

The Effect of Motivation on Moroccan Secondary School students' Language Proficiency

Yassine HARROUDI^{1*} and Driss OUBAHA²

¹²Faculty of Abdelmalek Essaadi, Abdelmalek Essaâdi University, Morocco

Corresponding Author: Yassine HARROUDI, E-mail: oubaha@uae.ac.ma

ARTICLE INFORMATION

Received: November 02, 2020

Accepted: January 08, 2021

Volume: 4

Issue: 1

DOI: 10.32996/ijllt.2021.4.1.7

KEYWORDS

English proficiency, Attitudes, Motivations; input

ABSTRACT

English language is considered as a global language, and with every single day, its users are increasing especially in the Arab world. The present study is exploratory in nature, investigating the effect of motivations on students' English proficiency. It was meant to see whether there is any significant correlation between this variable as well as students' English proficiency in the secondary level in Morocco. Additionally, it examines the extent to which there would be differences in language skills, domains and final foreign-language grades among high-school students completing a second year of English as a foreign-language in a foreign context such as the Moroccan one. Oral and written proficiency measures were adopted and administered by the researcher himself and with the help of participating teachers in addition to language supervisors (inspectors). The participants in this study are second year Moroccan EFL students enrolled for the school year 2017. The study incorporates quantitative as well as qualitative approach and has used a proficiency test, questionnaires besides an observational instrument to collect data from respondents. Initially, a total number of about 101 students participated in the study but only 78-ended taking part in the study. The data obtained has been quantitatively and qualitatively analyzed with ANOVA test of Fisher and the statistical package for the social sciences (SPSS). From the findings of the data, the study concludes that Moroccan students have overall differences among the two proficiency groups (High, Low) and study disciplines (Science or Letter). Conclusions and implications about connections among foreign-language proficiency language skills, attitudes, motivations are presented as well as discussed.

1. Introduction

The prominence given to education by individuals, families and communities leaves no doubt for its importance in our countries, especially Morocco as an emerging country, seeking social and economic development. Going to schools and attending institutions is becoming an aspect of improvements in our era of technological advancements. The demand for education and learning languages especially English, is strong at all levels. For individuals it will make them achieve personal benefit through social status and a key to self-achievements; for the government it will bring directly or indirectly benefits by development; that is to say, an educated population will promote national development objectives set by policy makers. English is a significant instrument in a variety of fields including scientific communications, business world, cultural interchanges, political issues, etc. English has become a global language and teaching it as a foreign or second language has increasingly become a universal demand. It is the most required international language of communication; therefore, it helps people from different parts of the world to communicate and understand each other fluently besides the possession of a good command of this language lead to success in either daily life or the professional one. Fishman et al. (1977) summarize the unique international position of English, thus:

English is the language of diplomacy, the predominant language in which mail is written, the principal language of aviation and radio broadcasting, the first language of nearly 300 million people and an additional language of perhaps that many more.

In the same line of thought, Crystal (2003) pointed out that English is the universal language used in a variety of fields for business, education, communication, and entertainment. As a result, the demand for learning English as a second and foreign language is increasing. In addition, the demand for speakers with high proficiency in English is dramatically increasing in every country; including emerging countries that is Morocco is no exception. Despite the fact that English is vital and that Moroccan students learn English for considerable years, only limited success in learning English has been achieved in Morocco. Teachers and educators of second or foreign languages have commonly complained about the unsatisfactory language proficiency of second or foreign language learners, which has led second or foreign language researchers to attempt to determine the sources of the problem and potential improvements. Much effort has been devoted to investigating the most appropriate and proficient teaching and learning of English. Many studies of second language acquisition and learning have indicated that the most significant affecting proficiency factors in second language acquisition / learning are motivations, attitudes and input.

According to the recent English Language Proficiency Index Report from posted on December 2nd, 2012 by Erin Clancy it ranks and classifies countries' English proficiency levels tremendous efforts have been exerted to improve the teaching-learning process of English, EFL programs still fail to deliver as expected and face low English proficiency levels especially in some countries such as Morocco as part of the MENA region (Middle East & North Africa). Of equal importance, in response to the growing need for English communication in EFL contexts various countries, including many Arab countries have introduced a number of substantial changes in their English language education policies. Among other changes, some countries have introduced, English-language education began at junior high school level. Critics have repeatedly noted that in many Arab EFL contexts, language instruction focused so intently on grammar and translation that students often acquired insufficient communication skills. To rectify this, countries such as Morocco has implemented changes with particular emphasis on developing oral skills in English and making the process of teaching and learning student centered (Ministry of National Education Morocco, 2007). not only English language enjoys a great value just as an international language but also as a world language. It is spoken now by more than 508 million people ranking in the second place as far as the number of its speakers. No one can consider himself as part of this globalization if he does not master two things: English and computing. Regarding the first skill, Burshfield believes that: "Any literate, educated person on the face of the globe is deprived, if he does not know English". (Quoted in Louznadji 2003 p.78).

2. Literature Review

2.1 Proficiency

Language proficiency is one of the most poorly defined concepts in the field of language teaching and learning mainly in the Arab world, which is Morocco, is not an exception. In spite of different theoretical views as to its definition, a general issue on which many scholars seem to agree is that the focus of proficiency is on the students' ability to use language appropriately in real-life context. According to the latest edition of the English Proficiency Index, put out by the Swiss-based organization, Education First, English language proficiency in the North African countries of Morocco, Algeria, Libya and Egypt ranks at levels varying only between 'low' and 'very low' levels. Libya, in fact, takes the lowest rank among the 54 nations assessed in the survey. Other results revealed by a 2012 report prepared by Euromonitor International, show that English is spoken by 14 percent of the population in Morocco, 13 percent in Tunisia and 7 percent in Algeria. In the three countries, there is still reliance on French as the main foreign language (the level of proficiency in French varies between 60 and 70 percent of the population). However, even in Egypt, where French is not the second language, English is not spoken by more than 35 percent of the population. The current linguistic situation is a serious handicap for North African countries as they try to meet the challenges of youth unemployment and slow economic growth. The Education First report shows the strong correlation between English language proficiency and economic growth.

Proficiency is defined as "the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their university studies" (DEEWR, 2009, p. 1). Therefore, an EFL student must be able to read, write, listen and speak effectively. Moreover, "English prepares students for meaningful instruction and academic performance in academic subjects taught using the English language" (Kong et al., 2012, p. 20). Unfortunately, students who lack the necessary language skills will not be able to engage in the learning process and will struggle to pass their academic courses. The impact of school failure can also result in low self-esteem, frustration, de-motivation and disinterest in attending courses. For students whose mother tongue is not English like the Moroccan ones and wishing to enter a university in the UK, USA, Canada, as well as other universities and colleges worldwide they will need to demonstrate their ability to perform in the four language skills and domains (reading, writing, listening and speaking) by taking a proficiency test as either The International English Language Testing System (IELTS) or the TOEFL because they are the most commonly recognized tests worldwide.

In addition to this, from the available published research findings in different parts of the world, EFL students can be disadvantaged in their performance at school, college and university because of their poor proficiency level in English. In spite of the fact that it is common to hear ESL or EFL teachers' complaints regarding the unsatisfactory performance of their students, yet the situation is rather alarming and a lot of research has reported that despite huge government spending, English language teaching in the Arab world have not achieved the desired goal of effective ELT (Zughoul, 1986; Sahu, 1999; Rababah, 2003; Al-Jarf, 2008).

To shed some light on this, a number of researchers have investigated the effects of English language proficiency on the academic performance of students. With regard to Arab students, Suleiman (1983) argues that "inadequate mastery of the four language skills; namely listening, speaking, reading and writing" (p. 129) hinders the progress of Arab students at university level. Zughoul (1987) agrees with Suleiman's point of view in questioning the linguistic competence of incoming freshmen students. Besides, Mukattash (1983) also states that university students are unable to use English correctly and appropriately both inside and outside the classroom when dealing with academic and everyday topics. Similarly, in a study conducted on students at a college in Oman it was reported that the lack of proficiency in English does affect their performance in engineering courses (Sivaraman et al., 2014). In addition, the results of a correlational study conducted by Sahragard and Baharloo (2009) on Iranian university students majoring in English Language and Literature found that students who are more competent in English language are more successful in their classes. Furthermore, in an attempt to determine whether there was a significant relationship between Iranian EFL college students' language proficiency and their academic achievement, the results of a study conducted by Sahragard et al. (2011) demonstrated that the students who scored higher on the language proficiency test had better GPA scores. Other studies from Iran have reported similar findings. For example, Maleki and Zangani (2007) found a significant connection between proficiency and grade-point averages of academic achievement of EFL students majoring in English translation while Sadeghi et al. (2013) found that proficiency in English could significantly influence academic achievement of medical students. Henceforth, Arab learners find it quite challenging to achieve success in either their professional or educational life and outperform their counterpart students in other parts of the world due to their English language proficiency and linguistic handicap. In order for language learners to use the language effectively, they should use it in real-life situations. Halliday et al. (1984) suggest that:

Oral mastery depends on practicing and repeating the patterns produced by a native speaker of the foreign language. It is the most economical way of thoroughly learning a language.... when one has such a control of the essentials of a language, he can almost automatically produce the usual patterns of that language (1984:16)

What we can deduce from the above quote is that it shows the importance of the target language to raise language proficiency.

Al Fadly (2003) stated that Arab students remain unable to achieve the desired proficiency in English even after studying the target language for many years. Several studies have been conducted to identify the causes of Arab students' low proficiency level in the target level (e.g, Tushyeh, 1992; Rababah, 2003; Raymond, 2008; Javid, Farooq & Ajmal, 2012) however there seem a few researches to identify the reasons of this low English language proficiency caused by the learner-related factors. Mukattash (1983) divides the problems that Arab learners encounter into two categories. First Arab learners encounter problems in pronunciation, spelling, morphology, and syntax. Secondly, they continue to be unable to express themselves 'comfortably' and efficiently either when dealing with academic or "common everyday topics" (1983:169). He argues that the main problem of students is that they are unable to use English appropriately and correctly in and outside the classroom when required to do so. The weakness of Arab students has been attributed to various factors to mention but a few: lack of the target language environment, and the lack of the learner's motivation (Suleiman, 1983; Mukattash, 1983; Zughoul, 1987; Ibrahim, 1983). In the same line of thought, Suleiman (1983:129) argues that the most noticeable problems, which impede the progress of Arab students, may be attributed to the "inadequate mastery of the four language skills namely: listening speaking, reading and writing.

The primary challenge for Moroccan secondary school students nowadays is the ability to speak English and use it appropriately in either their educational or professional future life since Morocco is adopting a new perspective in dealing with English as an international medium of learning and because the ministry of education is putting the teaching of English standing on the top of its priorities (the strategic vision of reform 2015–2030). Many students learn to read and write English, but their ability to speak and write English with fluency and accuracy is an objective far away to be achieved because there are not the same opportunities for all students to practise the language in terms of its use in real life context or situation.

Of equal importance, one of the most important aspects of secondary school education for English as a Foreign Language (EFL) students is to attain a high level of proficiency in English to help them progress through their future education. According to the International Journal of Education and Research Vol. 1 No. 9 September 2013, Language proficiency or linguistic proficiency is

the ability of an individual to speak or perform in an acquired language. As theories vary among pedagogues and faculty as to what constitutes proficiency, there is little consistency as to how different organizations classify it. Additionally, fluency and language competence are generally recognized as being related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. Thus, a high number of native speakers of a language can be fluent without being considered proficient. A limited English proficient student is one who comes from a non-English background and who has difficulty in speaking, reading, writing, or understanding the English language, and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Of equal importance, proficiency is supposed to be independent of the ways in which language is acquired. Brière (1972) points out that the parameters of language proficiency are not easy to identify. Acknowledging the complexities involved in the concept of language proficiency, Brière states:

The term 'proficiency' may be defined as: the degree of competence or the capability in a given language demonstrated by an individual at a given point in time independent of a specific textbook, chapter in the book, or pedagogical method (1972, p. 332). Such a complicated definition could result in vague hypotheses about language proficiency. They could be vague with respect to unspecified terms such as "competence", "capability". In this regard, the term competence could refer to linguistic, socio-cultural, or other types of competence.

The term capability could refer to the ability of the learner to recognize, comprehend, or produce language elements (or a combination of them). Clark (1972) defines language proficiency as the language learner ability to use language for real-life purposes without regard to the manner in which that competence was acquired. Thus, in proficiency, the frame of reference shifts from the classroom to the actual situation in which the language is used (p. 5). In this statement, we can deduce that another parameter is added to the function of language proficiency, namely, the use of language in real-life situations. That is to say, the statement includes all the complexities of previous definitions in addition to one more general concept, which is merely a 'real-life situation'. According to reports on language proficiency, considering the difficulty of defining language proficiency, it is conceivable that the development and use of proficiency would involve more complex steps than just providing a definition to proficiency.

To investigate the English proficiency, the constructs of linguistic proficiency or competence have to be defined in a useful way so that we can make the picture vivid. Language competence is a broad term, which includes linguistic or grammatical competence, discourse competence, as well as sociolinguistic or socio-cultural competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. To make it clear, Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications. Formal linguists view competence in the narrowest sense, focusing on rule-governed structures of language (referred to as grammatical competence or linguistic competence) e.g., Chomsky, 1965, whereas sociolinguists take a broader view. According to Chomsky Competence is a term used in linguistic theory, especially in generative grammar, to refer to a person's knowledge of his language, the system of rules which a language user has mastered so that it would be possible for that user to be able to produce and understand an indefinite number of sentences and recognize grammatical mistakes and ambiguities.

Competence is a conception of language, which is seen in opposition to the notion of performance which refers to the production of specific utterances of speech. Competence, according to Chomsky, has been used as a reaction to the linguistic era before generative grammars, which was highly occupied with performance. Robins (1980: 37) states that Chomsky defines competence as what a speaker intuitively knows about his language. In these terms, speech production and speech comprehension are both categories of linguistic performance; both involve the expression of competence, the one in producing or encoding speech, the other in receiving or decoding speech.

In short, competence involves "knowing" the language and performance involves "doing" something with the language. The difficulty with this construct is that it is very difficult to assess competence without assessing performance.

According to Hymes (1972), the notion of communicative competence includes both knowledge and the ability to use language (referred to as ability for use) in a way that is socially acceptable in a given context. Communicative competence" is used to refer to the ability not only to apply the grammatical rules of a language in order to form correct utterances, but also to know when to use these utterances appropriately Hymes (1972) coins it as a reaction to Chomsky's distinction between competence and performance. Canale and Swain (1980) offered a broad notion of communicative competence: For Canale and Swain (1980), communicative competence minimally consists of four components: In addition to grammatical competence which deals with

(words and rules), their model comprises sociolinguistic competencies i.e.: appropriateness, strategic competencies i.e.: appropriate use of communication strategies and discourse competence i.e.: cohesion and coherence (Canale, 1983).

Language researchers have also proposed and investigated numerous conceptions of language proficiency, competence, and ability for use (McNamara, 1996). Some researchers argued that proficiency is a unitary construct (Oller, 1979, 1997), while others argued that proficiency comprises multiple constructs (Bachman, 1990; Bachman & Palmer, 1996; Canale, 1983; Canale & Swain, 1980; Cummins, 1979, 2001; Stern, 1983). Many have looked for alternatives of proficiency based on the four skills (i.e., listening, speaking, reading, and writing) proposed by earlier researchers (e.g., Carroll, 1968). Current conceptions of proficiency tend to include components of language competence or contexts of language use. Bachman (1990), and Bachman and Palmer (1996) attempt to cover not only language knowledge (language competence), but also the ability to use language (strategic competence), as well as the neurological and physiological processes that are involved in language use (psycho-physiological mechanisms). According to their model, language competence is composed of organizational competence (which they break down further into grammatical competence and textual competence) and pragmatic competence (which consists of illocutionary competence and sociolinguistic competence).

2.2 Motivation

Research on motivation towards foreign language (FL) learning has been an important line of inquiry that has had a profound effect on our understanding of second language acquisition (SLA) (e.g., Gardner, 1972; Roger, Bull & Fletcher, 1981; Clement & Kruidenier, 1983; Ely, 1986). However, different researchers have attached different meanings to motivation and have developed different constructs adapted to their purposes and to the social and linguistic context of their investigations (see Dornyei, 1990; Crookes & Schmidt, 1991). In their classic seminal studies, Gardner and Lambert (1959) introduced the constructs of 'integrative' and 'instrumental' motivation in learning a non-native language. Integrative motivation was characterized by a desire to learn a language in order to take part in the culture of its people and become a member of its community. Instrumental motivation reflected a more utilitarian value placed on language study, such as an anticipated usefulness in one's career. The assumed universality and exhaustiveness of the integrative-instrumental dichotomy have been questioned by a number of studies, which attempted to assess their adaptability to other foreign language contexts. Clement and Kruidenier (1983), for example, conducted a study in Canada in an attempt to assess the influence of ethnicity, milieu, and target language on the emergence of orientations to L2 acquisition. Interestingly, the results did not lend support to the construct validity of integrative motivation as defined by Gardner and Lambert (1959). There has been little research conducted to determine what other types of motivation students may have in learning foreign languages apart from the integrative/instrumental construct. Dornyei (1990) assumed that the results obtained from SLA contexts were not directly applicable to FL learning situations. He sought to conceptualize the constructs of motivation in a Hungarian FL learning context and came up with four motivational subsystems: (1) instrumental (2) integrative (3) achievement, and (4) 'attributions about past failures'. In Dornyei's model, the 'integrative motive' appeared to be complex and heterogeneous. It included a host of dimensions ranging from an interest in foreign languages and cultures, to the desire to spend some time abroad. On the other hand, 'attributions about past failures' was an odd motivational dimension which appeared to emerge as an independent factor. Dornyei took the view that negative learning experiences were a very common phenomenon in FL learning contexts and were as a result expected to affect students' motivation.

The construct of motivation recognized as a multi-factorial one instead of a single entity. Oxford and Shearin (1996) identified six factors that impact motivation in language learning: attitudes (i.e. sentiments towards the learning community and the target language), beliefs about self (i.e. expectancies about one's attitudes to succeed, self-efficacy, and anxiety), goal (perceived clarity and relevance of learning goals as reasons for learning), involvement (i.e. extent to which learner actively and consciously participates in the language learning process), environmental support (i.e. extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience) and personnel attributes (i.e. aptitude, age, sex, and previous language learning experience).

For successful transfer of language learning, factors such as motivation must be sustained (Finocchiaro, 1982). In order to foster positive attitudes and motivate language learning, factors contributing to the conducive learning environment must be present. Krashen (1987) suggested a learning situation that has a low affective filter whereby learners learn to use a language in a non-threatening and fun environment. Other factors include providing a continuous and consistent exposure to the language being learned, providing various types of input which are auditory, visual, sensory, verbal and nonverbal in nature, an environment where the teachers and the students are supportive and encouraging and having access to situations wherein students are able to use the language as a "natural means of communication" (Littlewood, 1995:58). These factors are necessary in any language-learning program. The enhancement aspect of a language-learning programme must also encompass these factors. In designing learning activities, learners must be given opportunities to participate as language users in multiple contexts. These opportunities will result in learners' heightened motivation and awareness of the intricacies of language use. Reeve (1996) expresses the belief that motivation is the trick, the secret to achieving academic excellence.

Motivation and reasons for learning English are very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning languages especially English in the new curriculum reform movement in Morocco which seeks to catch up with emerging countries that want to develop. Nowadays, there is a need to consider students' motivation within the subject content and the classroom contexts of curriculum, teaching, and teachers to achieve this goal.

3. Methodology

3.1 Informants

The participants randomly selected from four public secondary schools in Errachidia, and Meknes directorate of education, which are located in the region of Meknes Tafilalet. The schools represent rural and urban areas. The gender of students has incorporated both males and females from a wide array of backgrounds including students at elite and average classrooms both students at elite and average classrooms in rural and urban high schools, as well as economically disadvantaged students.

The participants were initially 101 students. Moreover, 4 teachers and 2 pedagogical supervisors (inspectors) of English from the delegation of Errachidia in Morocco participated in this research. In total, 101 students participated in this research, including 48 female students and 41 male students but only 78-ended taking part in the study. The informants attended the following secondary schools: Sijilmasa Secondary School, Iben Tahir Secondary School and the public rural secondary school Tadighoust.

3.2 The questionnaire

The Integrative and Instrumental motivation scale of the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) and Clement et al.'s is adapted to a 5-point scale, ranging from 'Strongly Disagree' to 'Strongly Agree' and coded as (Strongly Agree=1, Agree=2, uncertain=3, disagree=4, strongly disagree=5). The reliability and validity of Gardner's questionnaire was supported with a Cronbach's alpha reliability of 0.89. The questionnaire is composed of a set of 44 items reflecting the integrative/instrumental motivations consists of four main parts which are in their turn subdivided into rubrics. The first part (12 items) is designed for the sake of dealing with demographic & socioeconomic profile such as age, gender, study options, etc., the second one deals with motivation and its different types (intrinsic, extrinsic, integrative, instrumental). The integrative as well as instrumental motivation part includes an overall number of 16 items.

The second part of motivations as mentioned is subdivided into four rubrics, which go as follows: English as an international means of communication (4 items). b) English as a reflection of global culture (3 items). c) English as an academic topic (4 items). d) English as a means of socioeconomic promotion (4 items).

4. Results and Discussion

A two-tailed Pearson Product Moment correlation coefficient analysis computed to assess the relationship between participants' mean score in the questionnaire with their scores in the proficiency test. The participants' mean score in the proficiency test considered as the independent variable while participants' Integrative/Instrumental Motivation considered as the dependent variable. Tables below illustrate the correlations coefficients among the variables.

Correlation Coefficients between integrative/Instrumental Motivation and proficiency test.

Motivation	Number	proficiency test
Integrative	42	.35
Instrumental	58	.72*

***Correlation is significant at the 0.05 level [2-tailed].**

The table shows that the relationship between the integrative and instrumental motivation was statistically significant ($r=.72$). However, no significant correlation was established between integrative motivation and proficiency test ($r=.35$).

Fisher test with respect to instrumental motivation.

Variable	Study options	Average deviation	Standard deviation	P.value	F. value
Item 1: Instrumental motivation English as an international means of communication	Letter	-,102	,264	,4456	,203
	Science				
	Class: 0–10,	,023	,266		
	Class: 10–20				
Item2: “English will help me meet and converse with more and different people in the World.”	Letter	,177	,281	,8651	,576
	Science				
	Class: 0–10,	,163	,283		
	Class: 10–20				

* Correlation is significant at the 0.05

From the results above, we can conclude that these hypotheses and research questions were supported in one part which is related to the effect of the instrumental motivation has on students' proficiency scores because the mean scores for learning English in the literary disciplines were higher than those in the science disciplines (L: M=, 529, SD =, 800 / S: M =, 407 SD =, 636). In fact, the multivariate analysis of variance test (MANOVA) was performed on different scores and study options (literary and science) to determine the difference between and among groups. The ANOVA test indicated that the effect of the study option of students the literary discipline was significantly higher with (p=, 4456 & F=, 203 respectively). Additionally, it was found that students in the literary disciplines have high scores in their instrumental motivation than students in the science disciplines hence the hypothesis is confirmed. However, when we looked at the result from the other part which takes the whole cohort (literary & science) based on their scores ranging from (0- 10) and (10–20) it wasn't supported because the t-test was performed and revealed the following results (p=8651) for both categories of students either the high and low learners, henceforth; the result didn't show any significant difference between and among the group of high and low achievers either for the literary or the Scientific stream.

Test of Fisher with respect to "English will help me communicate with English-speaking friends." Effect on proficiency scores.

Variable	Study options	Average deviation	Standard deviation	P.value	F. value
Item3: English will help me communicate with English-speaking friends."	Letter , Science	,337	,356	,0636	,226
	Class: 0–10,	-,007	,359	,9705	
	Class: 10–20				

Significance level exists at .05

Table of mean scores with respect to instrumental motivation according to students' study disciplines and categories.

	Number	Mean Score	Standard Deviation	Standard Error
Class : 0–10, Letter	24	,500	,659	,135
Class : 0–10, Science	10	,400	,699	,221
Class : 10–20, Letter	17	,824	1,286	,312
Class : 10–20, Science	27	,259	,447	,086

The inspection of these tables above reveals some striking differences in results found between and among the scores in the two groups (the literary and science students), and the effect this instrumental motivation has either on students belonging to high proficient or low proficient students. From these results it can be concluded that the literary students outperform their counterparts the science ones, and have an overall performance with a mean score of (L: M=, 500, SD=, 659 / S: M =, 400 SD=, 699). Moreover, it can be seen that the literary students did significantly better in both groups ranging from 0–10 and 10–20 compared to science students and show quite high performance.

In addition, multiple analysis of variance performed in order to determine significant difference between and among groups of either students the literary and science options, or high and low proficient students. The main effect for this instrumental motivation on both groups appeared not to be significant with (P=, 6359 & F=, 226) when it is related to students' scores as a whole group. However, when students are divided according to their study options (literary or science) it shows clearly a significant effect on students' performance with (study P=, 0882 & F= 2, 98).

Table ANOVA table with respect to "English as a reflection of global culture."

Variable	Study options	Average deviation	Standard deviation	P.value	F. value
Item 4: English as a reflection of global culture.	Letter , Science	,126	,453	,5807	,048
	Class: 0–10,				
	Class: 10–20	,158	,447	,4830	

Significance level exists at .05

Table of mean scores with respect to "English as a reflection of global culture." Effect on students' scores.

	Number	Mean Score	Standard Deviation	Standard Error
Letter	37	,703	,996	,164
Science	26	,577	,703	,138

The inspection of these tables reveals some striking differences in results found between and among the scores in the two groups (the literary and the science), and the effect this integrative motivation has either on students belonging to high proficient or low proficient students. From these results, it can be concluded that the literary students outperform their counterparts the science ones, as well as have an overall performance with a mean score of (L: M=, 703, SD=, 996 /S: M =, 577 SD =, 703). Moreover, it can be seen that the literary students did significantly better in both groups ranging from 0–10 and 10–20 compared to science students and show quite high performance.

In addition, multiple analysis of variance performed in order to determine significant difference between and among groups of either students the literary and science options, or high and low proficient students. The main effect for this instrumental motivation on both groups appeared not to be highly significant with ($P=,4830$ & $F=,084$) when it is related to students' scores as a whole group. However, when students are divided according to their study options (literary or science) it shows not to have a significant effect on students' performance (study $P=,5807$ & $F=,364$)

ANOVA test with respect to "English as an academic topic". Effect on students' score and study disciplines.

Variable	Study options	Average deviation	Standard deviation	P.value	F. value
"English as an academic topic" I study English because it covers many fields of knowledge.	letter , science	,110	,317	,4916	
	Class: 0–10, Class: 10–20	-,057	,320	,7210	
English will help me to participate in the activities and events of other cultural groups."	letter , science	,208	,430	,3378	
	Class: 0–10, Class: 10–20	,098	,433	,6548	

Significance level was at .05

Table of mean scores with respect to "English as an academic topic". The Effect on students' scores.

Study discipline	degree of freedom	sum of squares	Mean score
letter	1	,035	,732
science	1	,748	,622

Significance level was at .05

A close examination of the mean scores, standard deviations, and the ANOVA test statistics of respondents belonging to the literary and science study groups to the four items comprising the integrative orientations shows that the literary students yielded higher scores compared to the science ones; henceforth, the results are presented as follows: (L: $M=,732$, $SD=,708$ / S: $M=,622$, $SD=,681$). Furthermore, in order to determine and find out if there is any significant effect of the integrative motivation on students' scores by categories according to their performance in the proficiency test (0–10, 10–20) a P-value was calculated and it was found that in general there was no significant effect of the above-mentioned motivation on students as groups divided into two ranges or categories which are high and low achievers. The relation between the proficiency score and the integrative motivation is $P=,7210$, and the study groups science/letters is $P=,4916$

In addition, multiple analysis of variance performed in order to determine significant difference between and among groups of either students the literary and science options, or high and low proficient students. The main effect for this integrative motivation on both categories/ groups appeared not to be highly significant with ($P=,5875$ & $F=,297$) when it is related to students' scores as a whole group. However, when students are divided according to their study options (literary or science) it shows not to have a slight significant effect on students' performance with ($P=,4489$ & $F=,580$)

Test of Anova with respect to “English as a means of socio-economic promotion” showing the effect of instrumental motivation on students’ scores.

Variable	Study options	Average deviation	Standard deviation	P.value	F. value
“English as a means of socio-economic promotion” Item1:I think English is important for economic development	letter , science	,407	,504	,039	,1123
	Class: 0–10, Class: 10–20	-,053	,508	,8344	

Table of mean scores with respect to “English as a means of socio-economic promotion”. Effect on study options and students’ scores.

study options	Number	Mean Score	Standard Deviation	Standard Error
Letter	41	,707	,873	,136
Science	36	,694	,577	,096

It can be seen that the science students perform better than the letter ones, and that both study groups (literary and Science) are slightly close to each other in their scores (L: M, 707 SD=873. / S: M =, 694 SD =, 577). By means of test analysis of variance of ANOVA, the results were tested for significance. The ANOVA indicated that there is a significant correlation (effect) and the main effects of these instrumental items on students proficiency is significant on both study groups (Science or Literary) ($P = ,039$ & $F = ,580$). It is indicating that the instrumental motivation items play an important role on students’ scores especially for Science students because they might be the ones who recognize so much the vital role that English will play in their professional future life.

This study conducted to determine which of the two types of motivation -instrumental, integrative- could be the primary source of Moroccan secondary students’ motivation towards learning the English language and affect students’ proficiency. The findings show that the students demonstrated greater emphasis on instrumental reasons for learning the English language including utilitarian (e.g., English will help me get a better job in the future) and academic reasons (e.g. I study English because it covers many fields of knowledge). This apparently reinforces the idea that the students see English as playing a vital role in their lives, either currently or in the future. This finding is consistent with a study conducted by Mohammed Sbaihi (2010) on Motivational and Attitudinal Variables Affecting Moroccan Learners of English in Lycée Al Wahda, Taounate, Morocco, as well as Joseba’s (2005) who viewed the current need of secondary school students as far as English is concerned. Emphasizing the significant role of English as a lingua franca in the scientific community, Joseba (2005) states that as English has become the international language of science and technology, students have to face this fact since books, papers, handbooks, journals, etc. written in English. Furthermore, the English language is one of their most valuable resources in the labour market. Personal reasons (e.g. for a personal development and to enhance their status among friends) were also regarded as important motives by the students.

Contrary to expectation and to the results of previous studies carried by Lukmani 1972, Lambert and Spolsky, proficiency in English is significantly related to instrumental and not to integrative motivation. This indicates that English proficiency arises from a desire to use English not as a means of entry into a reference group, but as a tool with which to understand and cope with the demands of modern life. The marked difference in my results from those of previous studies is perhaps due to a large extent to the widely different social conditions in which proficiency in English and the nature of the students’ motivation has been studied.

On top of this, the result of the study showed that Moroccan students participated in the study had very high motivation towards learning English. In addition, the students had a higher degree of instrumental motivation than the integrative one. Moroccan L2 learners might preserve their identity by unconsciously selecting to be motivated instrumentally. Aspiration related to integrative motivation might affect their identity and fear of identifying with English culture (western) and values may be related to their sociocultural and religious affiliation. In addition, probably the latest American campaign during the last decades against some countries in the area might affect their motivation.

However, for the last motivational construct namely, integrative motivation, the students' results provide evidence that learning English was part of the culture of its people had the least impact on their English language motivation. This might be caused by the general negative attitudes that Arab, in general, and Moroccans in particular have regarded the British and Americans as colonizers of some parts of the Arab World. Additionally, a growing feeling of national confidence may well be another cause of the students' rejection of any other culture except their own. Overall, the results indicate that Moroccan secondary school students would like to be bilingual but not bicultural. This accords with Badaroos's (1988) argumentation that the apprehensive attitude toward English as the language associated with the occupation and westernization has been replaced by a positive attitude that looks at English as a tool for modernization and a prerequisite for finding jobs, particularly in the private sector, and for entering some English-medium faculties in the Moroccan context. In addition, having great desires for learning the language is considered one of the main components of language learning motivation (Gardner, 2006). It might be worth mentioning that the questionnaire results have been confirmed and thoroughly explained by those obtained from previous studies. With reference to previous research, it was noted that while the present findings were consistent with some studies, they are at variance with others. For example, the present study showed that instrumental reasons for learning English were preferred over integrative ones. This is in harmony with those results of Sarjit Kaur (1993), Al-Quyadi (2002) and Qashoa (2006). On the other hand, the findings of this study were different from those of researchers in other countries (Vijchulata & Lee, 1985; Benson, 1991) as the findings of the latter studies showed that integrative reasons were preferred over instrumental ones.

5. Conclusion

The present research divided the motivation into two orientations: integrative type of motivation and instrumental type of motivation. Then, we divided the attitude into two parts: negative attitudes and positive attitudes. Furthermore, we tried hard to find a relationship between the role of motivation and attitude of L2 students and their success in an L2 context such as the Moroccan one. As mentioned in the previous section, the mean score of integrative motivation (23.43) was a little higher than that of instrumental motivation (22.97). This showed that the participants were just a little more integratively motivated, but the standard deviation of integrative scores was larger than that of instrumental motivation, indicating that integrative scores were more widely spread. Moreover, because the possible integrative and instrumental scores ranged from 1–28, the sample mean scores (23.43 and 22.97) were greater than the possible median scores, indicating that the degree of motivation was high in the sample.

Funding: This research received no external funding.

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