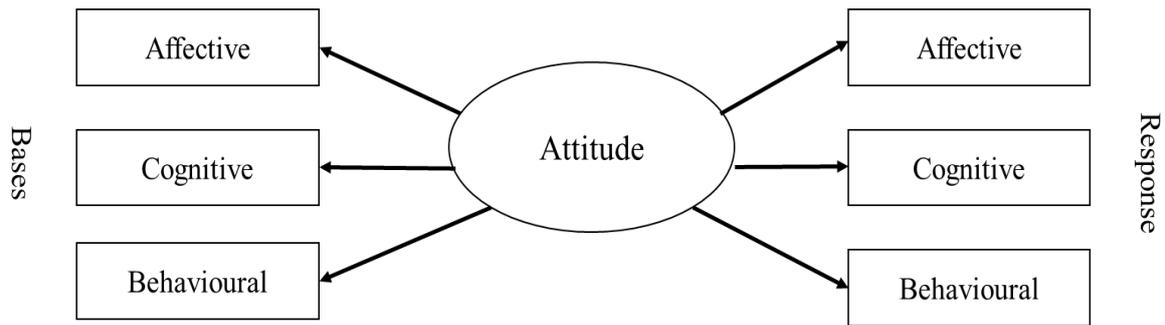


Figure 1. Relationship between attitudes and emotion, cognition and behaviour

ATTITUDE AND LANGUAGE ACQUISITION

Acquiring language is more than just an intellectual affair. It comprises social and psychological facets and depends also on the attitude and motivation of the learners towards the target language (Padwick, 2010). According to Gardner and Lambert (1972), learners' perceptions and attitudes towards the acquisition of a target language determine their ability to master the said language, as well as their mental competence and language skills. The researchers further emphasised that attitude is a contributory factor in the language learning process which shapes the belief and behaviour of students towards a language, its ways of life and environments, and identifies the students' tendency to learn any language.

Attitude is a hypothetical construct to language learning that cannot be observed directly and must be inferred from responses that reflect an evaluation of the attitude object (Ajzen, 2005). In 1992, Baker suggested a theoretical model concerning the significance of researching attitude in the field of language acquisition. He noted that "*In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death.*" (Baker 1992, p. 9). According to De Bot et al. (2005), positive attitudes and high motivation help learners in the acquisition of a second language. It is thus important for researchers, language teachers, and language students to recognise the relevance of an individual's interest in language acquisition. In context, a student with a negative attitude towards a language will not be motivated to acquire such language.

Learners' attitude can influence their performance in learning the language; hence, the consideration for attitude in language acquisition. Multicultural and Multilingual awareness among learners tends to be widely developed through the aid of language acquisition (Griva & Chostelidou, 2011). This helps learners to participate in global communication and enhance their sense of active citizenship in the present-day multilingual community. Also, it helps learners to develop a positive attitude towards other languages, as well as, the understanding of their responsibilities and rights. Attitude is a major element among the factors affecting successful language acquisition. Over the years, many studies have been done on the role of attitude in language acquisition across the world (Ghazali et al., 2009). Saidat (2010) also said in her study that there have been many studies on attitudinal language for more than 5 decades as a result of a developing relationship between individuals' nature and the relevance of the use of language.

Numerous studies by different researchers have explored the inputs of attitude in language learning in its different dimensions. These studies include 'attitude towards different languages (Marley, 2004)', 'attitude towards a second or foreign language (Lai, 2005)', 'attitude towards mother tongue (Tuwakham, 2005)', 'attitude towards national language (Lai, 2009)', 'attitude towards varieties of languages (Zhou, 2002)', 'attitude towards language in education policy (Amamio, 2000)', 'the relationship between attitude and motivation (Inbar, & Shohamy, 2004)', 'the relationship between attitude and learning strategies (Gan, 2004)', 'the relationship between attitude and level of achievement (Graham, 2004)', 'beliefs and attitudes about target language use, first language use and anxiety (Levine, 2003)', 'attitude towards language and language learning at secondary and tertiary levels (Yang and Lau, 2003)', 'attitude towards debatable usages between teachers and their students (Lee, 2001a)', 'the attitude of native speaker teachers and non-native speaker teachers towards disputable usages (Lee, 2001b)', and so on. Quite a number of these research gathered data about people's attitude

towards the acquisition of languages. Likewise, other research examined attitude determinants, i.e. what makeup, construct, and modify people's attitude.

Shams (2008), in his study on attitude, anxiety, and motivation of students towards learning English, presumed that participants who are highly passionate about learning the English language would show a positive attitude towards the learning process. He explained further that quite a good number of the respondents that partook in the study responded in favour of the acquisition of the English language and affirmed the usefulness of the language in their daily life. Similarly, another study on the attitude of secondary school students learning English as a foreign language and their achievements in reading comprehension (Momani, 2009) showed a strong connection between the attitude of the students towards the language and their performance in reading comprehension. Equally, Chalak and Kassaian's (2010) investigation into the attitudes of Iranian EFL learners towards learning the English language showed a pattern of connection between having a positive attitude and succeeding in the acquisition of the language. All of these studies explain the role of attitude in language learning and crystallize its significant influence on language acquisition.

ACHIEVEMENT MOTIVATION

Murray (1938) was the first person to use and introduce the term "need for achievement" in psychology in his book titled "Explorations in Personality (1938)". According to him, achievement motivation is an acute, lengthy resolution of accomplishing a difficult task in a repeated way; to achieve a high goal without seeking assistance from anyone and the determination to be successful [p.164]. However, studies on achievement motivation were extended by David McClelland. He formed the term "n Ach" which means 'the need to achieve' with his ally (McClelland & Winter, 1969). The theory says that, in a normal situation, an individual performs a task which he is motivated to do. The most enthusiastic attribution theory of emotion and achievement motivation was presented by Weiner (1986). In his theory, he explained the anticipated source of failure and success. Likewise, he explained the consequences of emotional experiences and the nature of causal thinking in relation to achievement behaviours.

The goal orientation theory was yet another essential leap in research about motivation. The achievement goal orientation theory, by Elliot and McGregor (2001), focuses on the different types of personal goals that students set and adopt when engaging in tasks, and how these goals can influence the outcome of their academic exercises. Elliot and McGregor believe that achievement motivation is a consistent drive to better one's level of performance and to accomplish success in contention. According to the study of Helmreich & Spence (1983), achievement motivation rests on four components: mastery of needs, work orientation, competition, and personal unconcern. After more research, they discovered that the interaction of the first three components is the main element behind any outstanding achievements by a person. It is highly related to personal achievements. Helmreich & Spence (1978) also strengthened achievement motivation theories and ensured the compilation of the Work and Family Orientation Questionnaire (WOFO).

- 1) **Mastery of needs:** These individuals favour intellectually demanding, challenging, and thought-oriented jobs. These individuals like to finish every challenge that they start and love being the leader in their groups.
- 2) **Work orientation:** This set of people are satisfied with their work and seek growth and self-realisation. They are also known for taking a proactive attitude towards their work and they enjoy what they do.
- 3) **Competition:** This category of people desire to do better than others and hope for victory.
- 4) **Personal unconcern:** To this set of individuals, success or sterling performance is not considered to be the cause of being rejected by others. In other words, there is no fear of success.

In line with the study above, achievement motivation is an internal drive that allows a person to seek work that has predictably huge value and which prompts them to achieve a certain goal. It can also be defined as a mental state that drives an individual to compare and compete with others. The scholars mentioned previously defined achievement motivation as an abstract, psychological and inner drive that enables a person to go after work that they regard as valuable and that can help them achieve

their set goals. According to Sparrow (1998), the shaping of a person's psychological contracts can be influenced by motivations. Promotional channels, job security, the sense of achievement, and meaningful work are all regarded as motivations. Over the years, behavioural scientists have observed that while some individuals may have a very strong motive to achieve their set goals, others may not be so concerned about whether the goals are achieved or not. This circumstance has led to several debates and discussions. From these, scientists have remarked that individuals with a high degree of achievement motivation show specific characteristics. Achievement motivation is the ability to endeavour to succeed and smash goals.

Theories of Achievement Motivation

Atkinson and Feather's Theory (1966)

Atkinson and Feather (1966) explained behaviour as the integration of "intention, expectancy, and motivation". They posited that an individual's likelihood to take part in a behaviour is determined by two factors: the tendency to achieve success (Ts) and the tendency to avoid failure (T-f). Furthermore, they discovered that the tendency to attain success is possible through perceived reward, the strength of the expected success, and incentive value (if success is achieved). Their theory also suggests that the difficulty of a task can be an important factor in deciding the likelihood to succeed or avoid failure. Atkinson and Feather (1966) explained that the expectation of a negative outcome would always produce negative motivation which can prevent a person from engaging in that activity predicted to produce negative outcomes. To make their assertions clear, Atkinson and Feather (1966) posed, 'what should one expect of a person in whom the tendency to avoid failure is powerful than the motive to achieve?' It is evident that the motivation for every task would be unfavourable for such a person and he/she would prefer to avoid all of the tasks because competitive achievement conditions are unappealing to him. Adlerman (1999) agreed with this perspective and discovered that some individuals understand competitive environments as negative conditions and come up with impossible goals to avoid them. Impossible goals were explained as goals that are too high or too low that are set to evade competitive environments. Atkinson and Raynor (1974) defined achievement motivation as a combined function of motive, expectancy (subjective probability), and incentive.

The Expectancy-Value Theory

During the utilisation of the basic principles of Atkinson's expectancy-value model, Wigfeild and Eccles (2000) designed the expectancy-value theory of achievement motivation. The fundamental tenets of this theory include expectancy, ability, beliefs, and achievement value. According to (Wigfeild et al., 2004), expectancy is a view about the result of a difficult task in the future. Meanwhile, ability views are an individual's evaluations of his/her abilities concerning a task at hand (Wigfeild et al., 2004). Achievement value was described by specific constructs in relation to task completion: attainment value or importance, personal value, the usefulness of a task, and related cost (Eccles & Wigfeild, 2002). Eccles (1983) concluded that there is a strong relationship between ability beliefs and expectancy among children.

Behaviour has for some time been seen as a collection of expectancy (i.e. perceived probability of achieving success) and achievement value of task completion (Wigfeild & Eccles, 2000). Furthermore, ability beliefs play an important function in moulding an individual's efforts to do well in a task. In a study investigating motivation among high school students, Bong (2001) discovered that students who take education seriously are more likely to register for future semesters. Ergo, counsellors working with college athletes may evaluate an athlete's expectations and the value he/she places on sports and academics. Understanding the motivations behind someone's behaviour may be important in creating a strong therapeutic relationship.

The Hierarchical Model of Approach and Avoidance Achievement Motivation

Based on this model, achievement motivation is described as the stimulation and orientation of competence-based affect, cognition, and behaviour" (Elliot, 1999, p.169). The evaluation of these factors of achievement motivation is done through three identifiable distinct domains of goals: mastery

goals (focused on the development of proficiency), performance-approach (focused on the development of positive judgement towards competency), and performance-avoidance goals (focused on avoiding negative judgement of competency (Elliot & Church, 1997). It was discovered that the mastery and performance goals encourage intrinsic motivation and agree with high achievement motivation (Elliot & Church, 1997). Performance-avoidance goals are known to be based on fear of failure. Yeatts and Lochbaum (2013) made use of the hierarchical model of approach and avoidance by examining the impact of personality and achievement motivation on the coping style of 258 student-athletes. The result from the research showed that more than 50% of the sample was approach-based and that the athletes engaged in tasks seeking positive judgement about their competency.

Additionally, mastery and achievement goals are highly related (Yeatts & Lochbaum, 2013). Yeatts and Lochbaum's (2013) study confirmed Elliot and Church's (1997) beliefs concerning college athletes. The above analyses include a selected group of theories that are related to achievement motivation. While some theorists see achievement motivation based on intrinsic factors such as the need to achieve and personal desire (Eccles & Wigfield, 2002), others stress extrinsic factors such as rewards and costs (Elliot & Church, 1997; Elliot, 1999).

Related literature on Attitudes and Achievement Motivation in Arab English for Foreign Language (EFL) Content

Concerning Arab EFL learners, some studies have been conducted to investigate learners' varying motivations and attitudes towards the learning of the English language. For example, Al-Quyadi (2000) studied the attitude and motivation of Sana'a University English-major students towards learning English. It was conducted to study the psycho-sociological variables (such as stress and depression) in the learning of English in the faculties of Sana'a University in Yemen. The result in general revealed that the students inclined to both instrumental and integrative motivations towards the learning of the English Language. Regarding their attitude, the findings showed that the students had a positive attitude towards the learning of the English language and the use of English in the Yemeni social and educational situation. Likewise, Sayadian & Lashkarian (2010) showed that Iranian university students (both genders) were highly oriented (91.86% and 89.87% respectively) concerning their attitude towards English language learning.

Besides, the result of the research carried out by Al-Tamimi and Shuib (2009) showed that Yemeni petroleum engineering students had a positive attitude towards learning the English language. The study of Hameed and Shakir (2004), on the achievement and attitude of higher secondary students in Punjab, Pakistan on the English Language, indicated that the respondents have a slightly positive relationship between their attitudes and achievement of the English language. The study conducted by Mallalah (2000) on exploring students' attitudes and motivations towards learning the English Language as a foreign language and English language proficiency in Jordan indicated that as much as a student is exposed to the English language for present studies or future career, the greater positive the attitudes and motivation showed.

Suleiman (1993) studied the motivation and attitude of the Arab students at the Arizona State University towards learning English as a second language. His research results indicated that Arab students lack integrative motivation due to their sociopolitical and sociocultural environment. Al-Shalabi (1992) also researched the motivation of learning English as a foreign language among Kuwaiti university students, and his study results showed that almost all participants were learning English for instrumental purposes. These presumptions are not so different from the themes of Chalak & Kassaian's (2010) study results on the attitudes of Iranian undergraduate students majoring in English translation towards English language learning. Their study findings tracked the correlation between having highly a positive attitude towards the learning of the English Language and gaining proficiency.

However, the study by Mohamad (2011) on the attitude of Libya secondary school students towards learning of English language showed what could happen at the flip of the coin of attitude. His study findings tracked the correlation between the students' negative attitude towards learning the English language and their difficulty. Furthermore, the investigation carried out by Arslan & Akbarov (2012) indicated that a larger percentage of university students who had positive attitudes and who considered the English language useful for specific purposes found the language interesting to learn. In the findings of Johnson (2012), the engineering students studied showed how different classes of

attitude could result in different classes of competence. Their levels of positive attitude correlated with their proficiency levels, with students with the highest proficiency voicing the weakest dislike.

The study of Al-Shalabi (1992) revealed that the majority of the respondents who were students of Kuwaiti university learning English as a foreign language were acquiring the knowledge of the English language for instrumental purposes.

Related literature on Attitudes and Achievement Motivation in non - Arab EFL Content

The study conducted by Shams (2008) to investigate students' attitudes, motivation and anxiety towards learning English revealed that respondents who showed a positive attitude were consequently highly inclined towards learning the language. The attitude and motivation of learners towards the learning of the English language were also of concern to language researchers in Japan. Benson's (1991) study was one of the most relevant studies. He investigated over 300 freshmen to assess their motivations towards learning English. He observed that integrative and personal goals were factors that motivated Japanese college students as he wrote, "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p. 34). Also, the study of Siti Sukainah and Melor (2014) investigated the attitudes and motivation of FELDA school students towards learning the English Language and revealed that highly motivated students showed positive attitudes towards learning English.

According to the study of Makrami (2010), which investigated the effects of attitude and motivation on Saudi university students learning English for specific purposes (ESP) compared to a sample of students learning English for general purposes (EGP), learners' achievement in English, measured by their scores in the final English test, correlated more with the attitude, motivation, and anxiety of the EGP group than the ESP group. Also, Kamariah (2010) investigated the relationships between university students' achievement motivation, attitude, and academic performance in Malaysia. His findings showed a positive significant correlation between students' attitude towards learning and achievement motivation ($r = 0.53, p < .001$), and between students' attitude and academic achievement ($r = 0.16, p < .001$).

Similarly, Vijchulata and Lee (1985) investigated students' motivation for learning English in Universiti Putra Malaysia (UPM) and discovered that UPM students were both integrative and instrumentally oriented towards learning the English language. Likewise, the study of Ainol Madziah and Isarji's (2009) on the learning of foreign language among student of Universiti Kebangsaan Malaysia (UKM) and Universiti Teknologi Mara (UiTM) showed that the dominating factors motivating the students in learning the language were extrinsic. The study revealed that most of the students from the two universities were learning the foreign language for their future careers and in fulfilment of the graduation requirements of the institution. Although, the study found that UiTM students were a little bit more intrinsically motivated to learn a foreign language than UKM students. Additionally, Samsiah et al. (2009) and Thang (2004) noted that Malaysian students are generally more extrinsically motivated according to the suggestions of their studies in the Malaysian context. Bidin (2009) did his study and found a strong correlation between attitude and learning outcomes of the students in the University of Teknologi Mara (UiTM) Malaysia. His study results indicated that a larger percentage of the students in this University had little or no interest in learning the English language; hence, the realisation of poor learning outcomes.

CONCLUSION

This systematic review synthesises available works of literature and various publications that relate experiences of stakeholders in education, including theorists. It provides an overview of the important issues relating to attitudes and achievement motivation of students in English language learning, with specific reference to Arab postgraduate students who mostly study in the second language at the postgraduate level outside their countries. Many works of literature agree that there is a correlation between students' performance in the learning of the English language and their attitude and motivation. These studies have shown that students could have a positive or negative attitude or motivation towards learning a particular subject, and either could bear on their performance in the classroom. It can, then,

be concluded that for students to successfully have a reasonable grasp of a subject, their attitude and motivation are important components in the learning process that should be checked.

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