

# Motivation at Eötvös Lóránd University for Hungarian students who are studying Arabic

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**Abstract:** *This study is going to examine motivation levels and their aspects and try to offer solutions to overcome low motivation for Hungarian students who are studying Arabic at ELTE University in Budapest in Hungary. In order to answer the research questions, the researcher is going to conduct a quantitative research with the participation of 34 students from different levels, first year students, second year students and third year students who study a bachelors degree in Arabic language and literature. The researcher will examine the data through a questionnaire based on the scale of Richard Schmidt and Omniya Qasabgy (1996) of 39 motivation items.*

*The paper came up with the result that the students who are learning Arabic in the Arabic language Department at ELTE University exhibited some kind of motivation to learn Arabic though not as much as should be with male students expressing more enjoyment in learning it than their female counterparts and older study level students more than the younger ones. This should give motive to the people in charge to study this phenomenon and try to find some more motivating strategies. Other strategies need to be applied to encourage motivation including the use of native speaker teachers or field visits to some Arab speaking countries to contact the culture besides the language.*

## 1. Introduction

The world today has become like a small village and contact between peoples and countries has increased several times than the past century. As a result, the world needs to have a medium of communication and the only successful medium of communication nowadays is understanding each others' languages. For this reason a lot of students around the world started to learn new languages that they have never known before. The UN recognizes six languages as its main official languages, Arabic is one of those languages since a large number of countries speak it, in fact about 22 countries and many other millions for religious purposes as it is the language of the second biggest

religion on Earth. One of the most challenging demands to the students and teachers is to have the motivation to learn such a language. The research will examine motivation levels in learning Arabic for the Hungarian students of ELTE University in Budapest in Hungary. Some recommendations will be offered to help students and people in charge in that university to increase motivation levels in learning Arabic and enhance the Arabic learning process in that university in general. Through my experience in teaching Arabic in the Arabic Department at ELTE University for one year, I have seen weak participation and weak motive to learn Arabic by Hungarian students at ELTE University, this urged me to conduct this study on students' motivation to learn Arabic.

The researcher is going to study motivation levels in learning that language and compare the results with other research results and give recommendations based on those results. It will be a study of great importance for the university and the Arabic Department as it will be the first time that this topic will be addressed in that department. This might help people in charge to develop strategies that help students to have more motivation in learning Arabic language.

This research will answer the following questions concerning motivation in learning Arabic:

- ◆ What are the motivation levels of the Hungarian students studying Arabic at ELTE University?
- ◆ Are there any gender or year of study differences concerning motivation in that university?
- ◆ What can be done to increase motivation for the Hungarian students learning Arabic?

The first part of this research will discuss the expression of motivation and how it was viewed according to some scholars. Then the questionnaire items and the results of the questionnaire will be analyzed and compared with international standards mentioned in other works, and finally recommendations will be offered based on those results.

## 2. Literature Review

Richard Schmidt and Omniya Qassabgy (1996) talked about motivation to learn another language from the side of the purpose behind doing that. They argued that some people learn a foreign language just as a way to get out of their homes and to know new cultures and communities. Other people might study a language just to get a job or work in a company. Maehar and Anchor, (1987) talked about several aspects that can be evidence on motivation through observation like the decisions chosen by the students, how much attention they give to an activity and how long they continue to do that and how interactive the students are in learning the language. Gardner, (1988) talked about the motive why students choose a language to learn, for some it is the institutional motive like studying the language just because they have to study it or because it is imposed on them by their families or even to easily find a job, and for others it is the integrative motive like choosing to learn a language because the learner likes that language or that culture and s/he wants to really integrate in that culture and know more about it by studying its language. In this study, I am going to know the real reasons behind choosing to learn Arabic by the students studying in the Arabic Department at ELTE University. It is still unclear whether motivation is the cause or the result of successful learning of a language since there are many theories about that. The students' general foreign language motivation could be described in terms of eight factors, a communicative motive, classroom level motivation, teacher's method motivation, integrative motivation, helplessness factor, anxiety factor, success or failure criteria and the interest in learning the language, Julkunen, (1989).

## 3. Methodology

It will be a descriptive, analytic, qualitative study in the Arabic Department at ELTE University where motivation to learn Arabic will be studied and the possible solutions to low levels of motivation are expected to be offered. The researcher is going to examine motivation by using a questionnaire of 39 items based on Richard Schmidt and Omniya Qasabgy (1996). The questionnaire will be conducted in Hungarian as it is the students' mother tongue after it was translated by a Hungarian friend who studied English. Later the questionnaire results will be analyzed using the statistical package of social sciences SPSS.

## 3.1 The participants

34 students participated in the questionnaire. They were chosen with the help of the Arabic Department coordinator who gave the researcher the emails of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students who are studying Bachelors in Arabic at ELTE University. The researcher sent them the questionnaire and they filled it in and sent it back. The overall number of Hungarian students who are studying in the Arabic Department at ELTE University is 44 students whom the researcher sent the questionnaire, ten of the students didn't reply by sending the filled questionnaire back. 7 of the students who emailed the questionnaire back were 3<sup>rd</sup> year students, 16 were 2<sup>nd</sup> year students and 11 were 1<sup>st</sup> year students

The students of that department have been chosen to be the population of the study because the researcher has taught in that department for one year and has had good contact with the department's head and professors. This will make the task easier for the researcher to get the necessary information from the department if needed and even get the necessary cooperation from the students. Based on the results of the analysis, some academic solutions will be offered that will be suitable for the nature of those students based on their own data.

## 3.2 The instrument

The questionnaire was conducted in the students' mother tongue of Hungarian. It starts with some items about general personal information like the gender, nationality and the year of study. Then the students are asked to express their agreement with the 39 items using a four point likert scale that ranges from strongly agree (1) to strongly disagree (4).

## 3.3 Data collection

With the help of the head of the Arabic Department Dr Szombathy and the department's coordinator Dr Ivanyi, I got the emails of the Hungarian students who are studying Arabic at ELTE University, I sent them the questionnaire and asked them to fill it, then I collected the filled papers. The questionnaire was distributed in the form of a full sample to all students who study Arabic in the department whether they are in their first, second or third year.

## 4. Limitations of the study

This paper is going to examine motivation for Hungarian students who are studying at ELTE University in Hungary. It can't be generalized to other Hungarian students who are studying in other universities or outside Hungary where some go in

scholarships to study in some Arab countries. Another thing is that this paper examines bachelor students only, it doesn't include the students who are studying masters in Arabic language. In addition, the results will be only based on the students' responses to the questionnaire's items. There are no other criteria to judge motivation rather than the questionnaire. This paper might be a pioneer to other studies focusing on other factors concerning motivation at ELTE University in general.

**5. Expected outcomes**

It's expected that this paper will come up with the outcome that the Hungarian students who are studying Arabic at ELTE show a certain degree of low motivation towards learning Arabic as a foreign language which is attributed to many factors that will be discussed in the next section. It is also expected that the researcher will come up with some suggested solutions to overcome that problem in the Arabic language classroom.

**6. Discussion and evaluation**

The students who participated in the study are divided into three groups according to their study level, and two gender groups as shown in figure number 1.

**Figure number (1). The participants' gender and study level.**

**gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	7	20.6	20.6	20.6
female	27	79.4	79.4	100.0
Total	34	100.0	100.0	

**studylevel**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid first year	11	32.4	32.4	32.4
second year	16	47.1	47.1	79.4
third year	7	20.6	20.6	100.0
Total	34	100.0	100.0	

From the table above, we see that about 20% of the participants were males (7 participants) whereas about 80% were female students (27 participants), that percentage is very normal because the majority of students who study there are female students. Concerning the study year of the participants, there are three groups, the first year students with a percentage of about 33% (11 students), the second

year group with a percentage of about 47% (16 students) and the third year students with about 20% (7 students).

The 39 items of the questionnaire focused on nine factors that affect the motivation of learning a second language which are determination, anxiety, instrumental motivation, sociability, attitudes to culture, foreign residence, intrinsic motivation, beliefs about failure and enjoyment.

The nine aspects of language learning motivation are to be analyzed according to Richard Schmidt and Omniya Qasabgy style of analyzing their research results.

From table (1) of mean values in the appendix section, we can see that the lowest scored items by the students were the following: If I don't learn well in this Arabic class, it will be mainly because of the teacher, If I don't do well in this Arabic class, it will be because the class is too difficult and I don't enjoy learning Arabic, but it will be useful for me with mean values of 3.1, 3.1 and 3 respectively (Most of the students disagreed with those statements because the scale starts from 1 strongly agree to 4 strongly disagree). This means that the students don't blame the teacher for their weak learning but they attribute it to other factors related to them like motivation to learn the language or not studying hard. Majority of the students scored disagree that the class is difficult, but most of them disagreed with the statement that they don't enjoy learning Arabic, on the other hand, they think it will be useful for them. So, it is not a matter of hating learning the language or seeing it difficult.

The statements that most students agreed or strongly agreed with were the following: I really want to learn more Arabic in this semester than I have in the past, my relationship with the teacher in this Arabic class is important to me and this Arabic class will definitely help me improve my Arabic with the mean value of 1.6, 1.6 and 1.5 respectively (1 strongly agree, 2 agree) which varies between strongly agree and agree. The majority of students are encouraged and eager to learn more Arabic and like to have good relations with their teachers. This means that they have the motivation to learn the language although they are not good enough in using it as I saw in that department while teaching for one year.

Richard Schmidt and Omniya Qasabgy (1996) divided the 39 items into nine groups. Foreign language learning motivation can be described in terms of nine groups which are determination represented by the items 1-14 with Cronbach Alpha of 0.65, anxiety which is represented by the items 15-20 with Cronbach Alpha of 0.82, instrumental motivation represented by the items 21-24 with

Cronbach Alpha of 0.69, sociability which is represented by the items 25-27 with Cronbach Alpha of 0.54, attitudes towards culture with the items 28-31 with Cronbach Alpha of 0.85, foreign residence motive represented by items number 32 and 33 with Cronbach Alpha of 0.50, intrinsic motivation represented by items number 34-36 with Cronbach Alpha 0.92, beliefs about failure with items number 37 and 38 with Cronbach Alpha of 0.81 and enjoyment which is represented by the item number 39, no Cronbach Alpha is needed because it is a single item construct.

**Figure (2): The mean value of each construct of students' motivation.**

	I enjoy learning Arabic very much	determination	anxiety	instrumental motivation	sociability	attitudes towards culture	foreign residence	intrinsic motivation	failure beliefs
N	34	34	34	34	34	34	34	34	34
Valid	34	34	34	34	34	34	34	34	34
Missing	0	0	0	0	0	0	0	0	0
Mean	1.8824	1.8116	2.5637	2.1176	1.9706	2.1616	2.2647	2.7451	3.1912
Std. Deviation	.91336	.31594	.59319	.45741	.46802	.31910	.73066	.27289	.55068

**Frequency Table**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	41.2	41.2	41.2
agree	12	35.3	35.3	76.5
disagree	6	17.6	17.6	94.1
strongly disagree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

As we see from figure 2 above which shows the main constructs which affect motivation to learn a foreign language, which is Arabic in our case, when we talk about the enjoyment in studying Arabic we can see that the students are generally interested in learning that language although there is less than half of them don't enjoy it. If the students chose this specialization by themselves and freely, then why some of them don't feel they enjoy learning it? The answer might be deduced from the mean value of the other constructs, for example, in the second construct group which is determination, the students showed great determination in mastering the Arabic language with mean value of 1.8 which means most of them have high determination level. This means that this factor has no effect on the enjoyment factor. The same thing applies to the third aspect of a foreign language motivation which is anxiety where about two thirds of the students showed no anxiety in learning Arabic. So what affects their motivation? If we study the factor foreign residence, most of the students disagreed that they have a motive to live in an Arabic country nor their famous actors and musicians are Arabs although they expressed great respect to the Arabic culture and said it contributed

much to humanity. Half of the students in the intrinsic motivation factor attributed their motivation to learning Arabic to factors like finding a better job or social status with a mean value of 2.1. Furthermore, half of the students, too attributed their motivation to learn Arabic to knowing new people or identifying new cultures which is clear in the construct sociability with a mean value of 2.0. In the construct, attitudes towards culture, the students' attitudes vary between agreement and disagreement with items like Arabs are friendly people whereas most of them said that they have good habits and culture with a construct mean value of 2.1. In the construct foreign residence, the students scored a high mean to disagree with living in an Arab country -although some agreed-, their motivation to learn Arabic is different from some immigrants who learned English to immigrate to USA, for example. Concerning the intrinsic motivation, the students have some kind of self motivation towards learning Arabic where less than half of them scored that it is a hobby for them. This means that more than a half don't consider it a hobby for them, the average mean value of this construct for the students was 2.7. Concerning the construct, failure beliefs, the students expressed very little agreement with statements like if I did badly it would be because of the teacher or like if I did badly it would be because the class is difficult with a mean value of 3.2 towards disagreeing. Of course there is some kind of differences between male and female students as well as level of the study of the students as will be explained in the following part.

**6.1 Motivation and gender**

Figure (3) shows the gender differences concerning each group of motivation aspect and whether this difference is significant or not.

Figure (3) Gender differences in mean values.  
 T-Test

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
I enjoy learning Arabic very much	male	7	1.7143	.95119	.35952
	female	27	1.9259	.91676	.17643
determination	male	7	1.7653	.23224	.08778
	female	27	1.8236	.33693	.06484
anxiety	male	7	2.8333	.63099	.23849
	female	27	2.4938	.57453	.11057
instrumentalmotivation	male	7	1.8571	.31810	-.12023
	female	27	2.1852	.46818	.09010
sociability	male	7	2.0000	.66667	.25198
	female	27	1.9630	.44658	.08594
attitudetoculture	male	7	2.2143	.26726	-.10102
	female	27	2.1481	.33440	.06436
foreignresidence	male	7	2.2857	.69864	.26406
	female	27	2.2593	.75154	.14463
intrinsicmotivation	male	7	2.6190	.40500	.15307
	female	27	2.7778	.22646	.04358
failurebelief	male	7	3.2857	.48795	.18443
	female	27	3.1667	.57177	.11004

more than 50%. Concerning the other factors, we see no worth mentioning differences between male and female students as the t-test significance level is less than 5% and the average mean values are very close.

### 6.2 Motivation and study level.

The students who participated in the questionnaire were divided into three study level groups. The first is the group of first year students studying in the Arabic language Department at ELTE University, the second is the second year students and the third one is the third year study level students. After analyzing the data, it turned out that the three groups have different motivation levels to learn Arabic in some of the motivation aspects and don't have a significant difference in other aspects as it is shown in the following figure.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I enjoy learning Arabic very much	Equal variances assumed	.305	.584	-.540	32	.593	-.2164	.39191	-1.00933	.58605
	Equal variances not assumed			-.528	8.116	.610	-.2164	.40047	-1.11582	.68254
determination	Equal variances assumed	.394	.511	-.400	32	.670	-.05933	.13986	-.33472	.21607
	Equal variances not assumed			-.534	13.413	.602	-.05933	.10913	-.33335	.17670
anxiety	Equal variances assumed	.005	.944	1.367	32	.181	.33961	.24835	-.16636	.84537
	Equal variances not assumed			1.292	8.793	.230	.33961	.36288	-.35762	.83963
instrumentalmotivation	Equal variances assumed	.663	.421	-1.742	32	.091	-.32804	.18626	-.71157	.05548
	Equal variances not assumed			-2.193	13.839	.047	-.32804	.15025	-.85109	-.00499
sociability	Equal variances assumed	.070	.789	-.176	32	.861	.03704	.21010	-.36902	.46498
	Equal variances not assumed			.139	7.654	.883	.03704	.36623	-.58491	.65988
attitudetoculture	Equal variances assumed	.012	.914	.493	32	.632	.06914	.13694	-.21291	.34508
	Equal variances not assumed			.552	11.425	.591	.06914	.11877	-.18629	.32267
foreignresidence	Equal variances assumed	.439	.512	.884	32	.334	.02946	.31487	-.81451	.66742
	Equal variances not assumed			.898	9.634	.332	.02946	.30198	-.64499	.66790
intrinsicmotivation	Equal variances assumed	7.866	.008	-1.261	32	.174	-.15973	.11414	-.39123	.07377
	Equal variances not assumed			-.997	7.002	.352	-.15973	.15916	-.45506	.21760
failurebelief	Equal variances assumed	.261	.613	.594	32	.519	.11905	.12625	-.36219	.60028
	Equal variances not assumed			.554	10.719	.591	.11905	.21476	-.35515	.59225

As shown in the figure above, the average mean value of learning Arabic enjoyment for male students is about 1.7 whereas for female students it is 1.9 which means that male students are a little bit more interested and enjoyed in learning Arabic although the difference is not big. We see through t-test that the difference between male and female students is of no big significance as it is more than 5% as shown in the table. In fact it is 59% when the equal variances are assumed. I think that male students have more chances to travel and visit Arab countries than female students which give them a stronger motive to learn this language. For determination factor, the difference is even smaller between both genders and is in fact not worth mentioning, whereas in the anxiety factor, female students scored more with an average mean value of 2.4 whereas male students scored 2.8 (reverse scoring), this means that there is some kind of anxiety for female students in learning Arabic more than that level for male students, but again the difference is not big and it is with a significance of

Figure (4) study level differences in mean values and t- test.

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
						Lower Bound	Upper Bound	Minimum	Maximum
I enjoy learning Arabic very much	first year	11	1.9091	1.04447	.31492	1.2074	2.6108	1.00	4.00
	second year	16	2.0625	.85391	.21348	1.6075	2.5175	1.00	4.00
	third year	7	1.4286	.78680	.29738	.7009	2.1562	1.00	3.00
	Total	34	1.8824	.91336	.15664	1.5637	2.2010	1.00	4.00
determination	first year	11	1.8636	.30881	.09311	1.6562	2.0711	1.57	2.64
	second year	16	1.8765	.29524	.07381	1.7192	2.0338	1.57	2.67
	third year	7	1.5816	.30703	.11605	1.2977	1.8656	1.14	2.07
	Total	34	1.8116	.31594	.05418	1.7014	1.9219	1.14	2.67
anxiety	first year	11	2.4242	.49082	.14799	2.0945	2.7540	1.50	3.00
	second year	16	2.6771	.58204	.14551	2.3669	2.9872	1.50	4.00
	third year	7	2.5238	.78427	.29643	1.7985	3.2491	1.17	3.67
	Total	34	2.5637	.59319	.10173	2.3568	2.7707	1.17	4.00
instrumentalmotivation	first year	11	2.1136	.34212	.10315	1.8838	2.3435	1.50	2.50
	second year	16	2.2813	.47324	.11831	2.0291	2.5334	1.50	3.00
	third year	7	1.7500	.40825	.15430	1.3724	2.1276	1.00	2.25
	Total	34	2.1176	.45741	.07845	1.9580	2.2772	1.00	3.00
sociability	first year	11	2.0303	.34818	.10497	1.7964	2.2642	1.33	2.67
	second year	16	1.8542	.36451	.09113	1.6599	2.0484	1.33	2.33
	third year	7	2.1429	.83571	.31587	1.3700	2.9158	1.00	3.33
	Total	34	1.9706	.48802	.08370	1.8003	2.1409	1.00	3.33
attitudetoculture	first year	11	2.2500	.27386	.08257	2.0660	2.4340	2.00	2.75
	second year	16	2.1875	.29580	.07395	2.0299	2.3451	1.75	3.00
	third year	7	1.9643	.39340	.14869	1.6005	2.3281	1.50	2.50
	Total	34	2.1618	.31910	.05473	2.0504	2.2731	1.50	3.00
foreignresidence	first year	11	2.2727	.64667	.19498	1.8383	2.7072	1.50	3.50
	second year	16	2.5625	.60208	.15052	2.2417	2.8833	1.00	3.50
	third year	7	1.5714	.73193	.27664	.8945	2.2483	1.00	3.00
	Total	34	2.2647	.73066	.12531	2.0098	2.5196	1.00	3.50
intrinsicmotivation	first year	11	2.6667	.29814	.08989	2.4664	2.8670	2.00	3.00
	second year	16	2.8333	.24343	.06086	2.7036	2.9630	2.33	3.00
	third year	7	2.6667	.27217	.10287	2.4150	2.9184	2.33	3.00
	Total	34	2.7451	.27289	.04680	2.6499	2.8403	2.00	3.00
failurebelief	first year	11	3.2273	.51788	.15614	2.8794	3.5752	2.50	4.00
	second year	16	3.1250	.61914	.15478	2.7951	3.4549	1.50	4.00
	third year	7	3.2857	.48795	.18443	2.8344	3.7370	2.50	4.00
	Total	34	3.1912	.55068	.09444	2.9990	3.3833	1.50	4.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I enjoy learning Arabic very much	Between Groups	1.969	2	.984	1.194	.317
	Within Groups	25.561	31	.825		
	Total	27.529	33			
determination	Between Groups	.467	2	.234	2.563	.093
	Within Groups	2.827	31	.091		
	Total	3.294	33			
anxiety	Between Groups	.431	2	.215	.597	.557
	Within Groups	11.181	31	.361		
	Total	11.612	33			
instrumentalmotivation	Between Groups	1.376	2	.687	3.853	.032
	Within Groups	5.530	31	.178		
	Total	6.904	33			
sociability	Between Groups	.464	2	.232	.972	.390
	Within Groups	7.396	31	.239		
	Total	7.859	33			
attitudetoculture	Between Groups	.369	2	.185	1.913	.165
	Within Groups	2.991	31	.096		
	Total	3.360	33			
foreignresidence	Between Groups	4.784	2	2.392	5.778	.007
	Within Groups	12.834	31	.414		
	Total	17.618	33			
intrinsicmotivation	Between Groups	.235	2	.118	1.641	.210
	Within Groups	2.222	31	.072		
	Total	2.458	33			
failurebelief	Between Groups	.147	2	.073	.231	.795
	Within Groups	9.860	31	.318		
	Total	10.007	33			

It is clear from the table above that the older the students, the more enjoyable learning Arabic is. For example, when we compare the mean value of the study level groups concerning enjoyment in learning Arabic, we find that the third year group of students' mean value is 1.4 which is bigger than 1.9 for first year students and 2.0 for second year students (reverse scale) despite the fact that the difference is not that significant which is 31% (more than 5%). Similarly, when we compare the mean value of the three study level students, we find that the older group exhibited a higher degree of determination with 1.5 mean value compared to only 1.8 for the first year and second year students with a little significance of 9%. There is no significant differences in the other factors affecting motivation to learn Arabic except for the construct -foreign residence- where the third year students were more positive towards the Arabic culture and expressed their willingness to visit some Arab countries and even live in any of them with a mean value of 1.5 whereas it was 2.2 for first year students and 2.5 for second year students. There is a great significant difference between the three groups of about 0.007 which is less than 5%.

It seems that the study level doesn't play an influential factor in students' motivation in learning Arabic except in some motivational aspects like visiting an Arab country, this might be attributed to knowing something about the language and culture which gives a motive to know more in the future or even to practice the language which has been learned.

A lot should be done to increase motivation for the students who are learning Arabic language at ELTE University in Budapest-Hungary. It is everybody's responsibility to do that, especially because the students have the motive to learn but not very motivated in some aspects of learning the language. Some scholars like Buckingham and Scanlon (2003), Hussin, Maarof and D Cruz (2001) emphasized the teaching strategies importance in

that the strategies should be varied and exciting for the students, the students should practice the language they are learning, otherwise they will forget, and that the teachers should be natives so that the students can learn the language correctly. The universities should offer the students motives like visiting countries that speak the language they speak. The students should also hold conversation sessions with peers who are natives, this will give them a strong motive to learn more.

### Conclusion

This paper examines motivation levels in learning Arabic in the Arabic Department of ELTE University in Budapest in Hungary, how different motivation is between male and female students and first, second or third year students. It also deals with what should be done to motivate the students to learn Arabic or any other languages in general in a better way. This study has come up with the result that the Hungarian students who are learning Arabic at ELTE University have some kind of motivation to learn the Arabic language, but they need to be more activated and motivated so that they can master and use the language correctly. It appears that as more as the students study Arabic as motivated and eager to learn more they will be. There are no significant differences between male and female students in motivation levels to learn Arabic despite the fact that male students exhibited more enjoyment scores than their female counterparts. Future research can be conducted on the strategies and procedures that the students who are studying Arabic prefer to be applied in their department and which they see as the most appropriate to increase their motivation in learning Arabic which can be applied for other departments and in teaching other languages at ELTE University if succeeded.

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**Appendix**

Table (1) The mean values of the items.

Statement	Mean
1. I plan to continue studying Arabic for as long as possible.	1.6
2. My attendance in this class is good.	1.6
3. If I do well in this Arabic course, it will be because I try hard.	1.7
4. This Arabic class will definitely help me improve my Arabic.	1.5
5. After I finish this Arabic class, I will probably take another Arabic course.	1.9
6. I really want to learn more Arabic in this semester than I have in the past.	1.5
7. I often think about how to learn Arabic better.	1.8
8. I expect to do well in this Arabic class because I am good at learning Arabic.	2.2
9. If I don't do well in this Arabic class, it will be because I don't try hard enough.	1.8
10. I can honestly say that I really put my best effort into trying to learn Arabic.	1.8
11. My relationship with the teacher in this Arabic class is important to me.	1.7
12. I am learning Arabic to become more educated.	1.8
13. Arabic is important to me because it will broaden my view.	1.7
14. If the fees for this Arabic class were increased, I would still enroll because studying Arabic is important to me.	2.0
15. I feel uncomfortable if I have to speak in my Arabic class.	2.6
16. It embarrasses me to volunteer answers in my Arabic class.	2.5
17. I don't like to speak often in Arabic class because I am afraid that my teacher will think I am not a good student.	2.5
18. I'm afraid other students will laugh at me when I speak Arabic.	2.6
19. I think I can learn Arabic well, but I don't perform well on tests and examinations.	2.3
20. I often have difficulty concentrating in Arabic class.	2.6
21. Being able to speak Arabic will add to my social status.	2.0
22. If I learn Arabic better, I will be able to get a better job.	2.0

23. Increasing my Arabic proficiency will have financial benefits for me.	2.1
24. If I can speak Arabic, I will have a marvelous life.	2.2
25. One reason I learn Arabic is that I can meet new people and make friends in class.	2.4
26. My relationship with the teacher in this Arabic class is important to me.	1.5
27. One of the most important things in this Arabic class is getting along with other students.	2.0
28. Arabs are conservative people who cherish customs and traditions.	1.9
29. Arabs are very friendly people.	2.0
30. Most of my favorite actors and musicians are Arabs.	2.8
31. Arabic culture has contributed a lot to the world.	1.9
32. I am learning Arabic because I want to spend time in an Arabic speaking country.	2.2
33. I want to learn Arabic because I would like to emigrate or travel to an Arab country.	2.3
34. Learning Arabic is a hobby for me.	2.7
35. I don't enjoy learning Arabic, but I know that learning Arabic is important for me.	2.9
36. I wish I could learn Arabic in an easier way, without going to class.	2.7
37. If I don't learn well in this Arabic class, it will be mainly because of the teacher.	3.1
38. If I don't do well in this Arabic class, it will be because the class is too difficult.	3.2
39. I enjoy learning Arabic very much.	1.9