L2 Motivations For Learning English as Foreign Language of Sudanese Students

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Abstract

Motivation is essential in learning a foreign language. Understanding how learners learn and what motivates and demotivate them will help the teachers, policy makers and curriculum planners .The study investigated the various reasons/motivations of the Sudanese Learners of English language based on Dorney soci-educational model& Garder's of Second Language(L2) Self System. The main question the paper tried to answer was what types of motivations of Sudanese L2 learners have? . A sample of 35 students were asked their opinions on what motives them in studying English by means of a questionnaire. The result of the study showed that the majority of the participants (95%) had an extrinsic motivations i.e external factors for studying language, namely instrumentally-promotion and parental encourage and family influence .Also, Ideal L2 had significant role in Sudanese learners, as 85% of the learners responded to the questionnaire items that assessed this factor. The study also showed that the ought L2 self has the lowest impact on the students learners, only 55% of learners .The other factors /motivations that were tested in the study showed less influence on Sudanese learners but yet they are important to consider by teachers.

1. INTRODUCTION

The Motivation for studying English has always been a focus in language research and, for many researchers, considered a critical factor in learning a foreign language (Wigfield & Eccles, 2000; Wigfield & Guthrie, 1997). Motivation is goal-directed Sanae (, 2021, as cited in Barrett & Bartunek, 2004). As it has a powerful impact on the learners, the absence of motivation in the learning process likely leads to failure. The Area of motivations in the L2 research in L2 consider relatively new. Starting early 90s with Gardner's soci-educational model(1985-2001-2005) to Dorney's L2 motivational Self-system (2005, 2009, see also Dörnyei & Ushioda, 2011).

Motivation is defined as the set of processes that involve the arousal, direction, and sustaining of behavior (conduct) (cf. Madrid, 1999): Motivation energizes human behaviour and "gives it direction" (Dörnyei, 1998, p. 117). In the context of foreign language learning, motivation has

an unlimited and significant impact (Gardner, 1985; Gardner, Masgoret, Tennant, & Mihic, 2004; Guthrie & Wigfield, 2000; Lightbown & Spada, 1993; El Hadef, 2021). According to Garder (1985), Motivation has four aspects: one-a goal and 2-effort 3-desire to attain the goal d- and favorable attitudes towards the activity.

Dörnyei and Ottó (1998) believed motivation in L2 is "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out" (p. 65). Dörnyei and Ottó's definition outlines the important factors or aspects that we need to know to understand better the role of motivation and its significance in learning a second or a foreign language.

This study investigates the L2 motivations that supposedly have the most impact on Sudanese L2 learners based on Doreny's social-educational model Garder's self-system. The main aim of this study is to discuss what motives Sudanese learners the most? Is it extrinsic or intrinsic motivations?

Despite the enormous studies conducted on L2 motivations in the Sudanese context, very few paid attention to the different motivations. Therefore this study fills this gap and gives in-depth analysis of the topic of L2 motivation

2. LITERATURE REVIEW
2.1. Background of the study:

As a Sudanese educator, I have always asked myself: Why do some learners are more successful in learning English while others are not? Why do some learners keep studying English repeatedly while others are not? What distinguishes one learner from the other? Throughout the years of my career(over 15 years), I have observed that most of the students who want to study English at my language school are postgraduate learners, which means that they have studied English before either in primary, secondary, or university. However, they have very low knowledge of English. The same students now have very high motivations to learn English; they used to have very negative ideas of English or very bad learning experience. This makes me ask myself: What kind of motivations do learners have? Can motivations change from the educational stage to another? The primary reason for selecting this topic, in particular, is to see how secondary school/primary schools and postgraduate differ? Therefore the sample of the study will be a combination of EFL learners in different educational stages.

2.2. Theoretical Framework

This study used the theory developed as part of educational psychology and applied it to language learning – The socio-Educational model by Robert Gardner (1985). Gardner and Lambert developed in a psychological, social motivation of L2 (English as a second language), they suggested that individuals' motivation to learn an L2 is nurtured by attitudes toward the L2 community and goals, or orientations, sought through the acquisition through these researchers identified to integrative motivation refers to a desire to learn the L2 when it has to social with a community of the L2. This orientation can be contrasted with the instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goal, such as a higher grade or better job.

2.3. Motivations research

Motivations are simply as seen as the reasons for success or failure in foreign language learning. As stated by Doreney"Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement" or as summarized by Good & Broby 'You can lead a horse to water, but you cannot make him drink' (1994: 209)

In the 1990s, the study of L2 motivations attracted several researchers who tried to redefine the scope of the field to shed new light on the subjects(subject (e.g., Brown, 1990, 1994; Clément et al., 1994; Crookes and Schmidt, 1991; Dörnyei, 1994a 1994b; Julkunen, 1989; Oxford and Shearin, 1994; Skehan, 1989, 1991). The reason behind this shift was to adopt a more pragmatic education-centered approach to motivation research, which would be consistent with the perceptions of practicing teachers and, thus, be more directly relevant to classroom application (Bashir, 2021)

2.4. The L2 Motivations Self System

L2 Motivational Self System has three components, which are:

1. Ideal L2 Self

Ideal 2 self is the L2-specific facet of one's 'ideal self'. If the person we would like to become speaks an L2, the 'ideal L2 self ' is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves.

2. Ought-to L2 Self,

Ought-to L2 self is concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible adverse outcomes.

3. L2 Learning Experience

The concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g., the impact of the teacher, the curriculum, the peer group, or the experience of success).

Dörnyei's L2 Self System is based on what the learner" wishes" or visualizes for speaking an L2. He believes that an L2 learner has a powerful imagined self. In studying the L2, this very L2 learner comes closer to his/her ideal L2 self and/or ought-to L2 self.Dorney believes that it is likely that there is a link between integrative and internalized instrumental orientations (e.g. approaching a personal goal) and the ideal L2 self; external types of instrumental motives (e.g., avoiding punishments) and the ought-to L2 self; the immediate learning environment and experience and L2 learning experience.

Since Gardner's socio-educational model came into existence back in the 1970s (Gardner & Smythe, 1975), L2 motivation studies have been influenced by the notion of integrative and instrumentality.

According to Ryan and Deci (2000), the intrinsic/extrinsic motivation continuum explains how motivation changes over time. However, they believe that human motivation may not be developed through each stage as a sequence and might "move back and forth" between

orientations. For example, a person may start to do an activity because of a reward (external regulation); however, during the process, the person may find him/her doing well in the activity, which gradually arouses his/her intrinsic motivation. In this case, the individual may skip the other orientations within the extrinsic motivation domain. Furthermore, Noels (2001) argues that a person may have more than one orientation (goal) for learning a second/foreign language simultaneously, although some are more important than others. As it is put forward by Oxford & Sharain(1995:P4), "without knowing where the roots of motivations lie, how can teachers water these roots?" Ficher (1995) described three critical sources of motivations:

1- The learners' natural interests (intrinsic satisfaction).
2- The teacher/employment (extrinsic reward).
3- Success in the task (combining the satisfaction &rewards).

3.   METHODOLOGY
3.1.Data Collection

The participants: The participants were Sudanese students at the different educational backgrounds (30) were chosen randomly of different ages and sex(Table 1) with different educational backgrounds (Table 2) so that they could best create diversity in the sample chosen and to give as much as a possible accurate representation of the purpose of the study.

Table (1): Gender of the Participants

Value	Frequency	Percentage
Male	17	39.53
Female	13	30.23

Table (2) the educational level of the participants.

Value	Frequency	Percentage
University	16	37.21
Post University	11	25.28
Secondary	1	2.33
Primary	1	2.33

3.2. Instruments

 The study used the questionnaire as a means for collecting the data. The questionnaire was adopted from Dorsey (1994a) L2 motivations questionnaire. The questionnaire was translated into Arabic so that to be easy for learners to answer. Then   It was distributed face-to-face to participants. The questionnaire tests the different L2 Motivations of studying L2. The questionnaire consisted of (30) items testing six major categories: Ideal L2 (five items) ought to L2 (five item), Parental encouragement and family influence (4items.), instrumentality-promotion (4 items), Instrumentality prevention (4 items) and linguistics confidence. (Four items) and attitude towards English community (4items).

3.3. Data Analysis

After collecting the questionnaire from the participants, the data was analyzed through the SPSS program.

4. RESULTS AND DISCUSSION

The table below shows the ranking of Sudanese L2 motivations based on Gardner soci-educational Model.

Table (1)

Item	Ranking	Percent
I deal L2	2	88%
Ought to	6	55%
Parental encourage and family influence	4	80%
Instrumentality – Promotion	1	95%
Instrumentality – Prevention	5	65%
Linguistics self-confidence	3	85%

Clearly, those Instrumentality-Promotion motivations hit the highest percentages (95%) in Sudanese learners' L2 Motivations. In addition, this particular motive or factor as described by Doreny as extrinsic factor which evolves a pragmatic factor for studying the Language. In addition, we notice that ideal L2 self takes the second rank (88%) on the table above. This clearly indicates that Sudanese learners have very high vision about themselves regarding the learning of English. As in Dorey classifications of factors or motives that affect the learning, the Ideal 2 is considered an intrinsic factor the pushes learners to learn English as (it's the possible selves that we wish to have…). Linguistics self-confidence comes on the third place with 85% for the Sudanese learners of English.

Ideal L2 Self-Variable:

Table (4) Frequency &Descriptive Statistics

I deal L2

Descriptive Statistics					Percent
Ideal L2 items	N	Mean		Std. Deviation	
	Statistic	Statistic	Std. Error	Statistic	
I can imagine myself speak good English in future	35	1.4571	.09476	.56061	97.1

I can imagine myself studying in a university where all my courses are taught in English	35	1.6571	.15308	.90563	95.4
Whenever I think of my future career, I imagine myself using English	35	1.8000	.16296	.96406	88.6
I can imagine a situation where I am speaking English with foreigners.	35	1.8000	.17296	1.02326	87.6
I can imagine myself speaking English with anyone who speaks good English	35	1.5429	.15526	.91853	90.9
Valid N (listwise)	35				

The results of the previous table show that the arithmetic mean in all the above items was more significant than the hypothetical arithmetic mean, while the standard deviation ranged between 0.56-1.0 and this is an indication of the homogeneity of the answers of the research sample.

As for the probabilistic value of the statements, all of them less than 0.05 (the moral value), which confirms the existence of statistically significant differences towards approval or agreement

The table shows that 97.1% and 95.4 of the participants see themselves speaking and studying in English in the Future. This result indicates that learners have very high expectations and motivations for the future. This result is similar to the findings of previous studies. In a recent study, Alfawzan (2012) surveyed 40 male and female Saudi students enrolled in an intensive English program at one of the public universities in the U.S.

The results of this study exhibited that the majority of the participants had instrumental motives to learn English. In addition, participants were highly willing to learn English and to carry out independent learning outside classrooms.

Ought to L2 Self Variable

Table (5) **ought to descriptive**

Descriptive Statistics				percent
Ought to items	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic

I study English because close friends of mine think it is important	35	2.7714	.24966	1.47699	51.4
Learning English is necessary because people surrounding me expect me to do so.	35	2.6000	.26632	1.57555	62.2
I consider learning English important because the people I respect think that I should do it.	35	2.3429	.22055	1.30481	68.6
If I fail to learn English, I will be letting other people down	35	2.5143	.22218	1.31443	57.2
My parents believe that I must study English to be an educated person.	35	1.6000	.11739	.69452	93
Valid N (list wise)	35			

The results of the previous table show that the arithmetic mean in all the above items was greater than the hypothetical arithmetic mean, while the standard deviation ranged between 0.69-1.57 and this is an indication of the homogeneity of the answers of the research sample.

As for the probabilistic value of the statements, most of them were more than 0.05 (the moral value), which confirms that no statistical significant differences towards approval

Parental encourage Variable

Table (6) Parental encourage

Descriptive Statistics					
Parental encourage items	N	Mean		Std. Deviation	percent
	Statistic	Statistic	Std. Error	Statistic	
My parents encourage me to study English	35	1.4000	.12435	.73565	91.4
My parents encourage me to study English in my free time	35	1.8000	.17296	1.02326	86.7
My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).	35	2.0286	.19868	1.17538	82.5
My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).	35	1.7429	.20638	1.22097	85.5
Valid N (list wise)	35				

The results of the previous table show that the arithmetic mean in all the above items was greater than the hypothetical arithmetic mean, while the standard deviation ranged between 0.73-1.22 and this is an indication of the homogeneity of the answers of the research sample. As for the probabilistic value of the statements, all of them less than 0.05 (the moral value),

which confirms the existence of statistically significant differences towards approval or agreement.

Parental encourage and family influence plays a major role in studying in General, and English in Particular as shown above that 91.4 % and 86.7% of learners are encouraged by their parents to study English. This result can be very useful for the teachers and parents as well. As for the teachers can communicate with parents' specially in younger learners and lower grades that they should pay special attention to their children and encourage and support them to study English as this will foster their learning much better.

Instrumentality/ promotion Variable

Table (7) Instrumentality/ promotion

Descriptive Statistics Instrumentality/ promotion items	N	Mean		Std. Deviation	Percent
	Statistic	Statistic	Std. Error	Statistic	
Studying English can be important because I think it will someday be useful in getting a good job.	35	1.3143	.12815	.75815	97.1
Studying English is important to me because English proficiency is necessary for promotion in the future	35	1.2857	.13329	.78857	94.3
Studying English is important to me because with English I can work globally	35	1.1714	.07654	.55282	97.1
Studying English can be important for me because I think I'll need it for further studies on my major	35	1.1429	.06001	.35504	99.1
Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).	35	1.4571	.17073	1.01003	0.00
Valid N (list wise)	35				

The results of the previous table show that the arithmetic means in all the above items was more significant than the hypothetical arithmetic mean. At the same time, the standard deviation ranged between 0.55-1.0, and this is an indication of the homogeneity of the answers of the research sample. As for the probabilistic value of the statements, all of them are less than 0.05 (the moral value), which confirms the existence of substantial statistically significant differences towards approval or agreement.

The table indicates that studying English for pragmatic reasons reveals that 97.1 % and 94.3 of the participants think that English is essential in getting a a job oiss necessary to get a promotion. This result truly expresses the fact that English has become an essential condition in the Sudanese labor Markets, as 90& of Jobs advertisements put this condition as a requirement of the Job. This result is similar to the findings of previous studies. In Kuwait, Malallah (2000) researched to examine undergraduate students' motivation and attitude. The results suggested that the participants highly valued English and had positive attitudes toward

learning it and toward the native English speakers as well. Another study conducted by Qashoa (2006) revealed similar results to the previous study. It was also shown that Arab students were more instrumentally motivated to learn English than interactively

Instrumentality - prevention Variable

Table (8) Instrumentality / prevention

	N	Mean		Std. Deviation	Percent
Instrumentality / prevention items	Statistic	Statistic	Std. Error	Statistic	
I have to learn English because want to Succeed in the English course.	35	2.0857	.18952	1.12122	74.3
I have to learn English because I do not want to fail the English course.	35	2.0000	.15339	.90749	79.7
have to study English because I don't want to get bad marks in it at university	35	1.9714	.18097	1.07062	74.3
I have to study English; otherwise, I think I cannot be successful in my future career.	35	1.4571	.13807	.91684	93
Valid N (list wise)	35				

The results of the previous table show that the arithmetic mean in all the above items was greater than the hypothetical arithmetic mean, while the standard deviation ranged between 0.9-1.12 and this is an indication of the homogeneity of the answers of the research sample. As for the probabilistic value of the statements, all of them less than 0.05 (the moral value), which confirms the existence of strong statistically significant differences towards approval or agreement.

Linguistic – self-confidence Variable

Table (9) Linguistic – self-confidence

Linguistic – self-confidence items	N	Mean		Std. Deviation	Percent
	Statistic	Statistic	Std. Error	Statistic	
If I make more effort, I am sure I will be able to master English	35	1.4000	.11000	.65079	97.1
I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	35	1.5143	.13824	.81787	84.3
I am sure I will be able to write in English comfortably if I continue studying	35	1.8286	.19003	.92422	65.3

I am sure I have a good ability to learn English	35	1.3714	.13650	.80753	94.3
Valid N (list wise)	35				

The results of the previous table show that the arithmetic mean in all the above items was greater than the hypothetical arithmetic mean, while the standard deviation ranged between 0.65-.92 and this is an indication of the homogeneity of the answers of the research sample. As for the probabilistic value of the statements, all of them less than 0.05 (the moral value), which confirms the existence of strong statistically significant differences towards approval or agreement.

The result shows that 97% of learners believed that if they put an effort they will be able to master English, and 84.3% believe they will be capable of reading and understanding most English texts if they keep studying. This indicates the importance of boosting the learners' confidence, particularly linguistics confidence in teachers' performance in the Class.

Attitude towards L2 community variable

Table (1) Attitude **towards L2 community**

Descriptive Statistics					
Attitude towards L2 community	N	Mean		Std. Deviation	Percent
	Statistic	Statistic	Std. Error	Statistic	
I like the atmosphere of my English classes	35	2.0000	.20498	1.21268	77.3
always look forward to English classes	35	2.1429	.20961	1.24009	75
I find learning English really interesting	35	1.5143	.12550	.84247	91.4
Valid N (list wise)	35				

The results of the previous table show that the arithmetic mean in all the above items was greater than the hypothetical arithmetic mean, while the standard deviation ranged between 0.84-.1.2 and this is an indication of the homogeneity of the answers of the research sample. As for the probabilistic value of the statements, all of them less than 0.05 (the moral value), which confirms the existence of strong statistically significant differences towards approval or agreement.

Responding to Attitude towards L2 community items showed that 77.7 of the participants like the atmosphere of the English classes and 75 % look forwards to the English classes. This indicates that creating good atmosphere helps learners to learn according to better.

5. CONCLUSION

The study investigated the various reasons/motivations of the Sudanese Learners of English language based on Dorney soci-educational model of Selves System. A sample of 35 students

were asked their opinions on what motives them in studying English by means of a questionnaire. The result of the study showed the majority of the participants(95%) had extrinsic motivations i.e. external factors for studying language, namely instrumentally-promotion .Also, Ideal L2 had significant role in Sudanese learners, as 85% of the learners responded to the questionnaire items that assesse this factor. The study Also showed that the ought L2 self has the lowest impact of on students reasons for studying English only 55% of learners .The other factors /motivations that were tested in the study showed less influence on Sudanese learners but yet they are important to consider by teachers.

Overall, the study recommends that teachers should consider the different L2 motivations in their teaching of English with considerations of different learning styles of learners.

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APPENDIX (1): STUDENTS QUESTIONNAIRE IN ARABIC LANGUAGE.

إستبيان

هذا الإستبيان جزء من دراسة علمية بعنوان: (من أجل فهم أفضل لمعرفة (دوافع الطلاب السودانيين لدراسة اللغة الإنجليزيةفى السودان.) يشتمل هذا الإستبيان على مجموعة من الأسئلة التى تم تصميمها خصيصا لاغراض هذه الدراسة. الرجاء قراءة التوجيهات فى كل قسم من أقسام الاسيبان و من ثم أكتب إجابتك. تذكر ان هذا ليست إختبار : لذ لا يوجد إجابة (صحيحة) او إجابة (خطأ)، . ليست بالضرورة ان تكتب أسمك.

نتائج هذا البحث سوف يتم إستخدامها لغرض البحث العلمى فقط، لذا رجاءا ان حاول أن تجاوب بصراحة بقدر المستطاع.

شكرا مقدما

د.عمر بشير الشيخ العدنى
جامعة القران الكريم و العلوم الاسلامية-
كلية التربية-قسم اللغة الانجليزية
معلومات اولية:
الرجاء الاجابة على هذه الاسئلة فى المكان المخصص بوضع علامة (✓) فى الصندوق او كتابة اجابتك فى المكان المخصص :

الجنس: رجل _____   انثى _____
العمر : _____
المرحلة التعليمية: _____
عدد سنوات دراسة اللغة الانجليزية: (منذ متى وانت تدرس اللغة الانجليزية) _____
القسم الثانى:
فى هذا القسم، نود ان نعرف الى اى مدي توافق او لا توافق على الجمل أدناه، بوضع علامة (✓) فى المكان الذي يمثل رأيك.

أرفض	أرفض الى حد ما	أرفض بشدة	اوافق	اوافق بشد	السؤال
					يمكننى ان أتخيل نفسى أتحدث الإنجليزية بشكل جيد فى المستقبل.
					يمكننى ان أتخيل نفسي طالبا فى جامعة تستخدم اللغة الانجليزية كلغة اساسية للتدريس فى المستقبل.

					ـعندما أفكر فى العمل او الوظيفة مستقبلا،أتخيل نفسي أتحدث فقط الانجليزية فى العمل.
					يمكننى أن اتخيل مستقبلا إنى سوف أتحدث الإنجليزية مع الأجانب بكل سهولة.
					يمكننى أن أتخيل نفسى اتحدث مع أى شخص يجيد الانجليزية.
					إنى أدرس اللغة الانجليزية لأن هنالك أشخاص مقربون لى (أصدقاءمثلا) يعتقدون أنها مهمة.
					2ـدراسة اللغة الإنجليزية ضرورية لأن كل من حولى يعتقد ذالك , و يتوقعون منى أن أتحدثها ايضا.
					3ـأعتقد أن اللغة الانجليزية مهمة، وذالك لأن الذين أكن لهم الإحترام و التقدير (الأهل، الأخوان،الأصدقاء، الأسرة) يعتقدون أنه يجب علي ايضا دراستها.
					4ـإذا فشلت فى دراستى للللغة الإنجليزية فسوف أخذل أناس كثر.
					5ــأهلى و أسرتى يعتقدون إنه يجب على دراسة اللغة الإنجليزية من اجل ان أكون شخص متعلم.
					أهلى و أ سرتى يشجعوننى دائما على دراسة اللغة الانجليزية.
					أهلى يشجعوننى على دراسة اللغة الانجليزية فى أوقات فراغى أو فى وقت الإجازات.
					أهلى يشجعوننى أن انتهز أى فرصة لإستخدام اللغة الإنجليزية(التحدث معهم ،مثلا).
					4ـأهلى يشجعوونى لأخذ دورات و كورسات إضافية فى اللغة الانجليزية(دورات مخاطبة مثلا).
					دراسة اللغة اللإنجليزية مهمة بالنسبة لى، لأنى أعتقد أنها مفيدة للحصول على وظيفة.
					دراسة اللغة الإنجليزية مهمة بالنسة لى، لأنه تمكنك من اللغة الانجليزية سوف يساعدك فى الترقى الوظيفى مستقبلا.
					دراسة اللغة الانجليزية مهمة بالنسبة لى،لإنها يمكن أن تساعدنى فى العمل فى أى مكان فى العالم.
					دراسة اللغة الإنجليزية مهمة بالنسبة لى، لانها سوف تساعدنى فى الدراسات العليا فى المستقبل.
					دراسة اللغة الإنجليزية مهمة بالنسبة لى، لأنى أتمنى أن أقضى فترة أطول فى الخارج(من أجل الدراسة أو العمل).
					يجب علي دراسة اللغة الإنجليزية لكي أنجح فى مادة اللغة الإنجليزية.
					يجب على دراسة اللغة الإنجليزية لكى لا أفشل فى مادة اللغة اللإنجليزية.
					يجب على دراسة اللغة الإنجليزية لكي لا أتحصل على دراجات متدنية فى الجامعة.
					4ـيجب علي دراسة اللغة الإنجليزية لأنى أعتقد أنها سوف تكون مفيدة فى المستفبل لاغراض التوظيف مثلا.
					إذا بذلت مجهود أكثر ، أعتقد بإمكانى تجويد اللغة الانجليزية بسهولة.
					أعتقد بأنى عندي القدرة علي القراءة و الفهم اللغة الانجليزية اذا ما واصلت فى دراسة اللغة الانجليزية بإنتظام و إستمرارية.
					أعتقد بأنى أستطيع أن اكتب بكل سهولة باللغة الانجليزية اذا ما واصلت فى دراسة اللغة الانجليزية.
					انا واثق بأنى لدي قدرة جيدة لتعلم اللغة الإنجليزية.
					انا أحب أجواء حصة/محاضرة اللغة الإنجليزية.
					أنا دائما أنتظر بشوق الى فصل/حصة اللغة الانجليزية.
					إننى أجد تعلم اللغة الإنجليزية شيق وممتع جدا,