

**The Impact of Motivation and Attitudes Among
Adult Kuwaiti English Language Learners at The
College of Technological Studies**

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Abstract

This study investigates the impact of motivation and attitudes on adult Kuwaiti English language learners at the College of Technological Studies, recognizing the increasing importance of English proficiency in the region. Employing a quantitative research design and a structured questionnaire, data from 45 first-year students are analyzed to assess their perceptions and attitudes towards English language acquisition. The results reveal a range of motivations and attitudes among these students, with some exhibiting high enthusiasm and positive attitudes, while others hold more moderate perceptions. The study highlights the crucial role of social support in creating a supportive learning environment, as well as the significance of recognizing English as a historically and culturally rich language that influences future career prospects. It underscores the necessity of a learner-centric approach to language education that considers the diverse motivations and attitudes of students and offers valuable insights for educators to enhance language learning environments. Moreover, the positive cultural and practical aspects of English can be harnessed to improve language acquisition. These findings contribute to a comprehensive understanding of the complexities of language motivation and attitude, offering insights for language educators, researchers, and policymakers in Kuwaiti. and beyond, ultimately emphasizing the importance of embracing a holistic approach to language education that accounts for the emotional, cognitive, and practical aspects of learners' experiences.

Keywords: Attitudes, Motivation, Adult Kuwaiti Learners

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1. Introduction

The journey of adult Kuwaiti learners in mastering the English language is a complex and multifaceted one. In Kuwait, where English proficiency is of increasing importance, understanding the study motivation, and attitudes of these adult language learners is paramount (Almesaar, 2022; Alqasham, 2018; Leona et al., 2021). This study embarks on an exploration of these interwoven factors, aiming to unravel the dynamics that shape the English language acquisition process among Kuwaiti youth.

The State of Kuwait has recognized the vital role that English language proficiency plays in the global arena. As adult Kuwaiti students embark on the path to English language mastery, their study habits, motivation, and attitudes assume central positions in determining their success (Aljumah, 2012; alnajashi, 2020; Alshehri, 2018). This research endeavors to delve deep into the intricacies of these factors, providing a more comprehensive understanding of the journey of adult Kuwaiti English language learners.

In Kuwait, the pursuit of English language proficiency is a cornerstone of the evolving education system (Azar et al., 2020; Baabdullah, 2018). In this endeavor, the study habits, motivation, and attitudes of adult learners are pivotal, serving as essential elements that influence the quality and effectiveness of language education. The goal of this study is to investigate how these elements interact and affect adult Kuwaiti English language learners' learning experiences.

For the younger generation of Kuwaiti knowing English has grown essential as the country grows its influence across the world. Adult Kuwaiti English language learner's study habits, motivation, and attitudes play a crucial role in mastering the language (Ahmad, 2015; Ali Al-Qahtani, 2016; Alissa et al., 2015; Assulaimani, 2019). This research aims to unravel the complexities that underlie the acquisition of English in this unique sociocultural context.

Kuwait is undergoing transformative shifts in its sociocultural and educational landscape. Against this backdrop, the attitudes, motivation, and study habits of adult Kuwaiti English language learners emerge as pivotal factors in shaping their language

acquisition journey (Al harthi, 2016; Almutairi & Shukri, 2016; Alresheed & Leask, 2011). Specifically, this study addresses how these effects relate to more general educational and social objectives.

The English language curriculum in Kuwait is changing quickly, with a greater focus on equipping learners with the abilities necessary to prosper in an increasingly interconnected world. The findings of this study might have an impact on English language education research in general as well as educational practises and governmental choices in Kuwait (Alghameeti, 2022; Almegren, 2018; Almesaar, 2022; Alqasham, 2018). By gaining deeper insights into the study habits, motivation, and attitudes of adult Kuwaiti learners, we can enhance language education and offer valuable perspectives for the global community of English language educators.

In summary, this research aims to provide a comprehensive exploration of the study habits, motivation, and attitudes of adult Kuwaiti English language learners, within the context of the state's increasing global engagement. By delving into these multifaceted aspects, we seek to offer valuable insights into the factors that influence language acquisition and enhance the educational experiences of Kuwaiti learners. Furthermore, this research strives to contribute to a broader understanding of English language education on a global scale, fostering connections between different language communities and promoting a deeper appreciation of our interconnected world.

2. Literature Review

The study conducted by Almesaar (2022) contributes to the growing body of literature that recognizes the pivotal role of emotions in the language learning process. Affective factors, such as emotions, attitudes, and motivation, have been acknowledged as key determinants of language acquisition and proficiency. The study aligns with prior research that highlights the significance of understanding and addressing the emotional aspects of language learning. By investigating the emotional experiences of seven Kuwaiti college students on their English language learning journey, Almesaar provides valuable insights into how learners' emotional states can impact their motivation and overall language learning experience. The

research methodology, which combines quantitative surveys with qualitative instruments like narratives, journals, and interviews, offers a comprehensive exploration of the emotional dynamics in language learning, providing a nuanced perspective that can be of interest to educators and researchers in the field.

Furthermore, the study's findings repeat the established literature that underscores the influence of positive and negative emotional states on learners' reactions and motivation. The observation that pleasant encounters enhance motivation while unpleasant experiences reduce it resonates with the broader understanding of the role of emotions in the language classroom. The focus on successes despite a general dissatisfaction with language skills is consistent with prior research on resilience in language learning. The findings underscore the need for educators and institutions to cultivate a positive and supportive learning environment. In addition to being good for students' mental health, creating such an atmosphere also has a big influence on their motivation and success in language acquisition, which emphasizes the useful implications of this study for improving English language education.

Leona et al. (2021) explores a significant area of interest within the field of second language acquisition, focusing on the role of motivation and extramural English exposure in explaining the variation in adult English language learners' (YELLs) performance. The study addresses a gap in the literature by examining how different types of extramural English exposure, both formal and informal, predict YELLs' oral and written English receptive vocabulary knowledge and how motivational factors mediate these relationships. This research is valuable because it not only considers the influence of exposure to English outside the classroom but also delves into the psychological aspects of motivation. The distinction made between YELLs learning English informally and those learning it formally at school allows for a more nuanced understanding of how exposure and motivation interplay.

The study's findings shed light on the intricate relationship between extramural English exposure and English language

performance among adult learners. Notably, the research reveals that the impact of familial and media-based extramural exposure is greater for YELLs learning English informally. Furthermore, the study demonstrates that linguistic self-confidence acts as a mediator for YELLs learning English formally, indicating that motivation plays a crucial role in their language performance. This study underscores the significance of considering both extramural exposure and motivation in the language learning process, highlighting the need for further development of theoretical frameworks that encompass these factors. It provides valuable insights for educators and researchers working with adult language learners, emphasizing the importance of fostering both a supportive and motivating learning environment and opportunities for extramural exposure to enhance language proficiency.

3. Methods

This study used a quantitative design which is a structured and systematic approach to empirical investigations primarily relying on numerical data and statistical analysis to address research questions and test hypotheses (Creswell, 2018). Quantitative research design was applied to investigate the usefulness of motivation and attitude on learning English among Kuwaiti adult at College of Technological Studies. By adopting a quantitative approach, the research aimed to gather numerical data that would allow for a comprehensive and statistically supported analysis of the impact of these pedagogical tools on language acquisition, comprehension, and student perceptions. This design enables researchers to generate empirical evidence that can inform educational practices and contribute to a deeper understanding of how motivation and attitude can enhance the Kuwaiti adult learning English in a structured and systematic manner.

4. Participants

The study involved 45 male first-year students at the College of Technological Studies, whom are currently enrolled in the first semester of the academic year 2023. The ages of participants fall within the range of 18 to 20 years, reflecting a relatively homogeneous age group typical for first-year university students. In terms of English language proficiency, all 45 students are classified as

beginners with an English level of A2. Their diverse language learning backgrounds provide an interesting mix: all students have engaged with the language since their primary school days. This diverse spectrum of language learning experiences within the same cohort offers an intriguing dynamic for the study, allowing for the exploration of factors that influence language learning at various stages of education.

5. Instrument

The questionnaire was used in this study to facilitate data collection. The primary objective of employing the Questionnaire was to systematically gather data and insights regarding the impact of motivation and attitude on learning English among Kuwaiti young. Using this instrument, the research aimed to collect structured responses from participants that would provide valuable quantitative data. The questionnaire was thoughtfully constructed to address specific research questions and capture participants' perceptions, attitudes, and experiences related to the use of in motivation and attitude the Kuwaiti adult English learning process.

6. Questionnaire

In this research effort, a meticulously crafted structured questionnaire, comprising 15 carefully designed items, played a pivotal role in evaluating students' perceptions regarding the integration of motivation and attitude into Kuwaiti adult English learning process. The questionnaire items were crafted to gauge the extent of motivation and attitude, its effect on English quality, and any challenges encountered.

7. Procedure

Participants were asked to respond to the questionnaire to explore students' experience and perceptions on the impact of motivation and attitude on their English level. This questionnaire aimed to elicit and assess the students' perceptions regarding the integration of motivation and attitude within the Kuwaiti adult English learning process. Consequently, the principal objective of this questionnaire was to thoroughly investigate the impact of motivation and attitude as instructional way to the Kuwaiti adult students in improving their

English level. The study was conducted within the College of Technological Studies, and this questionnaire played a pivotal role in gaining valuable insights into how these pedagogical resources were employed and perceived in the context of Kuwaiti adult English learners, contributing significantly to the study's overarching goals and objectives.

8. Results

To address the primary research objective, which centered on the impact of motivation and attitude of adult Kuwaiti English language learner withing the the College of Technological Studies, a comprehensive analysis of the questionnaire responses was conducted. To measure participants' ideas and impressions, a five-point Likert scale, from "strongly agree" to "strongly disagree," was used in the questionnaire. It consisted of 14 items, thoughtfully categorized into two sections. The initial seven questions delved into students' perceptions regarding their motivation among adult Kuwaiti English learners. While seven questions in the second section to capture students' perspectives on the potential impact of attitude among Kuwaiti English language learners. The forthcoming tables will provide a detailed overview of the results obtained from the analysis of these 14 questionnaire items, shedding light on the students' viewpoints and experiences.

Table 8.1: Student's Perceptions of Motivation Among Kuwaiti English Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
1	I am excited about the chance to learn English.	22	17	0	1	5	4.11	1.265
2	I need to improve my English if I want to accomplish my future objectives.	17	15	0	7	6	3.66	1.461
3	I am extremely motivated to get better at speaking English.	17	19	0	5	4	3.86	1.283
4	My motivation for learning is to become proficient in speaking English.	17	18	0	7	6	3.60	1.420

Table 8.1: Student’s Perceptions of Motivation Among Kuwaiti English Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
5	I prefer learning English, and I set enough time to do so.	13	17	0	9	6	3.44	1.515
6	I continuously look for chances to use my English outside of the classroom.	13	17	0	9	6	3.48	1.440
7	My objective is to become an extremely competent English speaker.	18	16	0	6	5	3.80	1.391

Table 8.1 presents the results of a questionnaire on Kuwaiti English language learners' perceptions of motivation. In item 1 “ I am excited about the chance to learn English “ the mean is 4.11 indicates that, on average, Kuwaiti English language learners are quite excited about the opportunity to learn English. While, the standard deviation is 1.265 suggests that there is moderate variability in responses, meaning that while the majority of students are excited, some may have a lower level of enthusiasm. In item 2 “ I need to improve my English if I want to accomplish my future objectives” the mean is 3.66 indicates that, on average, students believe there is a moderate need to improve their English for future goals. While, the standard deviation is 1.461 shows a fair amount of variability in responses, indicating that opinions on the necessity of English for future objectives vary among the students. Furthermore, item 3 “I am extremely motivated to get better at speaking English” the mean is 3.86 suggests that, on average, students have a relatively high level of motivation to improve their English-speaking skills. Whereas the standard deviation is 1.283 indicates that there is some variability in responses, with some students expressing very high motivation while others might be less motivated.

In addition, in item 4 “My motivation for learning is to become proficient in speaking English” the mean is 3.60 indicates that, on average, students are moderately motivated by the goal of becoming proficient English speakers. Meanwhile, the standard deviation is

1.420 implies that there is a moderate level of variation in responses, with some students highly motivated by this goal and others less so. In item 5 “I prefer learning English, and I set enough time to do so” the mean is 3.44 suggests that, on average, students have a moderate preference for learning English and allocate a moderate amount of time for it. The relatively high standard deviation of 1.515 indicates a considerable spread in responses, with some students demonstrating strong preference and commitment to learning English, while others may not be as committed. Furthermore, in item 6 “ I continuously look for chances to use my English outside of the classroom” the mean is 3.48 suggests that, on average, students are moderately inclined to seek opportunities to use their English skills outside of the classroom. While the standard deviation is 1.440 indicates a moderate level of variability, with some students actively seeking such opportunities and others less so. In the last item “My objective is to become an extremely competent English speaker” the mean is 3.80 indicates that, on average, students have a reasonably high objective to become extremely competent English speakers. Whereas the standard deviation is 1.391 suggests moderate variability in responses, with some students having strong determination towards this objective and others with less emphasis on achieving extreme competence in English speaking.

In summary, the findings show that Kuwaiti English language learners, while exhibiting differing levels of enthusiasm and dedication, have a favorable attitude towards learning the language. Some students are very driven to become proficient in the English language, while others are more moderately or inconsistently motivated.

Table 8.2: Student’s Perceptions of Attitude Among Kuwaiti English Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
1	I found that I can speak English well when I communicate.	9	12	1	15	7	3.02	1.454
2	I think that learning English is a pleasant and satisfying practice.	13	10	1	11	9	3.15	1.583
3	Conversational and presentational English language activities are helpful and	13	9	3	12	7	3.20	1.518

Table 8.2: Student’s Perceptions of Attitude Among Kuwaiti English Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
	engaging to me.							
4	I think that making errors when learning English is a natural part of the process	16	11	2	11	4	3.54	1.437
5	I consider English to be a historically and culturally rich language.	22	11	0	5	6	3.86	1.487
6	My professional and employment chances are improved by learning English.	9	17	0	14	4	3.29	1.356
7	My friends and family encourage me in my attempts to learn English.	11	18	0	12	3	3.50	1.320

Table 8.2 shows the results of a questionnaire on Kuwaiti English language learners' perceptions of attitude. In the first item “I found that I can speak English well when I communicate” the mean is 3.02 suggests that, on average, students have a relatively moderate perception of their English-speaking ability when they communicate. Though, the standard deviation is 1.454 indicates a moderate level of variability in responses, implying that there is diversity in students' self-assessment of their English-speaking skills. In the second item “ I think that learning English is a pleasant and satisfying practice” the mean is 3.15 suggests that, on average, students perceive learning English as a moderately pleasant and satisfying practice. The high standard deviation of 1.583 indicates a substantial spread in responses, signifying that some students find learning English highly satisfying, while others may not. In the third item “Conversational and presentational English language activities are helpful and engaging to me” the mean is 3.20 indicates that, on average, students find conversational and presentational English language activities moderately helpful and engaging. While the standard deviation is 1.518 suggests that there is a significant variability in responses, with some students finding these activities highly engaging, while others may not.

In addition, in the fourth item “ I think that making errors when learning English is a natural part of the process ” the mean is 3.54 suggests that, on average, students consider making errors when learning English as a natural part of the process. Whereas the standard deviation is 1.437 implies moderate variability in responses, with some students fully accepting errors as part of the learning process, while others may be less accepting. In the item fifth “ I consider English to be a historically and culturally rich language” the mean is 3.86 indicates that, on average, students perceive English as a historically and culturally rich language. While, the standard deviation is 1.487 indicates a moderate level of variability in responses, with some students strongly recognizing the richness of English, while others may have a more moderate view. While, item sixth “ My professional and employment chances are improved by learning English” the mean is 3.29 suggests that, on average, students believe that learning English moderately improves their professional and employment opportunities. While, the standard deviation is 1.356 indicates a moderate level of variability, meaning that some students strongly believe in the career benefits of English, while others may have a more reserved view. In the last item “ My friends and family encourage me in my attempts to learn English” the mean is 3.50 indicates that, on average, students feel moderately encouraged by their friends and family in their efforts to learn English. On the other hand, the 1.320 standard deviation suggests a considerable degree of variety, meaning that although some students may receive a lot of support and encouragement from their social circles, others might not.

In summary, these findings show that Kuwaiti English language learners are generally satisfied with their English learning experience, despite differences in their attitudes towards various learning elements, including self-evaluation of speaking ability, satisfaction with the learning process, and social network support.

9. Discussion

The findings from the study on the impact of motivation and attitude on adult Kuwaiti English language learners at the College of Technological Studies offer valuable insights into the dynamics of language learning and the factors that influence it. These results align

with prior research on the pivotal role of affective factors in language acquisition and proficiency, shedding light on how students' motivation and attitude impact their learning experiences. In this discussion, the researcher contextualizes these findings within the broader literature and explore their implications for language education and pedagogy.

Firstly, the study's focus on motivation resonates with existing research that highlights the importance of learners' enthusiasm and drive in language learning. The positive attitude of adult Kuwaiti English language learners toward the opportunity to learn English is consistent with the idea that a favorable disposition toward the language can enhance motivation (Leona et al., 2021). This aligns with theories of motivation, such as self-determination theory, which emphasize the significance of intrinsic motivation for sustained language learning (Ryan et al., 2021). It implies that teachers should try to create a classroom atmosphere that encourages students' enthusiasm for language learning since it might have a favorable impact on their process of acquiring the language.

Secondly, the study also investigates the impact of errors in the language learning process. The finding that students consider making errors a natural part of learning English is in line with research on language learning anxiety and perfectionism (Ghislandi et al., 2020). Students who perceive errors as a natural part of the process may be less anxious about speaking and making mistakes, which can create a more comfortable and productive learning environment. Educators can capitalize on this attitude by encouraging risk-taking and creating a supportive atmosphere where learners feel safe to experiment with the language.

Furthermore, the study reveals the role of social support from friends and family in shaping learners' attitudes. This finding aligns with research on the importance of social factors in language learning, such as the concept of the "affective filter" proposed by (Stander, 2022). When learners feel encouraged and supported by their social network, it can lower their affective filter, allowing them to be more receptive to language input. Educators and institutions should

recognize the significance of involving parents and peers in supporting students' language learning endeavors.

Moreover, the study's exploration of students' perceptions of the historical and cultural richness of the English language highlights the cognitive and cultural aspects of language learning. This aligns with research that emphasizes the role of cultural competence in language acquisition (Umarova, 2021). A positive attitude toward the cultural aspects of a language can enhance learners' motivation and engagement. Educators should consider incorporating cultural elements into their language teaching to foster a more holistic understanding of the language.

Additionally, the study's findings on learners' perception of the relationship between English and their professional and employment prospects indicate a practical dimension of language motivation. This aligns with research that underscores the instrumental motivation for language learning, which involves the pursuit of tangible benefits, such as job opportunities (Papi & Hiver, 2020). Language educators should capitalize on this motivation by highlighting the practical advantages of language proficiency in career development.

Conclusively, the research outcomes concerning the influence of motivation and attitude on adult Kuwaiti individuals learning English provide insightful information that aligns with previous studies in the language education domain. They underscore the multifaceted nature of language learning, where affective, cognitive, and practical factors interplay to shape learners' experiences. The necessity to establish encouraging and stimulating learning environments that consider the various motives and attitudes of students is highlighted by these findings, which have significant ramifications for educators. Teachers may improve the language learning process and better meet the requirements of their students by addressing these factors. Future research may further explore the interplay of these factors and their effects on language proficiency, offering even more nuanced insights into effective language teaching and learning strategies.

10. Conclusion

In summary, this study shed a light on the influence of motivation and attitude on adult Kuwaiti English language learners makes a substantial contribution to the expanding corpus of research on language learning and competency. The results of this investigation are consistent with other studies that highlight the critical roles that motivation, attitudes, and emotions play in language acquisition. This research provides insight into the intricate interactions between emotional, cognitive, and pragmatic elements that influence the language acquisition process by thoroughly examining the attitudes and perspectives of students.

The positive attitudes and motivations displayed by adult Kuwaiti English language learners are indicative of their enthusiasm and commitment to acquiring proficiency in English. These findings resonate with established theories of motivation and language learning, emphasizing the importance of intrinsic motivation and a supportive learning environment. Language educators and institutions can use these insights to create engaging and motivating classrooms that foster an environment where students are more comfortable taking risks and making mistakes, ultimately enhancing their language acquisition.

Moreover, the study highlights the role of social support, with friends and family encouragement playing a crucial part in learners' language learning journey. This finding underscores the significance of involving the broader social network in supporting and reinforcing language learning efforts. It suggests that educators and institutions should consider ways to harness the power of social support to enhance students' language learning experiences.

Furthermore, the study underscores the multifaceted nature of language motivation, with both cultural and practical dimensions influencing students' attitudes toward English. The recognition of English as a historically and culturally rich language and its perceived impact on professional and employment prospects provide insights into the diverse motivations behind language learning. Educators can leverage these insights by incorporating cultural elements into their

teaching and emphasizing the practical advantages of language proficiency for future career prospects.

In summary, language scholars and educators should take significant note of the study's findings. The need of a thorough, student-centered approach to language instruction that acknowledges and considers the various motives and attitudes of students is emphasized. Despite, educators can create more supportive, engaging, and motivating learning environments, ultimately enhancing students' language proficiency and their overall language learning experience. Future research in this field may delve deeper into the interplay of these factors, offering a more nuanced understanding of effective language teaching and learning strategies that can benefit language learners globally.

11. References

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