CHAPTER – FIVE
SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This chapter presents a summary of the study and the findings, some conclusions, limitations and recommendations for further research in the area of attitude and motivation towards the learning of Arabic language.

5.1 Summary

5.1.1 Purpose of Study

The purpose of this study was to examine and demonstrate the role of social psychological variable (attitude and motivational) in the achievement level of Indian Muslim students learning Arabic as foreign language in AMU. The goal was to examine whether there is a relationship between attitudinal/motivational variables and foreign language achievement scores (grades) among Indian Muslim students who are majoring in Arabic at Aligarh Muslim University.

Based on this purpose, several research objectives were developed and seven null hypotheses were formulated as framework for investigation (see chapter one).

5.1.2 Methods used

Since this study is partially based on Gardner’s (1985a, 2005) attitude and motivation investigations theory, the motivation/attitudinal variables were measured by the Attitude/Motivation Test Battery (AMTB) instrument developed by Gardner (1985a) and
Garddner, Trembly & Masgoret (1997) to measure factors on attitude and motivation. The following attitudinal/motivational factors were used as independent variables (or predictor variables) of this study:

- **Integrativeness**
  - Integrative Orientation (IVO)
  - Attitudes toward Arab people (ATAP)
  - Interest in Foreign Languages (IFL)

- **Attitudes toward the Learning Situation**
  - Evaluation of the Arabic Courses (ACE)
  - Evaluation of the Arabic Teachers (ATE)

- **Motivation**
  - Motivational Intensity (MI)
  - Desire to Learn Arabic (DLA)
  - Attitudes toward Learning Arabic (ATLA)

- **Language Anxiety**
  - Arabic Class Anxiety (ACA)
  - Arabic Use Anxiety (AUA)

- **Instrumentality**
  - Instrumental Orientation (INO)

The independent variables (or predictor variables) of the study included eleven attitudinal / motivational variables. The research data were compiled and a
correlation and a multiple regression analysis were created by using SPSS statistical programme.

The dependent variable (or criterion variable) of language achievement was used as measurement of achievement in Arabic language learning. The students’ examinations scores (overall grades) for two semesters recorded directly from students’ results statements which were obtained from the controller examination.

### 5.2 Conclusions

This study generally examined and demonstrated the significant relations between attitudinal/motivational variables and achievement, so far offering support of Gardnerian model of motivation. The Gardnerian model of language learning is a dynamic process in which attitude/motivation variables influence language achievement. Thus, the results of this study clearly demonstrated that the correlation between achievement \((r = .55)\) are higher than those between language anxiety, intergrativeness, instrumental orientation and attitudes toward language situation.

The findings generally revealed evidence that AMTB can be a positive tool to measure attitudinal/ motivational variables of the Indian Muslim learners of Arabic. The findings basically confirm Gardnerian model of motivation.

The other major results or findings are specifically as follows:

1. As shown in table 4.1 and 4.A. The results of this study showed that the achievement of Arabic foreign language learners is found highly correlated with motivation \((r = .55, p < .01)\) followed by language anxiety \((r = -.43, p < .01)\),
integrativeness \( r = .39, p < .01 \), instrumental orientation \( r = .29, p < .01 \) and attitude toward learning situation \( r = .19, p < .5 \). Motivation emerged as the most important factor that influence achievement of students.

(2) Analysis of data and revealed that the attitudinal motivational variables of desire to learn Arabic, attitude toward learning Arabic, Arabic course evaluation, attitudes toward Arab people, interest in foreign language, instrumental and integrative orientation are positively related to success in language learning, while Arabic teachers evaluation is not a negative correlate of achievement. Arabic class anxiety and Arabic use anxiety are significant but negatively correlate of achievement (See table 4.2 4.2A).

(3) Hypothesis (Ho.3) was rejected on the bases of the results that the correlation between learners’ achievement and the integrative factors of integrative orientation, attitude towards Arabic native speaker and interest in foreign language are found significance. Interest in foreign language factor is found the most dominated predictor that influence the achievement of students as shown in tables 4.3 and 4.3A.

(4) The attitudes toward the learning situation factors of Arabic teacher evaluation do not attain significant with Arabic achievement of students while Arabic course evaluation show significant positive correlation with Arabic achievement and this
factor emerged the dominant predictor that influence the achievement of students. (See tables 4.4 and 4.4A.)

(5) As shown in table 4.5 and 4.5A analysis data strongly support the rejection of hypothesis (Ho.5) that was a significant correlation between achievement and motivation. The three motivation variables of motivational intensity, desire to learn Arabic and attitudes toward learning Arabic are positively related to achievement in a foreign language. Again this finding is especially interesting because the finding suggests the effect of motivation on Arabic language and cultural learning is more consistent with the language achievement of learners. Motivational intensity factor is found the highest predictor of achievement. Motivation is also consistent with previous research using the AMTB which had demonstrated to be a direct determinate of foreign language learning and should be the most relevant variables (Gardner, 1985, 2006).

(6) Analysis of data showed the correlation between Arabic class anxiety and achievement is significant ($r=-.41$, $p>.01$) and Arabic use anxiety and achievement ($r=-.40$, $p>.01$) but the interesting fact language anxiety is negatively related to achievement. The factor Arabic class anxiety emerged the dominated predictor of achievement but it inversely influenced the achievement of students. (See table 4.6 and 4.6A.)
Analysis of data showed that the correlation between achievement and instrumental orientation is found significant ($r=0.29$, $p<0.01$). (See tables 4.7 and 4.7A.)

5.3 Limitations of the Study

There are several limitations to this study. First, the sample was limited. The sample was only 50 students who came from Madrassa (Arabic/Islamic traditional school) and who came from six different states in India (Assam, Bihar, Jammu & Kashmir, Kerala, Uttar Pradesh and West Bengal). Though the investigation is limited in terms of the study sample, the study may be not generalizable to Indian Muslim students who study Arabic in other institutions in India. The researcher’s lack of financial support made it difficult for him to obtain a larger sample size from other academic institutions in other parts or states where Arabic is taught. Hence, the generalization will be limited.

Second limitation is represented in the method employed. As in any scientific endeavor, the first constraining factor derives from the method employed. In studies on L2/FL motivation and attitudes, questionnaires have become a widespread and almost the default method of collection. In other words, it is difficult to assess affective variables such as motivation and attitudes. These are usually collected through self-reported questionnaires. The use of standard instruments like Gardner’s (1985, 1997, and 2005) AMTB has been tested strengthened and modified to suit different purposes and contexts. However, there
are other sources of weaknesses as well. Dornyei (2003) explains the pros and cons of questionnaire research. To him, the main areas of concern are lack of depth in elicited content (obviously a trade off with time and quantity and respondents performance problems such as biases, carelessness or fatigue. Oller (1982) argues, affective measures do not always elicit true response from participants and they are vulnerable to extraneous influences. They may be influenced by the extraneous factors such as (self-flattening) the desire to look good in one’s own eyes or in the eyes of others (seeking socially desirable) or merely being consistent in responding to affective questionnaire (consistent responses). Oller and Perkins (1978 a, b) also claim that if the questions are phrased in the subject’s native language, they became a test of intelligence and a rather direct test of first language proficiency. If the questions, on the other hand, are phrased in the target language, they become a target language proficiency measure. Gardner (1980) responses that all such claims are based on speculation and lack empirical support. In the present study, neither participant’s native language, nor the target language were phrased in the instrument used. On the other hand, the use of self-reported questionnaire is an efficient method to collect large quantities of data; on the other hand, other methods such as observations and interviews should be adopted as complementary instruments for data collection measurement. For instance, the heads and advantages of adopting alternative (qualitative) methods in the study of L2 motivation is addressed in McGroary (2001) and Spolsky (2000).
Third limitation is represented in the Gardnerian model of motivation which might be an adequate description of how people learn a second/foreign language or not. The possibility that motivation, attitude and anxiety are the results and not the cause of second/foreign language achievement has some evidence (Au, 1988). However, to accept this, one would have to agree with the author in that the real cause of differences in language achievement are difficulties in the native language acquisition, which would return SLA research to be the isolated individual paradigm of the past.

Lastly, there are many factors that can affect students’ motivation toward learning Arabic other than the five components used in this research. However, the researcher used these five factors because they have been supported by empirical studies and have been proven relevant to the success in second/foreign language learning.

5.4 Recommendations for future Research

In order to promote this kind of research the following recommendations are made:

First, future research should replicate this study using a larger number of students but outside Aligarh Muslim University. A large sample size would enable the use of more complex statistical analyses (i.e., factor analysis, Path analysis, Amos) to test the appropriateness of Gardnerian motivation model more systematically. Using Structural Equation Modeling will provide for a statistical fit of the casual
relationship between the measured variables and the hypothesized latent variables in the AMTB.

Second, future research should also be conducted in several Arabic departments in other universities in order to broaden our knowledge about the role of attitudes and motivation in language learning. This current study took place in the Arabic department, Aligarh Muslim University, Aligarh, Uttar Pradesh. If the same research were conducted in other parts of the country, would the results be different?

Do, particularly, the attitudinal motivational variables that were tested in this study play significant roles in the success of Arabic language learning among those students whose religions and/or ethnicity are other than Indian Muslims or, can several parallel studies be undertaken at different universities with same background students to see if there are any similarities or differences?

Third, another point to consider for future research is to assess the Indian students' attitudes toward the Arabic speaking people in the Arab world and the integrative orientations as well. Are those variables definitely relevant to their language learning or are there any other reasons to conceal such attitudes and motivation? It is also recommended to conduct a study on the role of language anxiety. The present study found anxiety negatively related to achievements. Gardner (1985, 1991, 1993, 2005) acknowledged problems with the direction of causality between anxiety and language achievement. Anxiety had a detrimental effect on language learning. At the same time, it is caused by low proficiency in
the language. It would be interesting to investigate the reasons for this discrepancy. A longitudinal study using qualitative data might help.

Forth, this study uses questionnaires to collect a lot of data in order to see how researchers and teachers could help learners to enhance their performance and outcome of their learning. It is recommended to examine the effect of Arabic language and its culture and literature on the part of the students attitudes/motivation and their Arabic academic achievement with a qualitative research method by a long term investigation or interview. Thus, the individual differences can be analyzed more concretely. Researchers should begin to see individual differences in second or foreign language learning as something that can not only be studied but also put into practice.

Lastly, much work is still to be done within the Indian context as to what is happening in the Arabic curriculum and/or syllabus in both Islamic traditional schools and Arabic departments. Only through continued investigations and insights on students’ attitudes, motivation and anxiety can be drawn so that an Arabic language can be improved.

From this empirical research the students’ motivation has been proved to be the most decisive factor in successful Arabic learning. The findings provided evidence in support of the theory of Gardner in second and foreign language learning. Further research in this area that identifies the wide range of social and psychological influences on language learning would aid teachers in their efforts to improve achievement in the Arabic language classroom. The research hopes
that the present study will encourage further studies that clarify how and why students learn Arabic language and how this research get in touch with Indian schools and universities to the benefit of language learners.
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