The Influence of Attitudes and Integrative Motivation on the Language Proficiency of English Majors at Yarmouk University

by

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Abstract

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The study investigates the attitudes Jordanian English majors at Yarmouk University have towards English as well as towards American and British peoples and their cultures. Another purpose of the study is to investigate the types of motivation English majors have for studying English. The study is also designed to study the relationship between Jordanian English majors' attitudes and motivation and their attained oral proficiency in English. It is also the purpose of the study to investigate the relationship between students' levels of achievement in the English courses as reflected in their GPAs and their oral proficiency in English.

Two instruments have been used. The first instrument is a questionnaire based on Flaitz (1988), Olshtain et al. (1990) and Gardner and Maclntyre (1991). The second instrument is a tape-recorded interview based on Mullen (1978).
The results of the study demonstrate that Jordanian English majors have strong positive attitudes towards English as well as towards Americans and Britishers and their cultures. Concerning the types of motivation Jordanian English majors have for studying English, the results of the study demonstrate that they are integratively as well as instrumentally motivated. However, they are found to be more instrumentally than integratively motivated.

The results of the study also reveal no significant correlation between subjects' attitudes and motivations and their levels of oral proficiency in English. No significant correlation is also found between subjects' attitudes and motivations and their levels of achievement in the English courses. A significant positive correlation, however, is found between subjects' levels of achievement in the English courses and their oral proficiency in English.