

**Tertiary Learners' Motivational Intensity and Desire to Learn the French Language:
Evidence from a Non-Francophone Country**

Nesrine Abdullah EL-Zine
Sana'a University
Yemen

Ammar Mohamed Aamer
Sampoerna University
Indonesia

Abstract

Motivational intensity is fundamental for any language learner in order to succeed. This research addressed motivational intensity in the context of French language learners in a non-francophone country, Yemen. It also investigated the level of desire to learn French among university students. The present research answered the following questions: Do undergraduate learners of the French language have a high or a low level of motivational intensity in their learning of French? How much do undergraduate learners of the French language desire to learn French? Among the undergraduate learners of the French language, is there any gender difference in the level of motivational intensity and their desire to learn French? A stratified random sample of 69 students was sampled out of a population of 145 enrolled students from different levels in the Department of French Language and Literature at Sana'a University. The survey was comprised of 11 questions that were selected and modified from Gardner's Attitude, Motivation Test Battery Questionnaire (1985a). The items for this survey addressed two specific variables: motivational intensity and desire to learn French. The findings of this research showed that Yemeni undergraduate learners of French have a high level of motivational intensity and a significant amount of desire for learning the French language and culture. The findings also implied that male learners have a slightly higher level of motivational intensity and desire to learn French than their female counterparts.

Keywords: motivational intensity, learning French as a foreign language, gender difference

The French language in Yemen has progressively become more prestigious and more popular, especially among the younger generations. Nowadays, due to the consequences of war, Yemenis are suffering because of the unstable and threatening conditions under which they live daily. Most of the university graduates are seeking new opportunities for a better and safer life outside of Yemen. Thus, these youth are increasingly encouraged to learn French and discover the French/Francophone culture, so French speaking countries such as France and Canada can become for them a destination for employment and study. The objective of the present research was to address the motivational intensity of the French language learners in the context of a non-francophone country. The level of desire to learn French among university students was also investigated. This research aimed to answer the following specific questions:

RQ1 Do undergraduate learners of the French language have a high or a low level of motivational intensity in their learning of French?

RQ2 How strongly do undergraduate learners of the French language desire to learn French?

RQ3 Among the undergraduate learners of the French language, is there any gender difference in the level of motivational intensity and their desire to learn French?

For the purpose of this research, Yemen was chosen for the data collection as a case study to address the research questions. This research contributes to the body of knowledge for the variable of motivational intensity in learning French in a non-francophone country. In addition, it is one of the very few studies that focuses on Yemeni learners of foreign languages in general and Yemeni learners of the French language specifically.

The present article is organized into four sections. The first section presents the theoretical lens on which the researchers based their analysis. The second section discusses the methodology the researchers used in carrying out the research. In the third section, the statistical analysis of the data is presented with discussion of the obtained results. Finally, the study findings are concluded with suggested recommendations.

Literature Review

Research has identified motivation as one of the most substantial factors that has a great impact on learners' success and achievement. Nevertheless, motivation is closely related to another important concept which psychologists refer to as "motive". Therefore, psychologists have always included the notion of motive or goal in their multiple definitions of motivation. For example, Parham (1988) defines motivation as "The internal source, cause, or explanation of voluntary behaviors – the forces and processes that initiate, maintain, direct, and influence the strength of a behavior. Motives are the specific needs, desires, and wants that motivate" (p. 296). Likewise, Pintrich and Schunk (1996) see a powerful factor in the "goal" that is "impetus for and direction to action" (p. 4). The field of learning a foreign/second language is no exception in this regard. Gardner and Lambert (1972) were the first to highlight the crucial role of motivation in language acquisition; their empirical research affirmed that the degree to which learners successfully study a language is not related only to the learners' language capacity and intellectual aptitude but also to their motivation in learning the language and their attitudes towards that language and to the people who speak it. Since then, researchers have extensively investigated motivation and its different variables (e.g. Crookes & Schmidt, 1991; Dörnyei, 2003; Gardner, 1985b, 2001, 2010; Liu & Zhang, 2013; Noels, 2005; Spolsky, 1989). According to Gardner (1985b), a pioneer researcher in the field of second language learning

motivation, the latter is a combination of three components: effort, which refers to motivational intensity, desire to reach the goal of learning the language, and positive attitudes towards learning the language as well as towards the people who speak that language. “The concept of motivation ... is a multi-faceted construct in that it involves effort (motivational intensity), cognition (desire) and affect (attitudes)” (Gardner, 1985b. cited in Nakata, 2006, p. 55). Two components are addressed in the present study: motivational intensity and desire to learn.

Motivational intensity refers to the level of effort and persistence that learners apply consistently during their language learning process. Otherwise, it is seen as the goal-directed effort that learners expend to learn a foreign language and their persistence in learning (Ellis, 2004; Gardner, Tremblay & Masgoret, 1997). Motivational intensity has been identified as fundamental for any language learner in order to succeed (Pintrich & Schunk, 2002). Ely (1986) stressed the importance of investigating the strength of the learner’s motivation or, in other words, his/her motivational intensity, “it also seems important to investigate the strength of that motivation” (p. 28). Along the same line of thought, Dörnyei (1998) implied that motivational intensity can explicitly translate the learner’s motivated behavior, “The proof of motivation is in displaying it in action -hence the importance of the “desire” measure, which directly taps into the individual’s wish to perform the action; and, even more directly, the “motivational intensity” measure that explicitly focuses on motivated behaviour” (p. 122). Other research suggested that among the three components of motivation, desire and attitude are two interrelated variables that can significantly impact learners’ motivational intensity. However, the latter is pivotally responsible for language learning success (Gardner & Smythe, 1975; Masgoret & Gardner, 2003).

Regarding the difference in gender when it comes to language learning motivation, research has explored the role of gender variables for a better understanding of learners’ motivation in learning a foreign/second language. Most of the research has confirmed the importance of gender in this regard, especially that it has become an “interdisciplinary area of linguistic inquiry” (Abdilah & Chowdhury, 2013, p. 134). Still, some research findings showed no difference in language learning motivation with respect to gender (e.g. Akram & Ghani, 2013; Al Othman & Shuqair, 2013; Bacon, 1992). However, most of the research reported the existence of a significant difference in language learning motivation depending on the gender variable. Some research found that male language learners are more motivated than female learners (e.g. Abdilah & Chowdhury, 2013; Yeung, Lau, & Nie, 2011), whilst the majority of the research affirmed that female language learners are more motivated than the male learners (e.g. Adach, 2015; AL-Khasawneh & A Omari, 2015; Al-Mahrooqi & Denman, 2014; Azarnoosh & Birjandi, 2012; Bećirović, 2017; Csizér & Dörnyei, 2005; Heinzmann, 2009; Narayanan, Nair, and Iyyappan, 2007; Netten, Riggs, & Hewlett, 1999; Xiong, 2010 Coskun, 2014).

Methodology

Participants

For the purpose of this research, a stratified random sample of 69 participants/students was surveyed out of a population of 145 enrolled students from different levels in the Department of French Language and Literature at Sana’a University. There are four levels at the Department of French Language and Literature for the bachelor’s degree (freshman, sophomore, junior, and senior). This sample represents 47.59% of the targeted population, which is comparably a high percentage for similar studies. The participants were informed

about the purpose of the study and that participation was voluntary. Students were also reassured of the anonymity of the results of the given survey.

Research Instrument

The researchers developed a quantitative assessment using a survey as a measurement tool. The survey format consisted of two parts. The first part of the survey contained general demographic information of students with three subcategories: age, gender, and study level. The second part of the survey addressed students' motivational intensity and desire to learn French, which consisted of eleven questions that were selected and modified from Gardner's Attitude, Motivation Test Battery Questionnaire [AMTB], 1985a). Among the eleven questions, seven questions addressed the variable of motivational intensity, while four of the questions focused on the students' desire to learn French. The questions were translated to Arabic by the researcher and distributed to five college professors for their feedback, to minimize the redundancy-translated questions. After the review, two questions were modified and rephrased based on the comments received from the reviewers. In addition, a pilot study was conducted with ten randomly selected students. As a result of the pilot study, two instructional sentences were added to clarify for students how to answer some of the survey questions. The answer to each question was coded on a scale from 1 to 5, depending on the number of choices under each question. The scale conversion helped in conducting the statistical analysis for the collected data. For the purpose of this research, the IBM SPSS statistics software was used to statistically analyze the data.

Results and Data Analysis

Based on the data collected from the questionnaire, Yemeni French language learners' motivational intensity and their desire to learn French were both analyzed. The data analysis also aimed to demonstrate whether gender impacted the Yemeni learners' motivational intensity and their desire to learn French, or it had no significant impact on the mentioned two investigated variables. In the following sections, the analysis of the two survey parts, general demographics and motivational related questions are presented as follows:

Demographic Information

Table 1 & 2 present the distribution of the participants in this research with respect to their age and study level. As it can be noticed, the percentage of female participants (62%) is higher than male participants (38%). The tables also indicate that most of the participants are in their second, third and fourth years of study (31%, 23% & 33%), which is in line with the results for age (59% of participants are between 22-25 years old).

Table 1: Gender distribution of participants

Gender	Percentage	Number
Male	38	26
Female	62	43
Total	100	69

Table 2: Distribution of participants in percentage with respect to age and study level

Age	Percentage	Study level	Percentage
18-21 years	29	First year	13
22-25 years	59	Second year	31
26-29 years	8	Third year	23
30 and above	4	Fourth year	33
Total	100	Total	100

Motivational Intensity and Desire to Learn French

In this section, the motivational intensity and desire to learn French related questions are discussed under two separate sub-subheadings and based on the summarized results in Table 3.

Table 3: Percentage for motivational intensity (questions 1-8) & desire to learn French (questions 9-11)

Question #	Answer	Percentage	Male percentage	Female percentage
Q1	A.	48	38	53
	B.	38	46	33
	C.	14	16	14
	Total	100	100	100
Q2	A.	30	50	17
	B.	37	19	49
	C.	33	31	34
	Total	100	100	100
Q3	A.	45	62	35
	B.	42	31	49
	C.	13	7	16
	Total	100	100	100
Q4	A.	39	31	44
	B.	42	46	40
	C.	19	23	16
	Total	100	100	100
Q5	A.	25	27	23
	B.	54	65	47
	C.	21	8	30
	Total	100	100	100
Q6	A.	54	50	56
	B.	10	4	14
	C.	36	46	30
	Total	100	100	100
Q7	A.	54	62	49

	B.	30	23	35
	C.	16	15	16
	Total	100	100	100
Q8	A.	62	62	63
	B.	12	12	12
	C.	26	26	25
	Total	100	100	100
Q9	A.	7	6	7
	B.	55	58	53
	C.	38	36	40
	Total	100	100	100
Q10	A.	42	38	44
	B.	51	54	35
	C.	7	8	21
	Total	100	100	100
Q11	A.	51	42	56
	B.	16	8	21
	C.	33	50	23
	Total	100	100	100

Motivational Intensity (Questions 1-7). As the results in Table 3 show, for the statement in Question 1, “I actively think about what I have learned in my French class...,” the highest percentage for both male and female students was given to answer A, “Very frequently” (48%), while the lowest percentage was given to answer C, “Once in a while” (14%). However, female students scored a higher percentage (53%) than male students (38%) on answer A and a lower percentage (14%) than male students (16%) on answer C. The results for the statement in Question 2, “If French were not taught in university, I would...,” revealed that the majority of the participants (37%) would “not bother learning French” (Answer B), while answer C, “try to obtain lessons in French somewhere else,” got the second highest percentage (33%). The lowest percentage is given to answer A with (30%). Still, female learners had a higher percentage for answer C (34%) than their male counterparts (31%).

For the Question 3 statement, “When I have a problem understanding something we are learning in French class, I...,” a small percentage (13%) was given for answer C, “just forget about it,” while answer A, “immediately ask the teacher for help,” recorded the highest percentage among all the three answers with 45%. Nevertheless, results for the male learners on answer A marked a significantly higher percentage (62%) in comparison to the females (35%). The results for Question 4, “When it comes to French homework, I...” indicate that 42% of the participants agreed with answer B, “work very carefully, making sure I understand everything.” However, the male students had the larger part of this result (46%) than their female counterparts (40%). On the other hand, the lowest percentage (19%) for Question 4 was given to answer C, “just skim over it,” with (16%) for the female learners and (23%) for the male learners.

On the statement for Question 5, “If my teacher wanted someone to do an extra French activity, I would...,” answer B, “definitely volunteer,” got the highest percentage (54%). Yet, male

student results (65%) indicate their higher level of motivation in comparison to the female students (47%) in regard to volunteering to do any extra French activities.

The results for Question 6 are similar to those obtained for the previous question (Q5) in proving the participants with a high level of motivation in their learning of French. In fact, the results revealed that the majority of the participants (54%) agreed on rewriting and correcting the mistakes in their assignments when the teacher returns them back to the participants (answer A). Also, the least percentage was given to answer B (10%) where the student would just throw the assignment in the desk and forget about it. Nevertheless, this time female participants' percentage (56%) for answer A was higher than the male participants' percentage (50%).

As the results indicate for Question 7, "When I am in French class, I...", the highest percentage was accorded to answer A "would volunteer answering as much as they can" with (54%), right after it came answer B "would answer only the easier questions" with (30%) and the lowest percentage was given to answer C would never say anything with (16%). Yet, for the highest percentage answer (answer A), the male participants' percentage (62%) was still significantly higher than the percentage of the female participants (49%).

Desire to Learn French (Questions 8-11). The results indicate that the highest percentage of participants (62%) agreed that "During French class" they would prefer to have a combination of French and Arabic spoken (Question 8). However, it is noticeable that the proportion of males (62%) was very close to the females' proportion for this answer (63%). Whereas, the lowest percentage (12%) was scored for answer B "to have as much Arabic as possible spoken." Here too, the proportions of female and male participants were very similar (12% for males and 12% for females). For Question 9, "If I had the opportunity to speak French outside of my department," the results, as with the previous question, reflected the participants' significant desire to learn French. Accordingly, the highest percentage (55%) was given to answer B, where the participants would "speak French most of the time, using Arabic only if really necessary." Same as the results for question 8, the proportions for male and female participants were close. Yet, the percentage of male participants (58%) was higher than their female counterparts (53%). On the other hand, the results revealed a very small percentage (7%) of participants would "never speak French."

For Question 10 "If I had the opportunity to see a French play," the findings show the enormous willingness of Yemeni French learners to discover the French language and culture. In fact, most of the participants shared their desire to go and see a French play with a percentage of 51% for answer B, "definitely go." However, male participants had a higher percentage (54%) than female participants with 35%. Still, a remarkably low percentage was accorded to answer C (7%), where participants chose not to go to the play even if they could do it.

Similar to the responses for Question 10, the results for Question 11 also reveal how eager Yemeni undergraduate students are to learn French. According to the results, (51%) of the participants chose answer A and agreed, "If I had the opportunity and knew enough French, I would read French magazines and newspapers as often as I could." For this answer, female participants had the highest percentage (56%) whilst male participants recorded (42%) for this answer. Same as in the results for Q 1, 3 and 6, the justification of this gap between male and female participants' percentages may be because of the males' social and familial duties, which can make it harder for male students to spend more time on reading.

Discussion

From the obtained results, it can be noticed that the percentage of female participants in this research is considerably higher than male participants. This large gap between male and female participants is representative of the fact that the highest percentage of students enrolled in the French Department has always been females. In this regard, it is worth underlining that the high percentage of female students enrolled in the Department of French Language in comparison to the male students reflects the traditional and cultural assumption in Yemeni society, according to which the fields that are related to education, arts, and languages are generally considered to be more suitable for females, while other fields such as engineering, business, and law are seen as more male-oriented. However, this perception of the male and female major of studies has changed over time and does not hold anymore as many female and male students are enrolling in the different mentioned fields with no consideration of gender.

The results generally indicated that the majority of the participants (males and females) agreed that when they are in their French class, they volunteer, answering as much as they can, and they do their best to finalize all the tasks and improve their level in French. In addition, the results confirmed that Yemeni undergraduate learners of French, generally, accord a significant amount of effort in their learning process even when they are not in classes. Hence, the results provided positive answers to the first two research questions inquired through the present research. As for the third research question about the difference in gender when it comes to the learners' desire to learn the French language, some of the results confirmed that the female students' enthusiasm and motivation to learn French is significantly higher than their male counterparts, such as the case for question 1, 2, 5 and 6 where female students appeared to think more frequently about what they learn in their French classes and search for all opportunities to learn French even if they would have to enroll in classes out of the university's curriculum. Similarly, the results of some of the questions showed that the female learners are more willing to spend extra time studying and reviewing for their lessons more than the male learners. It is very possible that the justification for the gap in percentage between male and female learners for some questions is due to social and familial responsibilities. In fact, Yemeni female students at universities are, most of the time, dependent on their families. Thus, usually female students can afford to have more time to study and review at home, while male university students, besides their classes, are supposed to work in order to support themselves and sometimes to support their families.

Some of the results can reflect the difficulties and challenges that Yemeni tertiary learners face in their studies because of the war. This is the case for question 2 where the majority of the participants affirmed that they would not be able to learn French if it was not offered by the university. It is possible that their answer is influenced by the fact that all means of interaction with the French language, people and culture are in the present time hardly, if ever, reachable because of the war.

On the other hand, although most of the time the means for the learners to practice their French outside of the university's setting is very difficult, if not impossible, due to previously mentioned factors, the results revealed that Yemeni tertiary learners have a high amount of desire to use and learn French. Thus, the majority of the students are willing to read and speak in French and even to attend French theater plays if they can.

Overall, the aggregate percentage of the male learners implied that they have higher motivational intensity and desire to learn the French language than female learners. This

implication could be driven by the Yemeni males' social and familial responsibilities, which dramatically increased because of the burden of the war, which played a considerable role in their motivation and desire to learn the French language so they can find better job opportunities for living. In summary, Figure 1 highlights the highest representative and significant findings of the survey's eleven questions as already presented in the sections above.

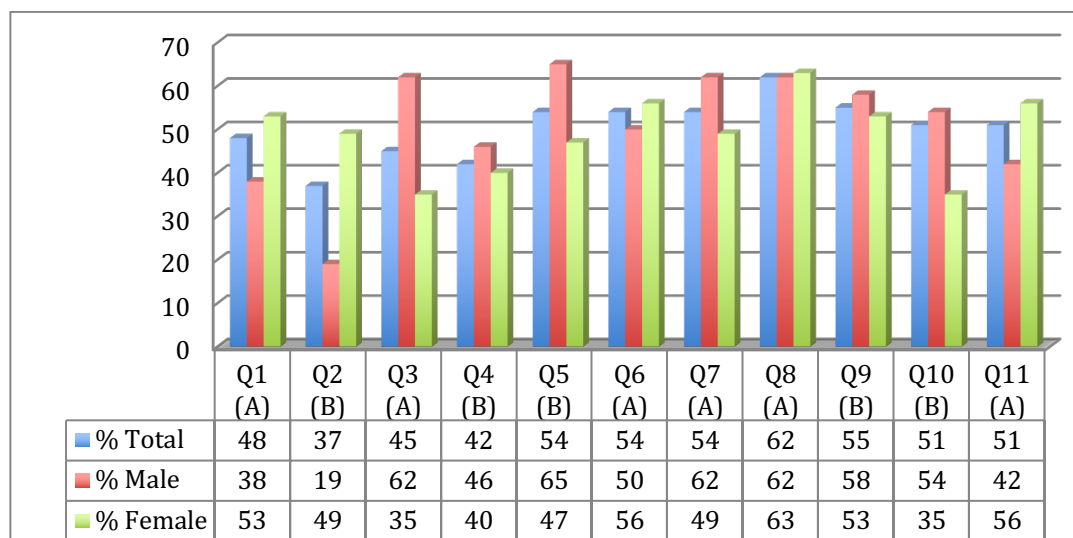


Figure 1: summary findings of the survey's eleven questions

Conclusion

In conclusion, motivational intensity in the context of French language learners in a non-francophone country was addressed in this research. The researchers investigated the level of desire to learn French among university students. In doing so, answers were provided to the following questions: Do Yemeni undergraduate learners of the French language have a high or a low level of motivational intensity in their learning of French? How much do Yemeni undergraduate learners of the French language desire to learn French? Among the Yemeni undergraduate learners of the French language, is there any gender difference in the level of motivational intensity and their desire to learn French? The findings reported in this study show that, in general, Yemeni learners have a high level of motivational intensity and a significant amount of desire for learning the French language and culture. With regard to gender difference in the level of motivational intensity and the desire to learn French among the Yemeni learners of French language, the findings of the current study implied that there is a slight difference between males and females in their motivational intensity and desire to learn French. Thus, male learners are found to have a higher level of motivational intensity as well as more desire to learn French than their female counterparts.

The presented research had some limitations that should be taken into consideration. On the national level, the research was conducted in the French Language Department of Sana'a University, which is only one of the five Yemeni universities that have French language departments. The limitation of the surveyed sample was due to logistical issues and difficulties in collecting data from the other universities because of the ongoing war. In a wider context, the discussion in this research focused on one of the non-francophone countries, Yemen, which could be one of the limitations. Hence, considering the previously mentioned limitations, the following recommendations may be addressed for similar future research. It is recommended to address the same questions using the same methodology in other non-francophone countries.

It would be interesting to compare the motivational intensity of the French language learners and the level of desire to learn French in other non-francophone countries among university students in different cultures, or even of similar cultures in the same region.

References

- Abdilah, H. & Chowdhury, R. (2013). Gender and motivation: A case study of Iraqi immigrants in Melbourne. *Conference of the International Journal of Arts & Science*, 6(1), 231–239.
- Adachi, R. (2015). Motivation and communicative attitudes among Japanese EFL pupils. *Indonesian Journal of Applied Linguistics*, 5(1), 1–10.
<https://doi.org/10.17509/ijal.v5i1.824>
- Akram, M. & Ghani, M. (2013). Gender and language learning motivation. *Academic Research International*, 4(2), 536–540.
- Al-Khasawneh, F. & Al-Omari, M. (2015). Motivations towards learning English: The case of Jordanian gifted students. *International Journal of Education*, 7(2), 306–321.
<https://doi.org/10.5296/ije.v7i2.7699>
- Al-Mahrooqi, R. & Denman, C. (2014). Motivation within the Omani EFL context: types, sources and classroom implication. *Journal of Teaching and Education*, 3(2), 103–120.
- Al Othman, F. & Shuqair, K. (2013). The impact of motivation on English language learning in the Gulf States. *International Journal of Higher Education*, 2(4), 123–130.
<https://doi.org/10.5430/ijhe.v2n4p123>
- Azarnoosh, M. & Birjandi, P. (2012). Junior high schools' L2 motivation self system: Any gender differences? *World Applied Science Journal*, 20(4), 577–584.
<https://doi.org/10.5829/idosi.wasj.2012.20.04.2732>
- Bacon, S. (1992) The relationship between gender, comprehension, processing strategies, and cognitive and affective response in second language learning. *The Modern Language Journal*, 76(2), 160–178. <https://doi.org/10.1111/j.1540-4781.1992.tb01096.x>
- Bećirović, S. (2017). The relationship between gender, motivation and achievement in learning English as a foreign language. *European Journal of Contemporary Education*, 6(2), 210–220. <https://doi.org/10.13187/ejced.2017.2.210>
- Coskun, L. (2014). Investigating the essential factors on students' motivation through comparing boys and girls in terms of instrumental & integrative motivation in EFL classrooms. *Journal of Educational Social Research*, 4(2), 150–156.
<https://doi.org/10.5901/jesr.2014.v4n2p150>
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512.
<https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Csizér, K., Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89 (1), 19–36. <https://doi.org/10.1111/j.0026-7902.2005.00263.x>
- Dörnyei (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117–135. <https://doi.org/10.1017/S026144480001315X>
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(1), 3–32.
<https://doi.org/10.1111/1467-9922.53222>
- Ellis, R. (2004). Individual differences in second language learning. In Davies, & A.Elder, (eds.), *The Handbook of Applied Linguistics* (pp. 525–551). MA: Blackwell.
<https://doi.org/10.1002/9780470757000.ch21>

- Ely, C. M. (1986). Language learning motivation: A descriptive and casual analysis. *The Modern Language Journal*, 70(5), 28–35.
<https://doi.org/10.1111/j.1540-4781.1986.tb05240.x>
- Gardner, R. C. & Smythe, P. C. (1975). Motivation and second language acquisition. *Canadian Modern Language Review*, 37, 218–230.
- Gardner, R. (1985a). *The Attitude Motivation Test Battery: Technical Report 1*. University of Western Ontario: London. Retrieved from:
<http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf>
- Gardner, R. (1985b). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- Gardner, R. C., Tremblay, P. A. & Masgoret, A. (1997). Towards a full model of second language learning: An empirical investigation. *Modern Language Journal*, 81, 344–262. <https://doi.org/10.1111/j.1540-4781.1997.tb05495.x>
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds), *Motivation and Second Language Acquisition* (pp.1–19). Honolulu, HI: University of Hawaii Press.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The Socio-educational model*. Bern: Peter Lang Publishers.
- Heinzmann, S. (2009). Girls are better at language learning than boys: Do stereotypic beliefs about language learning contribute to girls' higher motivation to learn English in primary school? In *VALS-ASLA (Swiss association of applied linguistics)*, 89, 19–36.
- Liu, M. & Zhang, X. (2013). An investigation of Chinese university students' foreign language anxiety and English learning motivation. *English Linguistics Research*, 2 (1), 1–13. <https://doi.org/10.5430/elr.v2n1p1>
- Masgoret, A. M. & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53, 167–210. <https://doi.org/10.1111/1467-9922.00212>
- Nakata, Y. (2006). *Motivation and experience in foreign language learning*. Germany: Peter Lang.
- Netten, J., Riggs, C., & Hewlett, S. (1999). *Choosing French in the senior high school: Grade 9 student attitudes to the study of French in the Western Avalon School District. St. John's, Newfoundland: Memorial University, Faculty of Education*.
- Noels, K. A. (2005). Orientations to learning German: Heritage language learning and motivational substrates. *The Canadian Modern Language Review*, 62(2), 285–312. <https://doi.org/10.3138/cmlr.62.2.285>
- Parham, A. C. (1988). *Psychology: Studying the behavior of people*. Cincinnati, Ohio: South-Western Publishing.
- Pintrich, P. R.; Schunk, D. H. (1996). *Motivation in education: Theory, research, and applications*. New Jersey: Prentice-Hall.
- Pintrich, P., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and application*. Englewood Cliffs, NJ: Prentice Hall.

- Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford: Oxford University Press.
- Xiong, X. (2010). A comparative study of boys' and girls' English study difference. *Journal of Language Teaching and Research*, 1(3), 309–312. A comparative study of boys' and girls' English study difference
- Yeung, A., Lau, S., & Nie, Y. (2011). Primary and secondary students' motivation in learning English: Grade and gender differences. *Contemporary Educational Psychology*, 36(3), 246–256. <https://doi.org/10.1016/j.cedpsych.2011.03.001>

Corresponding author: Nesrine Abdullah EL-Zine

Contact email: nelzineut@gmail.com