



# The Role of Attitudes and Motivation in Learning English as a Foreign Language Among Yemeni Rural Secondary School Students

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Received July 17 2014, Revised August 14 2014, Accepted September 14 2014, Published 1 January 2015

**Abstract:** The present study explores Yemeni rural secondary school students' Attitudes Towards English Language Teachers (ATELTs) and their English Language Learning Motivation (ELLM). The study also attempts to: 1) investigate the inter-relationship between students' ATELT, ELLM and their achievement in English, and 2) investigate if there are significant differences between students' ATELTs and ELLM according to gender. A total of 75 (males=33 and females=42) rural secondary schools students participated in this study. They completed a questionnaire and answered a test. Descriptive as well as inferential statistical analyses were calculated by using SPSS. The results shows that the participants' ATELTs was favorable and their ELLM was quite high, as well. However, there was no significant relationship between their ELLM and ATELTs and there were no significant differences between male and female students regarding their ATELTs and ELLM.

**Keywords:** attitudes, motivation, rural secondary school students, teachers, learning English

## 1. INTRODUCTION

Globalization has necessitated a need to have a common language in the globe which can help nations to communicate with each other (Chun, 2001; Bidin, Jusoff, Abdul Aziz, & Salleh, 2009). English has recently "accelerated by starting expansion in the quantity and speed of international communication" (Cook, 2003, p. 25) and it is used worldwide as a lingua Franca (Watterson, 2008). According to Crystal (1997), "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology" (p. 110).

The status of English in Yemen is more favorable today than it has been before because the Yemeni people in general are now more aware of the fact that English has a crucial role in Yemeni education, politics, multi-national companies and various industrial developments.

English at Yemeni public schools is introduced and taught for six years of English language instruction (grades 7-12). Students take six English periods a week, each one lasts for 45 minutes. English curriculum is uniform throughout the country and it is mainly based on communicative approach (Al-Sohbani, 2013). However,

the school students' competency in English language is poor.

In higher education, English enjoys a privileged position at Yemeni universities. It is to some extent used as the medium of instruction for most scientific disciplines, medicines and engineering. Further, the faculties which do not use English as language of instruction, i.e., Commerce and Business Administration, Education and law require students to take two ESP courses, though these courses are not always effectively taught.

There are various factors that can affect students' performance of English language learning. Foreign/second language learning is a complex process that can be influenced by many factors such as language learning strategies (Oxford, 1990), aptitude, students' personalities, pedagogy, attitudes and motivation. A number of studies related to foreign and second language learning (Gardner & Lambert, 1972; Gardner, 1985; Oxford & Shearin, 1994; Dörnyei, 1998; Richards & Schmidt, 2002; De Bot, Lowie and Verspoor, 2005) state that attitudes and motivation represent the factors that prominently affect students' performance of English language learning since they play a prominent role in the success of English language learning.



The purpose of the present study is mainly to explore Yemeni rural secondary school students' Attitudes Towards English Language Teachers (ATELTs) and their English Language Learning Motivation (ELLM).. The study also attempts to find the relationships between students' ATELTs, ELLM and their achievement in English.

## 2. LITERATURE REVIEW

Several texts have been devoted to the study of attitudes (e.g. Cooper & Fishman, 1977; Spolsky, 1989; Morgan, 1993; Ellis, 1994; Csizér and Dörnyei, 2005). Savignon (1976), cited in Krashen (1988), consider the attitude as the single most important factor in second language learning. Empirical studies also have been conducted to investigate the effect of attitudes on learning a target language (Gardner & Lambert, 1972; Gardner, Smythe and Brunet, 1977; Gardner, Smythe and Clement, 1979; Shaw, 1983). Although such studies yielded different conclusions, generally speaking, they showed the importance of attitudes in learning a second or foreign language.

Learners are influenced by the people with whom they have a contact while they are learning and by the setting in which the language is learned. These situational variables influence their attitudes towards the language and the extent to which they become proficient in it. The literature abounds with studies emphasizing the important role of the teacher. Oxford (1998) revealed four sources of demotivation: the teacher's personal relationship with the student, the teacher's attitude towards the course or the material, style conflicts between teachers and students, and the nature of the classroom activities. The teacher is the most obvious element in this environment. Dry (1977) suggests that the most important immediate influence on the learners' own motivation is the teacher. He further suggests that a language teacher must be convinced that motivating pupils is, at all stages, his/her chief responsibility. The teacher plays an important role in the learning process as he can make learners like the subject or not regardless of the methods or techniques followed, which can lead to motivate or demotivate the student (e.g. Chambers, 1993; Dörnyei, 2001; Wentzel, 1996). Gardner (1985b) suggests that "teachers play an important motivational role, as do pedagogical techniques, experimental factors, peer groups etc., and these influences deserve to be investigated" (p. 109). In the same vein of thought, Finocchiaro (1981) argues that "motivation is the feeling nurtured primarily by the classroom teacher in the learning situation" (p. 59). Elsewhere (1983) she adds "... the more important and far-reaching in effect than curricula, methods, or techniques are the personality and the preparation of the classroom teacher" (p. 87).

Gardner and Lambert (1972) found that the learners' identification with their teacher emerged to be an important factor. The teacher can sometimes be the only source of motivation, basically in those situations where the learners' experience, as mentioned earlier, largely depends on their teacher. This is observed when, for instance, a secondary school teacher is criticized for not following innovative approaches or techniques. However, when students are asked about that teacher, they tend to praise him/her since they benefited from his/her teaching. In addition, it happens that such students tend to be very good at the subject taught by such a teacher.

Learning involves more than just a mental ability. It incorporates a number of non-intellectual factors as well. Carroll (1962) suggests three students' characteristics: aptitude, intelligence, and motivation. Motivation is one of the important factors in the learning process because it plays "a direct role in the formal training situation." (Gardner, 1979, p. 198). According to Nation (1975), "Without motivation, learning is not likely to take place" (p. 2), and Mugglestone (1977) says that the "causal relationship between motivation and learning is reciprocal rather than unidirectional" (p.116).

It can be claimed that learning will be successful with proper motivation, for countless studies and experiments in human and animal learning have shown the power of motivation on learning. In the words of Young (1961), "learning never occurs in the absence of motivation" (p. 418).

Psychologists, applied linguists, and others (e.g., Gardner & Lambert, 1972; Corder, 1973; Lott, 1978; Gardner, 1985b and 2006; Vaezi, 2008) agree that motivation plays a very important role in language learning. Mackey (1965) and Hewson (1982) put motivation as one of the factors which affect the learning process. Lifrieri (2005, p. 4) says that "when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them". Mukattash (1983) and Zughoul (1984, 1987) attribute Arab English language learners' weaknesses in English, in general, to various factors; lack of motivation is one of them. Gardner (2006, p. 241) states that "students with higher levels of motivation will do better than students with lower levels" (p. 241). He adds that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in doing the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc." (Gardner, 2006, p. 243). Brown (2000) points out that "it is easy in second language learning to claim that a learner will be successful with the proper motivation" (p.160).



It is claimed that the amount of attention learners give to input will depend largely on their motivation which must be taken into consideration for a successful language learning process (Richards, 1980; Abbott, 1981; Steinberg, 1982). Schumann (1978) proposes a broad framework of social and psychological variables which he claims they play an important role in making second language acquisition (SLA) successful; in this framework, motivation and attitudes are included. After reviewing the findings of Canadian and American studies, Jacobovits (1970) gives motivation with aptitude the highest percentage regarding their influence on learning a target language.

Gardner & Lambert (1972) distinguish two types of motivation: integrative and instrumental. Chalak and Kassaian (2010) state that integrative motivation is "the desire to learn L2 to communicate with the members of the second language society and find out about its culture", whereas the instrumental motivation "refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading a technical text" (P.39).

Gardner (1985b) states that "integrative motives facilitate second language acquisition because it reflects an active involvement in language study" (p.159). Accordingly, Gardner suggests that a learner who is integratively motivated would properly have a stronger desire to learn the language and make more efforts in learning the language. For many educators (e.g., Gardner & Lambert, 1972, 2006; Moiiinvaziri, 2008; Chalak & Kassaian, 2010; Ahmed, 2011), integrative and instrumental motivation are important.

Dörnyei (1990) considers the impact of the contexts of L2 learning and proposes an approach to L2 learning motivation that focuses on the importance of instrumental motivation in a FL context. Similarly, Oxford and Shearin (1994) state that when English is used in a context as a FL, only instrumental motivation is available in the classroom.

There are two other types of motivation. They are intrinsic and extrinsic. The former is related to the learner's initiative to do a task (e.g. understanding something) for its own sake. It is the inherent drive to pursue tasks for the sake of pursuing them, without any external influence or push or threat of punishment (Rezabek, 1995; Wigfield and Guthrie, 1997). Bruner (1966) argues that "the will to learn is an intrinsic motive, one that finds both its source and its reward in its own exercise" (p. 127). Reading at home or during free time an English short story which is not required for passing the examination is an example. Nation (1975) argues that this kind of motivation is the strongest one.

On the contrary to intrinsic motivation, learners who are extrinsically motivated "may work efficiently in the short term in response to external rewards and incentives, but their motivation is unlikely to sustain itself autonomously if the learning experience does not generate internal or intrinsic rewards" (Ushioda, 1996, p. 22). They do a learning task, for example, because they are pushed by external motives either to get a reward, i.e., passing examination or to avoid punishment, i.e., failing examination (Suleiman, 1983).

What follows is a selected number of previous studies related to attitudes and motivation which were conducted in different contexts in order to give more support to what has been reviewed above.

In the Canadian context, attitudes and motivation have been investigated among Francophobes learning English as a second language extensively (Gardner and Lambert, 1972). For instance, Clement, Major, Gardner and Smythe (1977) conducted a study on 130 French speaking seventh and eighth grade male and female students in a French elementary school in Ontario. It was found that students who perceived themselves as being relatively competent in English language skills had a greater desire to learn English and felt that their parents encouraged them and had more favorable attitudes towards English Canadians. Further, such students were also interested in their English course and they evaluated it as positive and easy.

In a study conducted on international students attending pre-session courses in English for academic purposes (EAP) at the University of Southampton in the U.K. Blue (1988) observed a significant and positive association between students' self-assessment and tutors' assessment in the four language skills. However, the level of association in reading and writing was not so high as it was for the listening and speaking skills. As a result, it was concluded that "whilst there is a definite positive association between self-assessment and tutors' assessment, it is far from being a perfect association" (Blue, 1988, p. 109).

Benson (1991) conducted a study on 311 freshmen Japanese college learners to assess their motivation regarding learning English. He introduced the concept of personal motivation, which is neither instrumental nor integrative motivation. Benson found a rejection of instrumental motivation, and preference for integrative motivation and personal reasons, which are mainly related to foreign travel.

Arani (2004) conducted a study mainly to identify the attitudes of 45 students at Kashan University of Medical Sciences towards learning English as a school subject. Having distributed different types of questionnaires to the sample at the beginning, in the middle, and at the end of the English for Medical Purposes (EMP) courses, it was found that most of these



participants have positive attitudes towards both learning English and the English language teacher.

As Arab learners are concerned, considerable studies have been conducted. In Yemen, for example, Al-Sohbani (1997) conducted a study on Yemeni secondary school students in three governorates, which aimed to explore the attitudes and motivation of these students and English Language Learning (ELL). It showed that most of Yemeni students had favorable attitudes and considerable high motivation regarding ELL. It also showed that the more the learners positively evaluate their English teacher, the more motivated they become to learn English. However, it was found that they tended to make inadequate efforts in studying English.

In the UAE, Qashoa (2006) conducted a study on secondary school students in Dubai which aimed to examine the students' motivation for learning English, and identify the factors affecting learners' motivation. It was found that the participants' instrumental motivation was higher than integrative motivation. Further, difficulties related to English vocabulary, structures and spelling were reported to be the most demotivating factors for such learners.

Al-Quyadi (2002) conducted a study in Yemen. One of the main objectives of his study was to investigate the attitudes and motivation of Yemeni EFL learners at the Department of English, Faculties of Education in Sana'a University. A questionnaire was distributed to 518 students representing seven Faculties of Education. It was found that the students were motivated on both the instrumental and integrative levels. They had also positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts.

Suleiman (1993) conducted a study on 15 male students and 7 female students from diverse Arabic-speaking backgrounds who were studying at Arizona State University by using qualitative and quantitative tools to explore Arab university students' motivation and attitudes related to studying English as a second language. A number of categories of motivation for studying English were found before and after their arrival in America. The participants also showed gender-related differences in motivation and attitudes. Attitudes towards study of English fell into nine categories ranging from amusement to resentment, whereas the participants' attitudes towards Americans and the United States before arrival fell into five categories: attraction; admiration; dislike; fear; and indifference. The results also revealed unfavorable attitudes towards the methods of teaching English in the participants' countries and favorable attitudes towards English instruction in the United States.

### 3. STATEMENT OF THE PROBLEM

The only way to learn English in Yemen is through formal instruction where the English language teachers are also Yemeni. Therefore, opportunity to learn English through natural interaction with native speakers is rare for students who live in rural areas or in small towns. Further, English is merely taught as a subject. Such a situation can negatively affect students' English language learning principally when they do not find a need to communicate in English in their daily lives on one hand and when passing the exam can be achieved easily on the other, due to the nature of exams, which are traditional and predictable. Concerned educators always have had hot argument that inability or failure in language learning of Yemeni rural secondary school students can be due to lack of motivation and negative ATELTs. Such an issue indeed needs to be explored empirically so that the revealed findings may enlighten and provide data that can be valuable to such educators.

### 4. AIMS OF THE STUDY

The present study mainly attempts to:

1. explore the Yemeni rural secondary school students' ATELTs and their ELLM,
2. investigate the inter-relationships between students' ATELTs and ELLM and their achievement in English, and
3. investigate if there are significant differences between students' ATELTs and ELLM according to gender.

### 5. RESEARCH QUESTIONS

The present study attempts to find answers to the following questions:

1. What attitudes do Yemeni rural secondary school students hold towards their English Language teachers?
2. Are Yemeni rural secondary school students motivated to learn English?
3. Is there a significant relationship between students' ATELTs, ELLM and their achievement?
4. Is there a significant difference between male and female students regarding their ATELTs and ELLM?

### 6. LIMITATION OF THE STUDY

Due to the size of the sample, the results of the present study are limited to the surveyed schools in the selected district, in Ibb governorate, at the secondary public schools (grade 10). That is, results gained from



this study should be cautiously considered and not generalized. Nevertheless, certain indications gained can be worth taking into account in similar schools and districts in Ibb governorate.

## 7. METHODOLOGY

### A. Participants

The participants in this study consisted of 75 (females =42; males =33) Yemeni public secondary school students from two rural schools, grade ten in Ibb governorate. These schools were chosen because of their geographical locations, size and the system of these schools is, to some extent, coeducation. The ages of the participants ranged from 16 to 17 years. All participants have received 3 years and 4 months of English instruction at school. The students were informed that their responses to the questionnaire would be kept confidential and would be used only for a research purpose. The completed questionnaires were collected right after the participants completed them.

### B. Tools of the Study

#### Questionnaire

The instrument used in this study was a questionnaire. It consists of three parts. Part I elicits personal information: gender, school, and age. Part II focuses on the students' attitudes towards their English teachers, which contains sixteen items. The students were asked to respond on the basis of a five-point scale: *strongly agree*, *agree*, *undecided*, *disagree* and *strongly disagree*. Part III examines the students' motivation regarding learning English. It consists of two scales (Desire to learn English and motivational intensity) adopted from Gardner (1985a). All the items of this instrument were translated into Arabic by the researcher and checked by a panel of judges (3 assistant professors) from the English department. The participants were asked to choose one alternative (a, b or c), presented in a randomized order regarding their values.

#### Achievement measures

Students' achievement was measured by two means: 1) scores on a structured test which consisted of multiple choice questions, short response questions and one short close test. Though all of these questions were based on what they had covered in the course book as well as the workbook, this test was given to a panel of judges from the English department and English supervisors before finalizing and administering it. All 75 students from both schools took the test, in which 90.3 % of the students failed and only 7% of them passed. 2) Students' school marks in English, awarded by the teachers, were also calculated.

### C. Data Analysis

The data were analyzed by using the SPSS statistical program for windows. Descriptive statistics; means and standard deviations were utilized. Pearson correlation coefficient was used to determine if there was any relationship between the learners' ATELTs, ELLM and their achievement in English. The *t*' test was used to determine if there is any significant difference between male and female students regarding their ATELTs and ELLM.

## 8. RESULTS AND DISCUSSION

As indicated above, the current study mainly sought to explore Yemeni rural secondary school students' ATELTs and their ELLM. The results and discussion are reported on the bases of the key questions that were formulated earlier.

### Research Question 1

#### What attitudes do Yemeni rural secondary school students hold towards their English Language teachers?

It is worth indicating that the analysis of the data was based on the students' responses to sixteen statements, for which they were required to tick any of the five alternatives, strongly agree, agree, undecided, disagree, strongly disagree. As seen in Table 1, given below, the results of the participants' responses regarding their ATELTs was generally favorable. This can be seen from the mean scores of all positively worded statements (i.e. items 11, 16, 9, 15, 7, 13,5,2) . Most of the participants of this study strongly agreed that '*The English teacher is sincere*' (ranked the highest with a mean score of 4.09). '*The English teacher is cooperative*' (ranked the second with a mean score of 4.01). '*The English teacher is systematic*' (ranked the third with a mean score of 3.93). '*The English teacher is active.*' (ranked the fourth with a mean score of 3.93), followed by the English teacher is: encouraging (Mean=3.67), likeable (Mean=3.65), friendly (Mean=3.64) and fair (Mean=3.39). On the contrary, most of the remaining negatively worded statements (i.e., 1,6,3,14,10 and 12) have elicited a response of mostly disagreement which shows again that the subjects of this study have favorable ATELTs.

TABLE 1. The Students' Results on their ATELTs.

No.	STATEMENTS	Rank	Mean	SD
7	The English teacher is sincere.	1	4.09	1.19
16	The English teacher is cooperative.	2	4.01	1.23
9	The English teacher is systematic.	3	3.93	1.35
15	The English teacher is active.	4	3.92	1.28
7	The English teacher is encouraging.	5	3.67	1.41
13	The English teacher is likeable.	6	3.65	1.31
5	The English teacher is friendly.	7	3.64	1.27
2	The English teacher is fair to all students.	8	3.39	1.44



8	The English teacher is confused.	9	2.85	1.44
4	I do not believe that the English teacher is competent.	10	2.76	1.42
12	The English teacher is difficult to deal with.	11	2.53	1.37
10	The English teacher is frustrating.	12	2.45	1.37
14	The English teacher is tedious.	12	2.45	1.35
3	The English teacher is not patient.	14	2.20	1.22
6	The English teacher is bad.	15	2.11	1.34
1	The English teacher is boring.	16	2.05	1.29

Here, it is pertinent to raise the question: Why do such students have favorable ATELTs while their English proficiency is generally poor? Such a contradiction between the students' positive ratings of their English teachers and their failure in the structured test can be due to the following reasons:

1. The English teachers usually give easy exams which do not reveal the students' real level of English. Such exams are traditional and focus mainly on grammar and vocabulary. Even the reading comprehension exam is literal. That is, a reading text is mostly tested by comprehension questions which can be answered by simply matching them to the information explicitly stated within the text (Hubbard, Jones, Thornton, Wheeler, 1983).
2. The participants have rated their English teachers positively because they might have compared them with the teachers of other subjects who according to the researcher's experience tend to be more traditional than English teachers.

This, however, leads us to say that the issue of the attitudes of Yemeni students towards their English teacher still needs to be investigated thoroughly by using various data tools such as observation, interviews etc. This result coincides with Gardner (1985b) who states that the concept of attitudes regarding language learning is complex.

### Research Question 2

#### Are Yemeni rural secondary school students motivated to learn English?

As mentioned earlier, motivation is measured by two main scales. They are the desire to learn English and the motivational intensity. Table 2 gives the means and standard deviations for motivation scores of the participants in terms of these two scales. In general, the students' motivation is quite high. As it is shown, the desire to learn English scale has scored a mean of 2.27 with standard deviation of .388. Similarly, the motivational intensity has scored a mean of 2.337 with standard deviation of .285. Again this result is similar to attitudes, discussed above, regarding the contradiction

between students' marks in the structured test and their motivation. That is, this result, contrary to what has been claimed shows that these learners want to learn English; however, their English proficiency is poor, indicating other factors (e.g. exams backwash, school teaching methods, inadequate efforts to learn and crowded classes) which might affect negatively such students to learn English appropriately.

**TABLE 2.** Means and Standard Deviations for Students' Motivation to Learn English, N= 75

MOTIVATION	MEAN	SD	MIN	MAX
Desire to learn English	2.271	.388	1	3
Motivational intensity	2.337	.285	1	3

### Research Question 3

#### Is there a significant relationship between students' ELLM, ATELTs and their achievement?

The Pearson product-moment correlation coefficients related to Najd Al-Jumai School sample reveal that there is no significant relationship between students' ATELTs, their ELLM and their achievement (school marks in English and their marks in the structure test). As it is seen in Table 3 below, the values of correlation coefficients reach ( $r = -0.142$ ), ( $r = -0.227$ ) and ( $r = -0.035$ ), respectively. The probability level values (Sig. 2-tailed) are (0.397), (0.171), and (0.836), more than the significant level of 0.05. The results have also showed that there is no relationship between students' ELLM and their achievement. The values of correlation coefficients are ( $r = 0.300$ ) and ( $r = 0.164$ ), respectively. Whereas the probability level values (Sig. 2-tailed) are (0.067) and (0.325), more than the significant level of 0.05.

**TABLE 3.** Correlation Coefficients' Values of the Study at Najd Al-Jumai School Variables (N=37)

		Students' ELLM	Students' achievement	
			School Marks	Marks in the structured test
Students' ATELTs	Pearson's correlation	-.142-	-.227-	-.035-
	Sig.(2-tailed)	.397	.171	.836
Students' ELLM	Pearson's correlation	.....	.300	.164
	Sig.(2-tailed)	.....	.067	.325

As for the results related to Al Nahdha School, the Pearson correlation coefficients, given in Table 4, also indicate that there is no significant relationship between students' attitudes, their motivation regarding learning English and their achievement. This is clearly seen from the values of correlation coefficients which reach ( $r = 0.269$ ), ( $r = 0.237$ ) and ( $r = 0.018$ ), respectively. The probability level values (Sig. 2-tailed) are (0.108), (0.158), and (0.914); more than the significant level of



0.05. Similarly, the results reveal that there is no relationship between students' ELLM and their achievement (school marks in English and their marks in the structure test) as the values of correlation coefficients reach ( $r = 0.109$ ) and ( $r = 0.013$ ) and the probability levels (Sig. 2-tailed) are (0.521) and (0.937), more than the significant level of 0.05.

**TABLE 4. Correlation Coefficients' Values of the Study at Al-Nahdha School Variables (N=38)**

		Students' ELLM	Students' achievement	
			School Marks	Marks in the structured test
Students' ATELTs	Pearson's correlation	.269	.237	.018
	Sig.(2-tailed)	.108	.158	.914
Students' ELLM	Pearson's correlation	.....	.109	.013
	Sig.(2-tailed)	.....	.521	.937

The results of this study do not coincide with the study conducted by Al-Sohbani (1997), which found positive correlations between learners' ATELTs, motivation and success in English. It also revealed that the more the students positively evaluate their English teacher, the more motivated they become to learn English. The findings of this study are also not consistent with most studies reported by Gardner and Lambert (1972) and Gardner and MacIntyre (1993).

The differences in the results of the studies can be due to the differences of settings, which indicate the difficulty to clearly understand the interaction between attitudes, motivation and achievement. Gardner (1980) points out that the social and cultural contexts of the various studies "would drastically influence the nature of the role played by affective variables in second language acquisition" (p. 265).

**Research Question 4**

**Is there a significant difference between male and female students regarding their ATELTs and ELLM?**

As mentioned earlier one of the main aims was to investigate the difference between male and female students regarding their ATELTs and their ELLM, by calculating the mean scores and applying the 't' test, it has been found that there is no significant difference between male and female students' ATELTs. As shown in Table 5, Levene's test for this variable according to gender is .456, more than 0.05. That is, the variance is equal and the result of the *t*' test has failed to reveal a statistically reliable difference between the means of males and females. As it can be seen in the results given ( $t = .258$ ,  $df = 73$ ,  $\alpha = 0.05$ ,  $p = .797$ ), *p* value (Sig. 2-Tailed value) is greater than the significant level of 0.05. Similarly,

Levene's test for students' ELLM is .808, more than 0.05. That is, the variance is equal and the result of the *t*' test has failed to reveal a statistically reliable difference between the means of male and female students. As it is statistically provided ( $t = 1.366$ ,  $df = 73$ ,  $\alpha = 0.05$ ,  $p = .176$ ), *p* value (Sig. 2-Tailed value) is greater than the probability level of 0.05, revealing no statistical significant difference between male and female students' ELLM.

**TABLE 5. Independent Samples t' test Showing Students' Differences Regarding their ATELTs and ELLM According to Gender**

Variables	Gender	N	Mean	SD	Leven's Test for Equality of Variances		't' test	DF	Sig.
					F	Sig.			
					Students' ATELTs	Male			
	Female	42	3.634	.683					
Students' ELLM	Male	33	2.359	.245	.059	.808	1.366	73	.176
	Female	42	2.272	.295					

Although in Yemen males and females are mostly segregated in educational and social life, this result shows that both genders have quite equal awareness of the English language learning importance and similar perception towards their English language teachers; their only source of knowledge and aspiration. This can be attributed to the current positive status of English in Yemen, on the one hand, and it could be due to the fact that these learners study together in these schools.

**9. CONCLUSIONS**

This study has shown that the participants have favorable attitudes towards their English language teachers and their ELLM is considerably high. Further, participants' responses have shown that there is no relationship between students' ELLM, ATELTs, and their achievement in English. Similarly, no statistical significant difference has been found between male and female students regarding their ATELTs and ELLM.

Based on the results of this study, it can be pointed out that concerned parties, mainly teachers and supervisors, might have misread the factors which really affect school learners to learn English effectively. Therefore, concerned educationists, viz., teachers and supervisors are recommended to try to work hard in order to realize what really cause learners to have a poor level of English though they are motivated.

Further research should include many more salient factors such as teachers' pedagogy, exams and students' socio-economic status. Moreover, future research should be replicated with more participants and the data should be elicited from other instruments as thinking aloud



observations, diaries and interviews. This can provide additional insights and justifications with regard to other variables that might hinder learners to learn English well.

#### ACKNOWLEDGMENT

The author would like to thank Mr. Mohammad Mokharish for distributing and collecting the questionnaire of this study. I would also like to thank the anonymous reviewers of the Journal of Teaching and Teacher Education for their valuable comments. I am also grateful to Dr. Nina Lotfi Abdulrazzak for her help, efforts and effectiveness.

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