Saudi Students’ Motivation and Attitudes toward Learning English as a Second Language and Their Willingness to Invest in Learning It

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Saudi Students’ Motivation and Attitudes toward Learning English as a Second Language and Their Willingness to Invest in Learning It

by

Amirah Alkaabi

A Thesis
Submitted to the Graduate Faculty of St. Cloud State University in Partial Fulfillment of the Requirements for the Degree Master of Arts in English: Teaching English as a Second Language

May, 2016

Thesis Committee:
James Robinson, Chairperson
Isolde Mueller
Judith Dorn
Abstract

The King Abdullah scholarship program has opened the door for a massive number of Saudi students to travel overseas for higher education. The United States has been chosen by the majority of those students as a favorite destination to complete their education. As a result, the number of Saudi Arabian students who study in the United States has increased dramatically. Nearly all-Saudi students who come to the U.S. need to learn English in order to satisfy the English language admission requirement that is needed to obtain admissions to universities and colleges in the U.S.

Research shows that language learners’ motivation and attitude are one of the most important factors that can influence the success or failure in second language learning. Therefore, the aim of this study is to examine and investigate: (1) Saudi students’ types of motivation for learning English as a second language in the U.S., (2) Saudi students’ attitudes toward learning English and toward the native English speakers in the U.S., and (3) Saudi students’ willingness to invest effort and money in learning English. In addition, the study explores the relation between their motivational and attitudinal behavior and certain selected demographic characteristics, namely gender, length of stay in the U.S., and academic level (ESL, undergraduate, graduate).

A questionnaire and an interview were developed and used to collect data from participants. A total of 181 Saudi Arabian students who were studying at different schools and universities in the U.S. participated in the questionnaire, and seven of them were selected to participate in a follow up interview. The results of the questionnaire and the interview showed that the majority of the participants, regardless of their gender, length of stay, and academic
level, had high extrinsic motivation to learn English, positive attitudes toward learning English, positive attitudes toward the native English speakers in the U.S., and a high willingness to learn English. In comparison to male students, female students showed higher intrinsic motivation to learn English and a higher positive attitude toward learning English and toward the native English speakers in the U.S. The participants who did not have scholarships were more willing to invest effort and money in learning English than the participants who did have scholarships. Although the interviewees did have a complete positive vision of the U.S. and its people before coming to the U.S., their vision had changed after coming to the U.S., and they had developed some negative attitudes toward the native English speakers in the U.S.
Acknowledgements

In the Name of Allah, the Beneficent, the Merciful

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Dedication

To the memory of my Dad

To my Mom

To my husband

&

To my son
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Chapter I: Introduction

From the beginning of education in Saudi Arabia, scholarships have been provided to Saudi students to study in the advanced countries; however, since the beginning of the King Abdullah scholarship program in 2005, the number of scholarships provided has increased significantly and more Saudi students become able to complete their education abroad. The number of Saudi students who study in American universities and institutes is a significant number. According to the latest statistics of the Saudi Ministry of Education, the number of Saudi students in the U.S. is 124,695 (Ministry of Education, 2012-2013). A simple comparison between the numbers of Saudi students who study abroad in different countries can clearly indicate that the largest number of Saudi students who study abroad is in the United States (Ministry of Education, 2012-2013).

With the increasing number of Saudi students who study abroad, being proficient in English has become a persistent need. Academic success in English speaking countries depends greatly on English language abilities. Most Saudi students who go to English speaking countries, including the United States, to complete their education are not proficient in English; thus, they have no choice other than enrolling in English language classes.

From my experience as a previous language student in the U.S., I realized that usually Saudi students begin to study English with high motivation and enthusiasm. Signs of their high motivation can be seen in attending classes regularly, doing school work, trying to speak and interact with native English speaking members, exploring the host culture, and trying to take advantage of almost every opportunity to improve their language abilities. Unfortunately, a decline in their motivation levels and sometimes a negative attitude toward learning English
and toward the native English speakers in the U.S. is likely to occur. However, the decline in language learners’ motivational level is not limited to Saudi students, as it appears to be widespread phenomena among language learners. According to Ushioda (2009), “Sadly research all too often points to a steady decline in levels of motivation, once the initial enthusiasm and novelty of learning a new language begin to wear off” (p. 26).

Motivational decline may lead gradually to a lack of motivation to learn English, which is a serious problem that may threaten learners’ professional goals and academic achievement, especially if it accompanies with a formation of negative attitudes toward learning the language and toward the target language community. In the case of Saudi students who study in the U.S., several reasons might be responsible for the potential occurrence of motivational decline. The nature or the orientation of motivation that Saudi students have for learning English in the U.S. might not be as effective as it should be in maintaining a high level of motivation. Different types of motivation, intrinsic and extrinsic, are usually associated with different motivational intensity, and therefore different language attainment. Saudi students’ gender and academic level can be, also, important factors in determining their type and level of motivation. In addition, cultural shock has a major role to play in this issue, and the significant difference between the Saudi culture and the American culture can make the culture shock even stronger, especially if it is associated with a negative personal experience with members from the host culture. According to Suleiman (1993), “Students whose experiences are unpleasant with English or its speakers tend to have unfavorable attitudes towards the host country and its language” (p. 10). The huge difference between the educational system in Saudi Arabia and in the United States is, also, another
reason that may contribute to the gradual loss of motivation. Additionally, Saudi students are given a certain amount of time (18 months) by their sponsor government to meet the language proficiency level that is needed to start their academic education, which may add more pressure on Saudi students.

The Ministry of Education in Saudi Arabia is proud of the number of Saudi students who graduated from American universities with different degrees. According to the data on their website, the number has reached 3319 students since 2005, including 2567 male students and 752 female students. This clearly indicates that those Saudi students were able to overcome the challenges that may have reduced their motivation and continued to maintain their motivation to accomplish their academic goals.

**Purpose of the Study**

Language learners’ motivation and attitude is a central area of investigation in the field of second language, and many researchers from different nations have examined language learners’ motivation and attitudes in different contexts (ESL, EFL). However, few studies have examined these issues among Arab or Saudi students, particularly in the ESL context. According to Song (2013), Saudi students are considered to be the fourth largest group of international students in the U.S., and many of them are enrolled in English programs. The huge number of Saudi students who study in the U.S. makes it crucially important to investigate their type of motivation for learning English and attitudes toward learning English and toward the native English speakers in the U.S. Therefore, the purpose of this study is to explore Saudi students’ types of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S, and the relation, if any, between
their motivation and attitudes and other different variables which are: (1) gender, (2) length of stay in the U.S., and (3) academic level. In addition to motivation and attitude, this study addresses Saudi students’ willingness to invest effort and money in learning English.

**Research Questions**

1. What types of motivation do Saudi students have for learning English, and how do these types of motivation relate to their gender, length of stay in the U.S., and academic level (ESL, undergraduate, and graduate)?

2. What is the attitude of Saudi students toward learning English as a second language and toward the target language community in the U.S., and how do their attitudes relate to their gender, length of stay in the U.S., and academic level (ESL, undergraduate, and graduate)?

3. How willing are Saudi students to invest money and effort in learning English?
Chapter II: Review of the Literature

The present chapter concerns itself with an overview of motivation and attitude. It, also, includes a separate subsection of relevant research on Arab students’ motivation and attitude. For the sake of convenience the chapter has been organized into five subsections: (1) motivation and second language learning, (2) attitudes toward learning English and the target language community, (3) gender differences, (4) English status in Saudi Arabia, and (5) Arab students’ motivation and attitudes toward learning English and its culture.

Motivation and Second Language Learning

There is a well-established belief among researchers that motivation is the powerful engine that leads to success in learning a second or a foreign language. Motivation has been recognized as an important field of investigation in learning a second or a foreign language. However, the complex nature of the concept of motivation makes it difficult for researchers to find a consensus on the exact meaning of motivation (Dörnyei, 1998). In fact, all definitions of motivation “attempt to explain nothing less than why humans behave and think as they do” (Guilloteaux & Dörnyei, 2008, p. 55). As far as learning a language is concerned, Dörnyei and Ottó (1998) defined motivation in second language learning as “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, prioritised, operationalised and (successfully or unsuccessfully) acted out” (p. 65). Dörnyei and Ottó’s definition includes the most important aspects that we need to know in order to understand motivation and its major role in learning a second or a foreign language.
Various motivation theories from different social, educational, and cognitive perspectives, have been proposed to explain the nature of motivation in the field of second language acquisition. One of the most dominant and leading models in this field is Gardner’s socio-educational model. Motivation is a central concept in this model, and it refers to “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p. 10). The way motivation is defined within the socio-educational model can clearly show that motivation needs to be assessed in terms of three components which are: (1) individuals’ desire to learn a language, (2) individuals’ attitudes toward learning the language, and (3) individuals’ motivational intensity or willingness to make an effort in learning the language. Two types of motivational orientations have been identified within this model, which are integrative and instrumental. According to Lambert (1973), integrative orientation can be defined as “a sincere and personal interest in the people and culture represented by the other language group” (p. 98). In other words, learners who have integrative motivation have a great desire to learn a language in order to communicate and socialize with the community group of the target language. Instrumental orientation, on the other hand, refers to individuals’ desires to learn a second language to achieve external or practical goals such as getting a promotion or a job. Although both integrative and instrumental orientations are important to demonstrate high motivational levels, and thus predicate high language achievement, individuals who have integrative motivation are likely to achieve higher language progress than those who are not (Gardner & Lambert, 1972). In order to measure language learners’ motivation and attitudes, Gardner created the Attitude Motivation Test Battery (AMTB). The Attitude Motivation Test Battery
is a questionnaire that is made of a set of statements, and learners need to rate these statements using a scale. The AMTB has been widely used and translated into different languages (Gardner, 2004).

Deci and Ryan’s (1985) self-determination theory is, also, one of the most important theories in second language (L2) motivation. Self-determination theory addresses learners’ three psychological needs: competence, autonomy, and relatedness (Komiyama, 2009). In light of this theory, Deci and Ryan have identified three major types of motivation: intrinsic, extrinsic, and amotivation. Intrinsic motivation simply “refers to doing something because it is inherently interesting or enjoyable . . .” (Ryan & Deci, 2000, p. 55). Extrinsic motivation, on the other hand, refers to doing something to gain external benefits or rewards, such as money, jobs, grades, etc. (Deci & Ryan, 2000). The third category of motivation is referred to as “amotivation” which is a term coined by Ryan and Deci to refer to “lack of personal control over outcome which are thought to motivate human behavior” (Ahmed & Bruinsma, 2006, p. 555). In fact, amotivation is the opposite side of intrinsic and extrinsic motivation because amotivation is describing the case of learners who lack motivation and do not value the learning itself or its outcome (Noels, 2001). Several researchers have empirically examined the three orientations of motivation described by Self-Determination theory, and they found that intrinsic motivation has the highest positive correlation with motivational intensity, positive attitude, and persistence (Noels, 2001).

Dörnyei has also developed important concepts that have informed the recent research in L2 motivation. He has argued that learners’ type and level of motivation can vary over time: “learners tend to demonstrate a fluctuating level of commitment even within a single
lesson, and the variation in their motivation over a longer period (e.g., a whole academic term) can be dramatic” (Dörnyei, 2003, p. 17). In addition to recognizing the major role of the time element, Dörnyei has also recognized the dynamic nature of motivation. He has argued that motivation can be best understood as a construct. Therefore, he adopted a process-oriented approach that views motivation as a construct that has a multistage temporal process: (1) Preactional stage, (2) Actional stage, and (3) Postactional stage. The preactional stage is the stage of generating motivation and setting the initial goals. The second stage, which is the actional stage, involves maintaining individuals’ motivation as well as self-regulation. Finally the postactional stage, which is the third and the last stage, can be considered as the completion of the previous stages since it involves evaluating learners’ past experience, which helps learners to determine future goals (Dörnyei, 2003).

**Attitudes toward Learning English and the Target Language Community**

Second language learners’ attitudes toward second language learning and toward the community group associated with that language is one of the most important factors that may affect the success of L2 learning. Thus, it is important to understand the exact meaning of attitude in second language learning before we go any further. According to Likert, as cited in Gardner (1980), the term attitude refers to “an inference which is made on the basis of a complex of beliefs about the attitude object” (p. 267). Gardner came later and added more details on Likert’s definition by defining attitude as “the sum total of a man’s instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic” (Gardner, 1980, p. 267). As discussed previously, Gardner (1985) has considered attitude as one of the most important components of motivation when he defined
motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p. 10). Brown (1987) defined attitude as a construct that developed early in one’s life as a result of his experience with that culture as well as his parents’ and peers’ attitudes toward that culture. In addition to Likert, Gardner, and Brown, Baker (1992) states that attitude is “a hypothetical construct used to explain the direction and persistence of human behavior” (p. 10). Wenden (1991), on the other hand, proposed a comprehensive definition of the term “attitude”.

According to him, attitude involves three major components, namely cognitive, evaluative, and behavioural. The cognitive component refers to the beliefs and opinions that individuals have about a certain object, whereas the evaluative component refers to individuals’ feelings and emotions toward an object. Finally, the behavioural component refers to individuals’ attitude that makes them act or behave in a particular way.

As it was pointed out earlier, the success in second language learning is closely related to learners’ attitudes toward the second language and its community group. Therefore, learners’ attitudes toward learning a second language and toward the second language community group have been widely investigated. Gardner and Lambert (1972) found that success in language learning depends to some extent upon their attitudes toward the speakers of the target language. Similarly, Oxford and Scarcella (1992) have asserted that learners with positive attitude receive more input than those who are not because they tend to seek opportunities to use the language. The major role of attitude in language learning has encouraged most researchers to consider attitude as one of the most important components in second language learning pedagogy (Evin, İnal, & Saracaloğlu, 2005).
Gender Differences

Gender has been recognized as an effective variable in language learning motivation and attitude. A number of studies have shown significant differences between males and females’ motivation and attitudes toward learning a language (e.g., Clark & Trafford, 1995; Mihaljević Djigunović, 1993; Dörnyei & Clement, 2001; Kissau, 2006; Mori & Gobel, 2006). Some of these studies demonstrated that female learners had higher integrative motivation and positive attitude toward the language and its community than males had. (e.g., Dörnyei & Clement, 2001; Kissau, 2006; Mori & Gobel, 2006). Mori and Gobel (2006) pointed out:

The important role that the home and school environment play in shaping gendered patterns of motivation. Because children enter school with sex-typed views of their interests and abilities, the home environment clearly plays a critical role in this developmental process. Schools also impact children’s gender role conceptions, beliefs, and social identities as children observe and imitate traditional gender roles and encounter gender stereotypes in their classrooms. (p. 367)

English Status in Saudi Arabia

Teaching English in Saudi Arabia has undergone enormous changes since the beginning of education and formal schooling in 1929 (Alhajailan, 2009). The most important change was the beginning of teaching English starting from 4th grade. For quite a long time, English, in Saudi Arabia, used to be taught only in the intermediate and secondary stages, which means that Saudi students did not learn English until they were 13 years or older.

Along with introducing English classes from the 4th grade, a lot of educated people have asked to increase the number of English classes. The number of English classes in Saudi Arabia is quite limited, especially if we consider that students may not have any opportunity to speak or practice English outside classrooms due to the monolingual community in Saudi Arabia. Four English classes per week is not sufficient for EFL students to improve their
language abilities. Therefore, most Saudi students graduate from high school with very limited English proficiency. On the other hand, private EFL institutes have gained popularity among Saudi students who want to spend more time studying English, especially with the increasing demands of high English proficiency in the Saudi job market (Alhajailan, 2009).

Furthermore, the past 4 years have witnessed significant changes in the English textbooks that are used in Saudi Arabia as well as in the teaching system. English textbooks, in Saudi Arabia, used to be very simple including Saudi culture oriented themes, and the goal of teaching English language was to help Saudi students to present their culture to other foreigners. Also, one of the goals of the old textbooks is to teach students basic English that is needed in every-day life, such as greetings, ordering from a restaurant, visiting a doctor, and so on. However, since language and culture are two sides of the same coin, these textbooks were clearly missing an important component, which is the cultural component of the target language (Aslam, 2014). Indeed, language and culture cannot be separated, in the words of Peck (1998), “Without the study of the culture, foreign language instruction is inaccurate and incomplete” (p. 1). In addition to that, the simple language that is used in the textbooks was found to be useless in challenging students and improving their language abilities. Thus, changing the textbooks was crucial. The new textbooks are more challenging than the previous ones, and they include a number of English cultural themes that can help students learn English language and the culture of the English speaking communities. Similarly, the teaching system has changed to keep up with the changes that are taking place in the whole education system. English teachers were trained and encouraged to attend workshops that help to introduce new teaching methods and strategies. Moreover, students
and teachers are now encouraged to think of English as a means of communication rather than a subject matter (Aslam, 2014).

**Arab Students’ Motivation and Attitudes toward Learning English and Its Culture**

A lot of studies have been conducted in the field of second and foreign language learning to measure language learners’ motivation and attitude; however, few empirical studies have examined EFL and ESL Arab students’ motivation and attitudes toward learning English, and even fewer have explored these issues among Saudi students specifically. What follows is an overview of the relatively few studies that have examined Arab students’ motivation and attitudes toward learning English as a foreign or second language. Since some of these studies were conducted in an EFL context while few of them in an ESL context, this overview is divided into two subsections: studies within the Arab world, and studies in the U.S.

**Studies within the Arab world.** In Kuwait, Malallah (2000) conducted a research 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. Within this study too, Malallah examined the relation between students’ motivation and attitudes toward learning English as foreign language and their language attainment. Students’ motivation and attitudes toward English and toward native English speakers was positively correlated with their language attainment.

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 integratively. The study was conducted in The United Arab Emirates, and it
involved a questionnaire and an interview. One hundred high school students participated in the questionnaire, and 20 high school students, 10 English teachers, and 3 supervisors participated in the interview.

Also, in Yemen Al-Tamimi and Shuib (2009) conducted a study to identify petroleum-engineering students’ motivation and attitudes toward learning English in an EFL setting. The participants in this study were 81 students at Hadhramout University of Sciences and Technology. The findings of this study were similar to the results of the previous study on which the majority of the students reported instrumental motives to learn English. The findings, also, reported that the majority of the students had positive attitudes toward both the social and the educational aspects of English.

Abu-Melhim (2009) interviewed 45 female students who were enrolled in the department of English at Irbid University College in Jordan. The students were expected to be English teachers after graduation. The study aimed to examine their motivation and attitudes toward learning English. The results showed that although students’ motives for learning English ranged from being a mixture of intrinsic and extrinsic to being purely extrinsic, almost half of the participants reported negative attitudes toward learning English. Those students who showed negative attitudes toward learning English reported that they considered learning English a waste of time. They reported that they were learning English either to please their parents or because they were not good at math and science and they had no choice other than studying English.

Also in Jordan, as cited in Alfawzan (2012), Abu-Ghazaleh and Hijazi (2011) carried out a study to identify the attitudes of 200 graduate and undergraduate students at Yarmouk
University. The findings exhibited that most Jordanian students had positive attitudes toward learning English. Although gender was considered as an important variable in this study, the results did not reveal any considerable difference between the attitudes of male and female participants. However, academic level, which was also considered as an important variable was found to be effective in revealing different results. The results showed that graduate students tended to have more positive attitude toward learning English than undergraduate students.

Al Asmari (2013) carried out a study to explore the attitudes of 176 Saudi undergraduate students toward several dynamics of English language, including English and the culture of English speaking countries. The participants were studying at the English Language Center in Taif University in Saudi Arabia. The results of his study indicated that students had strong positive attitude toward English and its culture. In addition, the results revealed that the majority of students had a mixture of intrinsic and extrinsic motivation for learning English.

Overall, most research that were carried out to investigate Arab students’ motivation and attitudes have suggested that EFL Arab learners possess instrumental motivation as compared to integrative motivation. With regard to their attitudes, they tend to have more positive attitudes toward learning English and toward the native English speakers.

Studies in the U.S. In 1990, Kamal and Maruyama had conducted a study to explore the attitudes of 223 Arab students toward Americans. The participants in this study were in the United States to pursue their higher education. Kamal and Maruyama (1990) argued “that intergroup contact should lead to positive perception of others” (p. 124). The results of Kamal
and Maruyama’s study had proven that the formation of the positive attitudes toward the native English speakers is strongly correlated with the positive experiences that Arab students had had with Americans rather than their length of stay in the U.S.

In addition to Kamal’s study, a study was administrated by Suleiman (1993) in Arizona State University in the U.S. Suleiman’s study included 22 Arab undergraduate and graduate students who came from different Arab countries, including Saudi Arabia. The investigation of his study aimed to explore Arab students’ motivation to learn English and their attitudes toward learning English and toward the native English speakers in the U.S. Two types of data collection were used in this study: a questionnaire and an interview. In order to build his questionnaire, Suleiman used and adapted Gardner’s Attitude Motivation Test Battery (AMTB) to measure students’ motivation and attitudes. He also built his interview based on Meloni and RochErkaya’s interview guide approach (1990). The results of Suleiman’s study showed that the students had instrumental motivation to learn English before they arrived to the U.S., and they continued to maintain their instrumental motivation after they arrived to the U.S. Even though the comparison between students’ type of motivation to learn English before and after they arrived to the U.S. did not show a major difference, the integrative motivation after arriving to the U.S. was higher than it was before the arrival to the U.S. In addition, the results of the students’ attitudes revealed a mixture of attitudes ranging from positive, neutral, to negative depending to some degree on their experiences with the host culture.

In a recent study, Alfawzan (2012) surveyed 40 male and female Saudi students who were enrolled in an intensive English program at one of the public universities in the U.S. The
purpose of his study was to investigate their attitudes toward learning English and their willingness to make an effort in order to learn it. 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. The study had, also, shown that most students valued English learning on personal, professional, and social levels. The positive attitude toward English and learning it was very significant among Saudi students.

In another study, Irish (2012) carried out a study to explore Saudi students’ types of motivation (intrinsic and extrinsic) and to explore the relation between their motivational type and their length of stay in the U.S. The participants were from different academic levels in a public school in the U.S. The gender variable was eliminated in this study by limiting the participants to male Saudi students. According to the findings of this study, male Saudi students displayed a mixture of extrinsic and intrinsic motivations, regardless of their academic level and the amounts of time spent in the U.S.

The review of the previous studies suggested that Arab students who study in the U.S. continue to maintain their instrumental motives for learning English and continue to have a positive attitude toward learning English and toward the native English speakers in the U.S. The studies that were conducted in the U.S. to investigate Arab students’ motivation and attitudes have very similar results to the results of the studied that took place in the Arab world. This means, to some extent, that studying English in a foreign or a second language setting doesn’t impact Arab students’ motivation and attitude.
Chapter III: Methodology

This chapter outlines the participants, the procedure for collecting data, and data analyses. In addition, this chapter presents the two types of research methods that were used to collect data for this study: a questionnaire, used to collect quantitative data, and individual interviews, used to collect qualitative data.

Participants

The population from which the sample for the present study is recruited included adult male and female Saudi students who were studying at different schools and universities in the U.S. The total number of Saudi students who participated in this study was 197 students who were studying at different academic levels (ESL, undergraduate, and graduate). Sixteen of the participants did not complete the questionnaire; however, making the total responses 181, with a response rate of 91.87%. The participants were fluent in Arabic, which is their first language, but they had different levels of proficiency in English. The participants included students who had spent a relatively short time in the U.S. (less than 1 year) as well as students who had spent more than 1 year in the U.S. Some of the participants in this study did not have a scholarship from the Saudi government, but the vast majority of the participants were fully funded by the Saudi Ministry of Education, which covers not only their academic tuition and fees, but also provides them with a monthly stipend for living expenses, full health insurance coverage, and annual round-trip airfare. Since the participants in this study were adults, the age of the participants was 18 years or older. The following figure (Figure 3.1) summarizes the participants’ main demographic and background information according to gender, length of stay in the U.S., academic level, and sponsorship status.
Figure 3.1: Respondents Demographic Data

According to Figure 3.1, an overwhelming majority of the participants were male students, making up 64.4% of the population, whereas female students made up only 35.4%. The percentage of the participants who had spent a relatively long time in the U.S. (more than 1 year) was significant (81.8%) compared to the participants who had spent less than 1 year in the U.S. (18.2%). The largest number of the participants was undergraduate (47.5%), followed by graduate (29.3%), and finally ESL students (23.2%). As can be expected, the vast majority of the participants, around 84.5%, were fully funded by the Saudi Ministry of Education.
Seven participants were selected from the original sample to participate in the interview. For the purpose of the study, the interviewees were carefully selected to ensure the diversity of their demographic information (gender, academic level, length of stay in the U.S., and sponsorship status). The interviewees consisted of three graduates, two undergraduates, and two ESL students. Only one male student of the interviewees did not have a scholarship, which was expected because most Saudi students in the U.S. are sponsored by their government. Confidentiality and anonymity was promised to all participants through the use of the informed consent form, and the participants were informed explicitly that no names would be revealed under any circumstances. The following table (Table 3.1) summarizes interviewees’ demographic data.

Table 3.1

Demographic Data of the Interviewees

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Academic level</th>
<th>Length of Stay</th>
<th>Sponsorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 male</td>
<td>33</td>
<td>Graduate</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>P2 male</td>
<td>19</td>
<td>ESL</td>
<td>4 months</td>
<td>Yes</td>
</tr>
<tr>
<td>P3 female</td>
<td>30</td>
<td>Undergraduate</td>
<td>4 years</td>
<td>Yes</td>
</tr>
<tr>
<td>P4 female</td>
<td>37</td>
<td>Graduate</td>
<td>4 years</td>
<td>Yes</td>
</tr>
<tr>
<td>P5 female</td>
<td>30</td>
<td>Graduate</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>P6 male</td>
<td>25</td>
<td>ESL</td>
<td>6 months</td>
<td>No</td>
</tr>
<tr>
<td>P7 male</td>
<td>22</td>
<td>Undergraduate</td>
<td>2 years</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Data Collection

Two major instruments for data collection were used in this study. First, all 181 participants were asked to fill out a questionnaire (see Appendix D). The questionnaire was divided into five sections. The aim of the first section was to obtain demographic information about participants such as age, gender, academic level, and length of stay in the U.S. Then, in the following four sections, the participants were asked to respond to a Likert-format scale questionnaire to measure their motivation for learning English, attitudes toward learning English, attitudes toward the U.S. community, and willingness to invest effort and money in learning English. The participants were asked to rate 27 questionnaire items based on a 5-point scale ranging from strongly disagree to strongly agree. The items in the questionnaire were adapted from previous questionnaires in previous studies (Alfawzan, 2012; Suleiman, 1993), and had therefore been piloted and validated. To ensure a full understanding of the statements in the questionnaire and to reduce any language anxiety that may have affected the way the participants responded to the questionnaire, the questionnaire was available for participants in both English and Arabic (participants’ first language). The questionnaire items were written in English first and then were translated into Arabic, and the accuracy of the translation was reviewed and verified by an English-Arabic bilingual graduate student.

The second instrument that was used in this study was an interview (see Appendix E). Seven of the participants were selected from the original population sample to participate in the interview right after they completed the questionnaire. The interview was made of 16 questions, and the purpose of the interview was to provide insight into the participants’ perception of learning English, the U.S., and the native English speaking community in the
U.S. It, also, shed light on Saudi students’ willingness to invest effort and money in learning English. Furthermore, it reinforced and elaborated the information that was obtained by the use of the questionnaire. The interview was presented in English and Arabic to ensure a full understanding of the interview questions and to remove any barriers that may have restricted participants or made them feel uncomfortable to speak during the interview.

**Procedure**

The questionnaire and the interview were administered at the beginning of the spring 2016 semester. After obtaining the approval from the Institutional Review Board (IRB) to conduct the study, the link of the questionnaire was delivered through the use of e-mail to a good number of Saudi students who were attending different schools, institutes, and universities in the U.S. The e-mail included an invitation to participate in the questionnaire, a consent form, and a link to the online version of the questionnaire on the popular website Survey Monkey (see Appendix B). Participants were explicitly informed that their completion of the survey is considered consent to participate in the study.

At the end of the invitation e-mail, survey participants were asked to e-mail their contact information if they wanted to participate in a follow-up interview. Nearly 15 survey participants from two schools in the upper Midwest in the U.S. volunteered for the interviews, but only seven of them did actually complete the interview, while the other eight preferred to withdraw from the interview. The seven participants were approached by e-mail to set an appointment to meet with them individually for the interview. A digital recorder was used in the course of the interview to ensure careful interpretation afterwards. Participants were informed that a digital recorder would be used, and they were informed also that the digital
recording would be deleted upon the completion of the study. Since the researcher shares the
same first language with the participants, the interview was administered in either English or
Arabic, depending on interviewees’ English proficiency. After the interview was completed,
the recorded data were analyzed and examined carefully to obtain answers for the research
questions.

Data Analysis

The data for this study was collected from a questionnaire, which represents the
quantitative part of the research, and an interview, which represents the qualitative part of the
research. Although the quantitative and qualitative data were analyzed separately, they
complemented each other. The qualitative data were used to support, clarify, and
contextualize the quantitative data.

The first part of the questionnaire served to provide participants’ demographic data:
age, gender, length of stay in the U.S., academic level, age at which English learning began,
years of studying English, and sponsorship status. Along with the obtained demographic data,
the second part of the questionnaire answered the first question in this study: What types of
motivation do Saudi students have for learning English, and how do these types of motivation
relate to their gender, length of stay in the U.S., and academic level? The data that was
obtained from the demographic questions and the third and the fourth parts of the
questionnaire aimed to answer the second question: What is the attitude of Saudi students
toward learning English as a second language and toward the target language community in
the U.S., and how do their attitudes relate to their gender, length of stay in the U.S., and
academic level? The last part of the questionnaire served to answer the last research question:
How willing are Saudi students to invest money and effort in learning English? The data was coded and entered into the Statistical Package for the Social Science (SPSS) software. Then, descriptive statistical analysis was used to identify Saudi students’ type of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S., and to measure their willingness to invest effort and money in learning English. It was hypothesized in this study that participants’ motivation and attitude might be related to gender, length of stay in the U.S, and academic level. Therefore, the statistical analysis procedures included independent group t-tests and One-Way Analysis of Variances (ANOVAs) to determine if and how students’ motivation and attitude related to these variables.

The interview has 16 questions that aimed to address the research questions from a different angle to provide more details and a deeper understanding of participants’ motivation, attitudes toward learning English, attitudes toward people in the U.S., and willingness to invest in learning English. Interview data were recorded, transcribed, translated (if it was in Arabic), analyzed, and reviewed in order to find common and recurring patterns and correlations between the motivation and attitudes of Saudi students and their gender, academic level, and length of stay in the U.S.
Chapter IV: Results

This chapter reports the qualitative and quantitative findings of the study. Both the qualitative and the quantitative methods aimed at revealing data to examine and investigate Saudi students’ type of motivation for learning English, attitudes toward learning English, attitudes toward the native English speaking community in the U.S., and their willingness to invest effort and money in learning English. It also aimed at discovering if Saudi students’ motivation and attitude were related to their gender, length of stay in the U.S., and academic level. For the sake of convenience, the qualitative and the quantitative results will be presented in two different subsections.

Quantitative Results

The first seven questions in the questionnaire aimed at revealing demographic and background information. The demographic and background data of the participants was previously discussed and presented in Chapter 3: Methodology (see Figure 3.1). The demographic questions were followed by 27 questionnaire items. The 27 questionnaire items were organized into four different parts as follows: Motivation for learning English, Attitude toward learning English, Attitude toward the U.S. community, and Willingness to study English. Descriptive analyses were used in order to examine the participants’ type of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S., and their willingness to invest effort and money in learning English. In order to further examine associations between the participants’ selected demographic characteristics (gender, length of stay, and academic level) and their motivation and attitudes, independent group t-tests and One-Way Analysis of Variances (ANOVAs) were performed to identify any significant differences that may exist between the participants.
Descriptive statistics. The criteria below were established to interpret participants’ responses as follows: values between 1 and 1.9 were interpreted as strong disagreement; 2 to 2.9, slight disagreement; 3 to 3.9, moderate agreement; and 4 to 5, strong agreement.

The first part of the questionnaire included twelve questionnaire items and aimed at identifying participants’ type of motivation for learning English. These questionnaire items were coded as EX (extrinsic) or IN (intrinsic), based on the type of motivation they were representing. Table 4.1 describes the mean value for each EX and IN statement.
Table 4.1

Motivation for Learning English

<table>
<thead>
<tr>
<th>Type of Motivation</th>
<th>Questionnaire Statements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX</td>
<td>S1: I study English because I need to complete my education in English speaking countries.</td>
<td>181</td>
<td>4.4475</td>
<td>.90293</td>
</tr>
<tr>
<td>EX</td>
<td>S2: I study English because it will help me get a job.</td>
<td>181</td>
<td>4.4586</td>
<td>.78507</td>
</tr>
<tr>
<td>EX</td>
<td>S3: I study English because my parents encourage me to learn English.</td>
<td>181</td>
<td>3.4586</td>
<td>1.27571</td>
</tr>
<tr>
<td>EX</td>
<td>S4: I study English because I like to travel to different countries.</td>
<td>181</td>
<td>3.5193</td>
<td>1.20458</td>
</tr>
<tr>
<td>IN</td>
<td>S5: I study English to make American friends.</td>
<td>181</td>
<td>3.0331</td>
<td>1.17332</td>
</tr>
<tr>
<td>EX</td>
<td>S6: I study English because I have a scholarship and my government sent me here.</td>
<td>181</td>
<td>2.9558</td>
<td>1.36960</td>
</tr>
<tr>
<td>IN</td>
<td>S7: I study English because I like the American community and culture.</td>
<td>181</td>
<td>2.8066</td>
<td>1.22980</td>
</tr>
<tr>
<td>IN</td>
<td>S8: Learning English can help me watch English movies and American T.V. shows.</td>
<td>181</td>
<td>3.8564</td>
<td>1.06005</td>
</tr>
<tr>
<td>IN</td>
<td>S9: I study English to know more about American people and how they live.</td>
<td>181</td>
<td>3.0331</td>
<td>1.26007</td>
</tr>
<tr>
<td>IN</td>
<td>S10: I study English because I like to listen to English music.</td>
<td>181</td>
<td>2.5083</td>
<td>1.33174</td>
</tr>
<tr>
<td>IN</td>
<td>S11: I study English because I would like to speak, think, and behave like Americans.</td>
<td>181</td>
<td>2.1160</td>
<td>1.16563</td>
</tr>
<tr>
<td>IN</td>
<td>S12: I study English because I would like to live in the U.S. permanently.</td>
<td>181</td>
<td>2.0387</td>
<td>1.31810</td>
</tr>
</tbody>
</table>

Extrinsic motivation, which was coded as EX, was operationalized as the type of motivation that is driven by external reasons or practical needs such as money, job, and grades. On the opposite side, intrinsic motivation, which was coded as IN, was operationalized as the type of motivation that is driven by individuals’ internal interest. Five of the questionnaire statements (statement numbers 1, 2, 3, 4, & 6) aimed to measure the
participants’ extrinsic motivation to learn English in the U.S., whereas the other seven statements measured their intrinsic motivation (statement numbers 5, 7, 8, 9, 10, 11, & 12).

The Mean score for most of the EX statements was interpreted as moderate to strong agreement. Statements 1, *I study English because I need to complete my education in English speaking countries*; and 2, *I study English because it will help me get a job*, elicited the highest agreement among all participants, yielding Mean scores of 4.45 and 4.46 respectively. The strong agreement on these two statements suggests that for the majority of the participants, learning English was considered as a means of completing their education and getting a job. Moderate agreement was found among the participants for the third statement, *I study English because my parents encourage me to learn English*; and the fourth statement, *I study English to travel to different countries*, yielding Mean scores of 3.46 and 3.52 respectively. The participants viewed parents’ encouragement and using English as a lingua franca to travel to different countries to be important reasons for learning English. Unlike the other EX statements, statement 6, *I study English because I have a scholarship and my government sent me here*, revealed slight disagreement among the participants, with a Mean score of 2.95, which suggests that the participants did not consider scholarship as a strong reason to learn English.

The Mean score for most of the IN statements, on the other hand, ranged between moderate agreement and slight disagreement. For statement 5, *I study English to make American friends*; statement 8, *Learning English can help me watch English movies and American T.V. shows*; and statement 9, *I study English to know more about American people and how they live*, the participants showed moderate agreement with Mean scores of 3.03,
3.86, and 3.03, respectively. This implies that the majority of the participants were interested in learning English to make American friends, to watch English movies and T.V. shows, and to know more about Americans. However, statement 7, *I study English because I like the American community and culture*; statement 10, *I study English because I like to listen to English music*; statement 11, *I study English because I would like to speak, think, and behave like Americans*; and statement 12, *I study English because I would like to live in the U.S. permanently*, revealed slight disagreement among participants, yielding Mean scores of 2.81, 2.50, 2.11, and 2.03, respectively. The participants’ responses to the IN statements indicate the minor role that intrinsic motives played in promoting the participants’ motivation. Overall, the participants had a mixture of intrinsic and extrinsic motivation to learn English as a second language in the U.S.; however, the role of the intrinsic motivation was not found to be as strong as the role of the extrinsic motivation.

**Table 4.2**

*Attitudes toward Learning English*

<table>
<thead>
<tr>
<th>Questionnaire Statements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: In Saudi Arabia, people who speak English are more respected than those who don't.</td>
<td>181</td>
<td>3.1436</td>
<td>1.24781</td>
</tr>
<tr>
<td>S2: I think the number of English classes in schools, in Saudi Arabia, should be increased.</td>
<td>181</td>
<td>4.3039</td>
<td>.95536</td>
</tr>
<tr>
<td>S3: I think all Saudi students need to learn English.</td>
<td>181</td>
<td>4.0497</td>
<td>1.02890</td>
</tr>
<tr>
<td>S4: I think English language is easy to learn.</td>
<td>181</td>
<td>3.6685</td>
<td>1.01135</td>
</tr>
</tbody>
</table>

The second part of the questionnaire, which consisted of four statements, aimed at discovering and identifying Saudi students’ attitudes toward learning English (see Table 4.2). The participants revealed strong agreement on statement 2, *I think the number of English*
classes in schools, in Saudi Arabia, should be increased; and statement 3, I think all Saudi students need to learn English, giving Mean scores of 4.30 and 4.04 out of 5. The strong agreement on these statements indicates that the participants acknowledged and recognized the importance of learning English in Saudi Arabia. There was, also, an agreement on Statement 1, In Saudi Arabia, people who speak English are more respected than those who don’t; and statement 4, I think English language is easy to learn. However, the agreement on these statements was not as strong as the agreement on the previous statements. The overall results imply that the overwhelming majority of participants had a positive perception of learning English, and thus, a positive attitude toward learning it.

Table 4.3
Attitudes toward the U.S. Community

<table>
<thead>
<tr>
<th>Questionnaire Statements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: The Americans are sociable and hospitable.</td>
<td>181</td>
<td>3.1823</td>
<td>1.04079</td>
</tr>
<tr>
<td>S2: I like the way Americans behave.</td>
<td>181</td>
<td>2.7569</td>
<td>.95831</td>
</tr>
<tr>
<td>S3: The Americans are friendly people.</td>
<td>181</td>
<td>3.4144</td>
<td>.95430</td>
</tr>
<tr>
<td>S4: The more I know Americans, the more I like to be fluent in English.</td>
<td>181</td>
<td>3.7624</td>
<td>1.02411</td>
</tr>
<tr>
<td>S5: The Americans are intelligent and hardworking people.</td>
<td>181</td>
<td>3.3315</td>
<td>.99474</td>
</tr>
</tbody>
</table>

The five questionnaire statements on the previous table (Table 4.3) were aiming to explore the participants’ attitudes toward the native English speaking community in the U.S. According to the Mean score of each of the statements, the majority of the participants displayed moderate agreement on all of the five questionnaire statements except one slight disagreement on statement 2, I like the way Americans behave. All in all, the participants demonstrated a positive attitude toward the native English speakers in the U.S.
### Table 4.4

**Willingness to Invest Effort and Money**

<table>
<thead>
<tr>
<th>Questionnaire Statements</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: I am willing to do extra assignments outside classes in order to improve my English language abilities.</td>
<td>181</td>
<td>3.7293</td>
<td>1.07428</td>
</tr>
<tr>
<td>S2: I am willing to do independent learning outside of class in order to achieve a high level of English proficiency.</td>
<td>181</td>
<td>4.0663</td>
<td>.88570</td>
</tr>
<tr>
<td>S3: I am willing to stay in ESL longer than one year in order to achieve a high level of English proficiency.</td>
<td>181</td>
<td>3.4862</td>
<td>1.22750</td>
</tr>
<tr>
<td>S4: I spend most of my time reading, writing, listening, and speaking in English.</td>
<td>181</td>
<td>3.1436</td>
<td>1.11122</td>
</tr>
<tr>
<td>S5: Without scholarship, I would spend my own money in learning English.</td>
<td>181</td>
<td>3.4917</td>
<td>1.14804</td>
</tr>
<tr>
<td>S6: Here in the U.S., I spend more effort and time learning English comparing with what I spend in Saudi Arabia.</td>
<td>181</td>
<td>4.1878</td>
<td>1.07913</td>
</tr>
</tbody>
</table>

The fourth and the last set of the questionnaire statements aimed at examining the participants’ willingness to invest effort and money in learning English in the U.S. (see Table 4.4). Strong to moderate agreement was found among the participants on all statements in Table 4.4. Therefore, it is safe to say that most participants were willing to invest effort and money in learning English as a second language.

**Inferential statistics.** The inferential statistic method was used to analyze the questionnaire data to determine the relationship of the participants’ gender, length of stay in the U.S., and academic level, with their type of motivation for learning English, attitudes toward learning English, and attitudes toward the native English speaking community in the
U.S. In addition, inferential statistics were used to determine the role of the Saudi government scholarship in participants’ willingness to invest effort and money in learning English.

An independent sample t-test was conducted to determine whether there is a statistically significant difference between males and females regarding their types of motivation for learning English, their attitudes toward learning English, and their attitudes toward the native English speaking community in the U.S. Similarly, an independent sample t-test was used to explore the motivational and attitudinal differences between the participants who have spent less than 1 year in the U.S. and the participants who have spent more than 1 year in the U.S. In order to further analyze the participants’ willingness to invest effort and money in learning English, an independent sample t-test was also used to compare the willingness of the participants who had scholarship to those who didn’t. In addition to the independent t-test, the ANOVA procedure was used to determine the impact of the participants’ academic level on their motivation and attitude. The ANOVA analysis was used specifically to compare the multiple means of ESL, undergraduate, and graduate students to discover any significant differences that may exist within and between the groups. The Alpha level (significance level) for all statistical tests was set at 0.05 since it is the most commonly used in social science.

**Results of independent T-tests.** An independent sample t-test was performed to test the hypothesis that Saudi male and female students may have different motivational types for learning English as a second language in the U.S., and may have different attitudes toward learning English and toward the native English speakers in the U.S. Additionally, it was used to test the hypothesis that Saudi students who have spent a long time (more than 1 year) in the
U.S. have different types of motivation for learning English and have different attitudes toward learning English and toward the native English speaking community group in the U.S. than Saudi students who have spent a short time (less than 1 year) in the U.S. An independent sample t-test was also performed to test the hypothesis that the willingness to invest effort and money in learning English may be different for Saudi students who have scholarships than for those who do not have scholarships.

Table 4.5 presents the results of the independent sample t-test for male and female extrinsic and intrinsic motivation for learning English. As can be seen in Table 4.5, the Mean value of the Saudi male students \( (N=117) \) for EX motivation was 3.73 \( (SD = .549) \), and the Mean value for the IN motivation was 2.67 \( (SD = .826) \). By comparison, the Saudi female students \( (N=64) \) averaged 3.83 \( (SD = .638) \) for EX motivation and 2.96 \( (SD =1.01) \) for IN motivation. The independent sample t-test revealed no significant difference between the Saudi male and female extrinsic motivation to learn English as a second language in the U.S., \( t (179) = -1.03, p = .30 > .05 \). However, results of the t-test show a statistically significant difference between the Saudi male and female students, \( t (108,75) = -2.07, p = .05 = .05 \), in their intrinsic motivation. Therefore, we can conclude that the Saudi male and female students were found to have almost the same extrinsic motivation for learning English, while female students were found to be more intrinsically motivated to learn English than Saudi male students.
Table 4.5

**Saudi Male and Female Students Motivation for Learning English**

<table>
<thead>
<tr>
<th>Motivation Type</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EX Motivation</strong></td>
<td>Male</td>
<td>117</td>
<td>3.7350</td>
<td>.54887</td>
<td>3.258</td>
<td>-1.029</td>
<td>179</td>
<td>.305</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>64</td>
<td>3.8281</td>
<td>.63832</td>
<td>-984</td>
<td>114.127</td>
<td>327</td>
<td>.327</td>
</tr>
<tr>
<td><strong>IN Motivation</strong></td>
<td>Male</td>
<td>117</td>
<td>2.6679</td>
<td>.82638</td>
<td>3.940</td>
<td>-2.072</td>
<td>179</td>
<td>.040</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>64</td>
<td>2.9576</td>
<td>1.01994</td>
<td>-1.949</td>
<td>108.753</td>
<td>359</td>
<td>.054</td>
</tr>
</tbody>
</table>

The next table (Table 4.6) displays the results of an independent sample t-test that was conducted to identify Saudi male and female students’ attitudes toward learning English and toward the native English speaking community in the U.S. The results indicate that the attitude of the Saudi female group toward learning English ($M = 3.94, SD = .657, N = 64$) were more positive than the attitude of the Saudi male group ($M = 3.71, SD = .696, N = 117$). There is statistically significant difference, at the .05 level of significance, between the attitudes of the Saudi male and female students toward learning English, $t (179) = -2.185, p = .03 < .05$. Additionally, the results illustrate that the Saudi female students had a more positive attitude toward the native English-speaking people in the U.S. ($M = 3.53, SD = .810$) than the Saudi male students ($M = 3.16, SD = .766$). Moreover, the independent sample t-test demonstrates a significant difference between the attitudes of the two groups toward the native English speaking group, $t (179) = -3.075, p = .002 < .05$. Thus, the Saudi female students had a more positive attitude toward learning English and toward the native English speakers in the U.S. than the Saudi male students.
Table 4.6

**Saudi Male and Female Attitudes toward Learning English and the U.S. Community**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>G</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>117</td>
<td>64</td>
<td>3.7094</td>
<td>.69632</td>
<td>.015</td>
<td>-2.185</td>
<td>179</td>
<td>.030</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>64</td>
<td>3.9414</td>
<td>.65729</td>
<td>.015</td>
<td>-2.223</td>
<td>136.215</td>
<td>.028</td>
</tr>
<tr>
<td><strong>U.S. Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>117</td>
<td>64</td>
<td>3.1573</td>
<td>.76646</td>
<td>.000</td>
<td>-3.075</td>
<td>179</td>
<td>.000</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>64</td>
<td>3.5312</td>
<td>.81042</td>
<td>.000</td>
<td>-3.025</td>
<td>123.654</td>
<td>.003</td>
</tr>
</tbody>
</table>

Table 4.7 presents the statistical findings of the independent group t-test that was conducted to compare the motivational types of the participants who have spent less than 1 year in the U.S. with the participants who have spent more than 1 year. The participants who have spent less than 1-year in the U.S. (N = 33) averaged 3.69 (SD = .632) in their extrinsic motivation, while the participants who have spent more than 1 year in the U.S. (N = 148) averaged 3.78 (SD = .571). No statistical difference was found between the EX motivation of the two groups, t (179) = - .840, p = .402 > .05. In addition, there was no significant difference in the IN motivation scores for the participants who have spent less than 1 year in the U.S. (M = 2.61, SD = 1.05) and the participants who have spent more than 1 year in the U.S. (M = 2.80, SD = .873), t (179) = -1.090, p = .27 > .05. These results suggest that length of stay in the U.S. did not affect the participants’ type of motivation for learning English as a second language.
Table 4.7

**Motivation Type and Length of Stay in the U.S.**

<table>
<thead>
<tr>
<th>Motivation Type</th>
<th>Length of Stay</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>t</th>
<th>df</th>
<th>Sig.(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EX Motivation</strong></td>
<td>Less than one year</td>
<td>33</td>
<td>3.6909</td>
<td>.63264</td>
<td>.841</td>
<td>-.840</td>
<td>179</td>
<td>.402</td>
</tr>
<tr>
<td></td>
<td>More than one year</td>
<td>148</td>
<td>.7851</td>
<td>.57100</td>
<td>-.787</td>
<td>44.362</td>
<td>.435</td>
<td></td>
</tr>
<tr>
<td><strong>IN Motivation</strong></td>
<td>Less than one year</td>
<td>33</td>
<td>2.6147</td>
<td>1.04643</td>
<td>2.290</td>
<td>-1.090</td>
<td>179</td>
<td>.277</td>
</tr>
<tr>
<td></td>
<td>More than one year</td>
<td>148</td>
<td>2.8050</td>
<td>.87369</td>
<td>-.972</td>
<td>42.497</td>
<td>.337</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, as can be seen in Table 4.8, the participants who have spent less than 1 year in the U.S. scored 3.76 (SD = .639) in their attitude toward learning English and scored 3.45 (SD = .684) in their attitude toward the community group in the U.S. In comparison, the participants who have spent more than 1 year in the U.S. scored 3.80 (SD = .702) in their attitude toward learning English and 3.25 (SD = .821) in their attitude toward the native English speakers in the U.S. According to the independent group t-test, no significant difference was found between the two groups in their attitudes toward learning English, $t(179) = -0.311, p = .74 > .05$. Similarly, no significant difference was found between the two groups’ attitudes toward the U.S. community, $t(179) = 1.313, p = .19 > .05$. These results indicate that the participants’ length of stay in the U.S. did not impact their attitudes toward learning English and toward the native English speaking community in the U.S.
Table 4.8

**Attitude and Length of Stay in the U.S.**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Length of Stay</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>T</th>
<th>Df</th>
<th>Sig.(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Less than one year</td>
<td>33</td>
<td>3.7576</td>
<td>.63886</td>
<td>.160</td>
<td>-.311</td>
<td>179</td>
<td>.742</td>
</tr>
<tr>
<td></td>
<td>More than one year</td>
<td>148</td>
<td>.7990</td>
<td>.70268</td>
<td>-.330</td>
<td>50.788</td>
<td>.742</td>
<td></td>
</tr>
<tr>
<td><strong>U.S. Community</strong></td>
<td>Less than one year</td>
<td>33</td>
<td>3.4545</td>
<td>.68424</td>
<td>1.387</td>
<td>1.313</td>
<td>179</td>
<td>.191</td>
</tr>
<tr>
<td></td>
<td>More than one year</td>
<td>148</td>
<td>3.2527</td>
<td>.82160</td>
<td>1.474</td>
<td>54.653</td>
<td>.146</td>
<td></td>
</tr>
</tbody>
</table>

Since not all of the participants had a scholarship from their government, an independent sample t-test was performed to make a comparison between the participants who did have a scholarship (N=153) and the participants who did not have a scholarship (N=28) regarding their willingness to invest effort and money in learning English as a second language in the U.S. (see Table 4.9). The findings of the independent sample t-test reported a significant difference in the willingness to invest effort and money in learning English between the participants who had scholarships (M=3.63, SD=.705) and the participants who did not (M=3.99, SD=.759), t(179)=-2.452, p=.015 < .05. The Mean value of the participants who did not have scholarships was higher than the Mean value of the participants who had scholarships, which suggests that the participants who did not have scholarships were more willing to invest effort and money in learning English than the participants who had scholarships.
Table 4.9

Willingness to Invest Effort and Money and Scholarship Status

<table>
<thead>
<tr>
<th>Scholarship Status</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of Willingness Yes</td>
<td>153</td>
<td>3.6285</td>
<td>.70491</td>
<td>.003</td>
<td>-2.452</td>
<td>179</td>
<td>.015</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>3.9881</td>
<td>.75894</td>
<td>.003</td>
<td>-2.330</td>
<td>36.039</td>
<td>.026</td>
</tr>
</tbody>
</table>

**Results of the One-Way Analysis of Variances (ANOVAs).** One-Way Analysis of Variances (ANOVA) was performed to examine any possible association between the participants’ academic level (ESL, undergraduate, and graduate) and their motivational and attitudinal measurements. Tables 4.10 and 4.11 present the statistical findings of ANOVA conducted to identify any significant differences between ESL, undergraduate, and graduate students’ extrinsic and intrinsic motivation for learning English. It can be seen that the ESL (N = 42) and the undergraduate (N = 86) students were associated numerically with the highest Mean value in their extrinsic motivation (M = 3.80), while the graduate students were associated numerically with the smallest mean level (M = 3.68). The results from the One-Way ANOVA showed no statistically significant difference between the ESL, undergraduate, and graduate participants in their extrinsic motivation, F (2) = .87, p = .42 > .05 (see Table 4.10). Similarly, no statistically significant difference was found between the ESL (M = 2.84), undergraduate (M = 2.88), and graduate (M = 2.53) students in their intrinsic motivation for learning English, F (2) = 2.68, p = .071 > .05 (see Table 4.11). Therefore, it can be concluded that the participants had similar extrinsic and intrinsic motivation for learning English, regardless of their academic level.
Table 4.10

One-Way ANOVA by EX Motivation and Academic Level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>42</td>
<td>3.8048</td>
<td>.64239</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>86</td>
<td>3.8047</td>
<td>.53223</td>
</tr>
<tr>
<td>Graduate</td>
<td>53</td>
<td>3.6792</td>
<td>.61060</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>3.7680</td>
<td>.58202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.590</td>
<td>2</td>
<td>.295</td>
<td>.869</td>
<td>.421</td>
</tr>
<tr>
<td>Within Groups</td>
<td>60.384</td>
<td>178</td>
<td>.339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60.974</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11

One-Way ANOVA by IN Motivation and Academic Level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>42</td>
<td>2.8435</td>
<td>.97903</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>86</td>
<td>2.8821</td>
<td>.88123</td>
</tr>
<tr>
<td>Graduate</td>
<td>53</td>
<td>2.5310</td>
<td>.86143</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>2.7703</td>
<td>.90746</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4.335</td>
<td>2</td>
<td>2.167</td>
<td>2.681</td>
<td>.071</td>
</tr>
<tr>
<td>Within Groups</td>
<td>143.893</td>
<td>178</td>
<td>.808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>148.228</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to determine any significant difference that may exist between the ESL, undergraduate, and graduate participants’ attitudes toward learning English and toward the native English speaking community in the U.S., One-Way Analysis of Variances (ANOVAs) were conducted. Table 4.12 and Table 4.13 illustrate the results of ANOVA. There was no
statistically significant difference between the groups as determined by One-Way ANOVA in their attitude toward learning English, $F (2) = .087, p = .92 > .05$, and in their attitude toward the native English speaking Community in the U.S., $F (2) = 2.58, p = .08 > .05$. The results suggest that academic level did not play a major role in shaping and determining the participants’ attitudes toward learning English and toward the native English speakers in the U.S.

Table 4.12

*One-Way ANOVA by Attitude toward Learning English and Academic Level*

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>42</td>
<td>3.7738</td>
<td>.66445</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>86</td>
<td>3.8140</td>
<td>.65886</td>
</tr>
<tr>
<td>Graduate</td>
<td>53</td>
<td>3.7689</td>
<td>.76719</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>3.7914</td>
<td>.68996</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.084</td>
<td>2</td>
<td>.042</td>
<td>.087</td>
<td>.917</td>
</tr>
<tr>
<td>Within Groups</td>
<td>85.606</td>
<td>178</td>
<td>.481</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85.689</td>
<td>180</td>
<td>.481</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.13

One-Way ANOVA by Attitude toward the U.S. Community and Academic Level

<table>
<thead>
<tr>
<th>Academic Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>42</td>
<td>3.4952</td>
<td>.61245</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>86</td>
<td>3.1628</td>
<td>.79143</td>
</tr>
<tr>
<td>Graduate</td>
<td>53</td>
<td>3.3321</td>
<td>.91395</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>3.2895</td>
<td>.80038</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3.255</td>
<td>2</td>
<td>1.627</td>
<td>2.585</td>
<td>.078</td>
</tr>
<tr>
<td>Within Groups</td>
<td>112.055</td>
<td>178</td>
<td>.630</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.310</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualitative Results

The main purpose of the interview was to get in-depth understanding of Saudi students’ responses to the questionnaire and to clarify items emerging from the questionnaire. Seven participants were interviewed using either Arabic or English language, depending on the interviewee’s linguistic competence in English. The Arabic interview data were later translated into English. The accuracy of the translation was verified with the assistance of an English-Arabic bilingual graduate student. The same questions were asked for all seven participants to make the elicited data comparable and operable for further analysis. Each interview lasted about one-half hour and was audio-recorded. The researcher began every interview by giving a brief introduction of the study and asking participants to read and sign the interview consent form.

The first four questions in the interview inquired demographic data about the participants, including age, academic level, length of stay in the U.S., and sponsorship status.
The demographic data of the interviewees was previously discussed and analyzed in Chapter 3: Methodology (see Table 3.1).

Questions 5, 6, and 7 aimed at identifying the participants’ type of motivations for learning English and their attitudes toward learning English. The results revealed that all participants, regardless of their gender, academic level, and length of stay in the U.S., were either extrinsically or both extrinsically and intrinsically motivated to learn English as a second language. In addition, all participants with no exception indicated the importance of learning English in their academic, professional, and personal life, which suggests their positive attitude toward learning English as a second language. For example, all participants mentioned different external reasons for learning English, such as completing their education and getting a good job. According to the interview, all participants had extrinsic motives for learning English and had positive attitudes toward learning English as a second language. Interview notes of the conversations illustrate the participants’ motives and attitudes as follows:

P1 male

It is important to learn English since it is the third most common language in the world, and it is the language, which I will complete my education with…English will help me get a better job.

P2 male

I applied for a scholarship, and I was approved …English is important to get my degree and to get a job … I can’t do anything here even simple things like ordering from a restaurant without knowing English.

P3 female

English is very important to me…I came here to improve my English language, to complete my education, and to get promoted in my job,…I can travel to different
countries because English is spoken worldwide… I am glad I came here because I think now I understand how important it is to learn English in its environment. I become familiar with the American culture, and I have some American friends. I enjoyed learning about the American culture. It is so fascinating to me.

P4 female

Pursue a higher degree was my main reason to study English. Better jobs require better qualifications…. making American friends is important to me to understand the American culture and to practice English. Also, the nice places that worth visiting. America has its reputation, whoever goes to America and study is appreciated in Saudi Arabia… I am a bigfoodie. I enjoy foreign dishes and I like cooking. I am also curious about the ingredients and preparations of some recipes, and most cooking programs that I like to watch is in English, so I need English to keep up my interest.

P5 female

There are different reasons that encouraged me to learn English. English is the most commonly used language among foreign languages, and people who speak English can earn more money than those who don’t...Knowing English will help me to teach English to my children perfectly… My main goal is to get my degree and to learn English from native speakers and to make American friends. I, also, love nature and the United States is perfect because it has so many different types of nature and climate.

P6 male

English is very important to complete my education and to get a good job in the future. Speaking two languages can enhance my knowledge because I have the opportunity to look up any piece of information using two languages.

P7 male

I had a scholarship so I want to take advantage to learn English and to complete my education in America. English is very important to find a good job. I could still complete my education in my country without the need to learn English, but degrees from America are more prestigious and respected…I think I have more reasons to study English now than before, and may be more important than my previous reasons. Most of my friends are Americans…. I think I will live here forever, my wife is also an American and we are expecting our first child next month. So, English is important for me on a personal level as well as on a professional level.
Figure 4.1 illustrates the different extrinsic and intrinsic motives that Saudi interviewees had for learning English in the U.S., regardless of their gender, academic level, and length of stay in the U.S.

Figure 4.1: Componential Analysis of Saudi Students’ Reasons to Learn English in the U.S.

Gender was found to play an important role in determining the type of motivation that the participants had for learning English as a second language. The review and the examination of the participants’ answers for evidence of recurring patterns have revealed certain differences in types of motivation for learning English between males and females interviewees. Figure 4.2 shows the different reasons that Saudi male and female students stated for learning English as a second language. The method of exact words or the category
of words was used in counting the number of word occurrences. For instance, making American friends, visiting the U.S., and discovering the American culture were all grouped into one category, which is personal interest.

![Graph showing male and female frequency of word occurrence](image)

**Figure 4.2: Analysis of Male and Female Word Occurrences**

The previous figure (Figure 4.2) is a very important tool that can help to make inferences about the differences between male and female Saudi students’ type of motivation to learn English. Based on the interview data, all male and female students had external reasons to learn English as a second language, and these external reasons are represented in the figure as follows: scholarship, complete education, prestige of education in the U.S, employment, and English as a lingua franca. According to the figure, the words that are related to education and employment had the highest frequency, while scholarship and prestige of education in the U.S. had the lowest frequency of occurrence in the interviewees’
The high occurrence of external reasons in the participants’ verbatim indicates that all male and female participants had strong extrinsic motivation to learn English as a second language. In addition to the external reasons to learn English, female students were more intrinsically motivated to learn English than male students. Intrinsic motivation was represented in this figure by personal interest, which was asserted by all female students during the interview. On the other hand, only one male student had intrinsic motives or personal interests to learn English as a second language.

The next group of questions, namely question eight, nine, ten, eleven, and twelve, were oriented at discovering and identifying Saudi students’ attitudes toward the U.S. and toward the native English speakers in the U.S. The interviewees were asked, in question eight, about their reasons to choose the U.S. over other native English speaking countries such as Canada. All of them provided different positive financial, educational, and personal reasons for choosing to study in the U.S.

P1 male

It has many educational options, and the requirements in the American universities are somewhat easier than the requirements in other countries.

P2 male

I came with my brother, and he decided that he wants to study in the U.S., but I think the U.S is cheaper than most of the other English-native speaking countries.

P3 female

I always hear good thing about the U.S., so I always want to come here. American movies and shows are my favorite, and when I was in Saudi Arabia I used to spend my free time watching these movies and shows which made me love to come and see America.
P4 female

I feel I know America before coming to it. Movies and T.V. shows did not hide anything.

P5 female

It was my dream to come and live here plus I have some relatives who are studying in the U.S.

P6 male

For two reasons, first, it is cheaper than other English-native speaking countries such as Canada. Second, I have relatives and friends here.

P7 male

America has a good reputation in my country. Everyone wants to visit America and to experience how life looks like here.

Question nine and ten aimed specifically at identifying the participants’ perception of the U.S. before and after coming to the U.S. Although, the attitude of the majority of Saudi participants toward the U.S. and toward the U.S. community before coming to the U.S. was positive, their thoughts and opinions about the U.S. and its community after coming to the U.S. were slightly different. The majority of them had developed some negative attitudes toward the U.S. and American people. The participants’ opinions are illustrated in the following table:
Table 4.14

**Saudi Students’ Attitude Before and After Coming to the U.S.**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Attitude Before Coming to the U.S</th>
<th>Attitudes After Coming to the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 male</td>
<td>A modern country that respects the rights and the freedoms of all individuals… I used to think that American people are very serious, hard workers, always on time, and nice with strangers.</td>
<td>Freedom is not always respected…discrimination based on color and religion is a very serious issue in this country.</td>
</tr>
<tr>
<td>P2 male</td>
<td>I heard good things about the United States. I heard about the modern life and I heard that people are nice and open-minded.</td>
<td>They have great services everywhere, but I don’t like living here…I found most people are not nice ... I wish I didn’t come.</td>
</tr>
<tr>
<td>P3 female</td>
<td>Modern society, open-minded and friendly people.</td>
<td>Almost the same.</td>
</tr>
<tr>
<td>P4 female</td>
<td>I thought I was visiting Disneyland. Life would be easy just like watching movies or traveling for pleasure. It is AMERICA.</td>
<td>I am impressed with the medical and social services and the modern life, but it is not Disneyland. Life here is difficult and sometimes challenging.</td>
</tr>
<tr>
<td>P5 female</td>
<td>Land of dreams and opportunities. America has a good reputation in my country.</td>
<td>It is an amazing country, but they have problems just like any other country.</td>
</tr>
<tr>
<td>P6 male</td>
<td>Modern and democratic country.</td>
<td>They have major problems like the high crime rate, homeless, racism, and many other problems that make me wish I didn’t come to the U.S.</td>
</tr>
<tr>
<td>P7 male</td>
<td>A developed and a democratic country that has everything a person may need to live a good life.</td>
<td>Almost the same, and I like it that I can ask and get my rights without the need for network connection. There is justice.</td>
</tr>
</tbody>
</table>

A quick comparison between the participants’ perception of the U.S. before and after coming to the U.S. can clearly show that the vast majority of them, regardless of their gender and academic level, had developed some negative attitudes toward the U.S. after coming and
living in the U.S. The fact that they all had completely positive attitudes toward the U.S. before coming to the U.S. suggests the major role of the participants’ experiences with members of the American society. Additionally, length of stay in the U.S. might have an important role in the development of this negative attitude among Saudi students. The participants who had spent less than 1 year in the U.S. appeared to have more negative attitudes than those who had spent more than 1 year. Participants number 2 and number 6 had spent less than 1 year in the U.S., and both of them stated that they wish they did not come to the U.S. It can be conjectured from this recurring patterns that the attitudes of the participants who had spent less than 1 year in the U.S. tended to be more negative than the attitudes of the other participants who had spent more than 1 year in the U.S.

Question eleven and twelve aimed to elicit information from students about their actual experiences with American people and the effect of those experiences on their attitudes toward American people. All of the students had had pleasant and unpleasant experiences with American people. The unpleasant experiences that Saudi students had with Americans can be considered as a possible and reasonable explanation of the negative attitudes that they had developed after coming to the U.S. Most of the experiences that students shared were related to friendship, business, and education. Interview notes of the conversation illustrate Saudi students’ experiences and impressions.

P1 male

Some of the experiences were good while the others were not. I have those experiences from buying, English School, and University. Some of them are nice when there is a benefit from that and when this benefit goes away they won’t be nice as they used to be. Most of them are not honest and they can easily break their promise. They mostly care about themselves more than their families or friends. It is easy to lie and then say sorry after that when they don’t really feel sorry or remorse.
Money is the most important thing in their life. On the other side most of them do not stare at strangers and they respect your privacy. Some of them respect your religion and they are open-minded, and in business they respect customers and customers are their first priority.

P2 male

Good and bad experiences, but mostly bad. I miss my country so much. People here only care about money and business and nobody cares about you. Even friends, there is no real friends here. Some people don’t understand that we don’t speak good English like them, and they raise their voices and become really rude with us and some people ask why do you come here and when we told them we are students they asked why we didn’t study in our country.

P3 female

Good and bad experiences. People are not alike, and Americans are no exception. In general they are very kind and friendly. Although my American friends were very busy, they tried to support me all ways.

P4 female

Americans were only classmates, they have their own worlds and we have ours. They do not help unless we ask. I guess Americans do not want to intrude any one’s life. People are not alike. I had good American neighbors who helped me a lot. Maybe it is the university atmosphere that people are young and do not realize the difficulties we go through. I attended one thanksgiving in an American classmate’ house, and she recorded my voice for her project without my consent. I felt as if I was a lab mouse, I still feel bad about that thanksgiving. I could sue her. But on the other hand, I have left my car and my house keys with my American neighbor when I traveled, and she lent me her car many times when my car broke down. She and her family accepted me. We are still friends. People in the street, at the beach or at the mall they all wear a sweet smile but I cannot say whether they are really good people or it is their culture. Of course, salesmen are doing their job so they must be friendly.

P5 female

Good experiences with some bad experiences. Good experience in schools that they understand and appreciate students’ rights. I get to say my opinion in everything. I, also, like that most people here respect my privacy and they don’t stare at me in public places. I feel comfortable with my American friends because they understand my opinion, and they don’t expect me to do something special for them. They understand if I don’t want to do something without the need to explain or apologize. However, I
don’t consider them real friends because most of them will not be available to help when you need help. You know a friend in need is a friend indeed. Bad experience, few of them have bad thoughts about non-Americans, and they are not willing to change their thoughts no matter how good you are.

P6 male

I had bad and good experiences. Americans always look nice and friendly, but they don’t appreciate friendship and they always give the priority to themselves. Maybe, they have a different concept of friendship than what we have in Saudi Arabia. That’s why all my friends are from my home country Saudi Arabia. Americans are always busy and hardworking, but they miss the meaning of the real family and friends.

P7 male

Different kinds of experiences, but mostly good. They respect privacy and freedom, and in general they are very pilot and nice. Money seems to determine human relationships in this country. It is simple you are what you earn.

The last group of the interview questions aimed at exploring Saudi students’ willingness to invest effort and money in learning English as a second language. All Saudi students’ responses in the interview indicated their willingness to invest effort in learning English as a second language. They all with no exception asserted that they spend more than 2 hours daily learning and practicing English, and they all acknowledged the importance of practicing English with native-speakers. As it can be expected, the majority of them indicated that they were spending more effort and time studying English in the U.S. than what they were spending in their home country. Saudi students’ academic and personal life in the U.S. depends greatly on English proficiency; therefore, spending more time and effort in studying English in the U.S. than what they were spending in Saudi Arabia was expected. Interview notes of the conversation illustrate the interviewees’ willingness to invest effort in learning English as a second language.
P1 male

I usually spend 2 hours daily studying English. Of course I spend more time studying here than what I used to do in my country. Here I have to speak fluently, I have to read fast, I have to write meaningful thoughts without spelling or grammatical mistakes. I also want to understand what I hear in class or outside the class, otherwise I will not be able to study or live here, but in my country I just study English to pass the course and that’s it.

P2 male

Around 2 to 3 hours. In my country you know English is not a serious subject in school. I study only to pass, and it wasn’t difficult. Here I work really hard because it is important to improve my language skills. I have to get the TOFEL score that is nodded to satisfy the English language admission requirement. My language abilities should be good enough also to be able to study and get my degree.

P3 female

Two to 3 hours every day as average. I used to spend more efforts in my home country than here since I was in an English major, and I was beginner there and it was intensive study in the first year of college. We took all our courses in English only, so we had to be good enough in English.

P4 female

Two to 3 hours. Generally, I review lessons that have been taken and prepare for tomorrow’s lessons. English is everywhere in America so I can practice anywhere. Some writing homework takes all my weekends. In my country I do not study English alone because I have other subjects. Besides it is not practiced outside the class. Although my English has improved greatly since I came to America, I still feel that my English is not perfect. I cannot follow conversations in my favorite TV shows. I miss the meaning of idioms and jokes that bring the house down.

P5 female

Probably 5 hours per day. In my country I do not study English alone because I have other subjects, and English subject is very easy and simple, so I didn’t spend much time on English in my country. However, here it is completely different. I was shocked when I first came to the point where I thought I would not be able to complete.
P6 male

Three to 4 hours a day. I can’t compare because in my country I was not spending effort studying English and I don’t know how I passed my English classes during high school. Here I spend most of my time learning the language.

P7 male

It depends but generally 3 to 4 hours. I defiantly spend more time here than I did in Saudi Arabia. To be honest, I don’t consider learning English in Saudi Arabia serious language learning. Here I spend most of my time reading, writing, speaking, and listening in English. I feel like my language is improving really fast, and I become aware of how to use the language appropriately in different situations. The cultural awareness of the English language is something I wouldn’t learn if I didn’t live in an English-speaking country. I feel like I have a deeper understanding of the language.

In spite of the fact that all Saudi students in the interview were willing to invest time and effort in learning English, the majority of them were not willing to spend their money in learning English as a second language. Notably, all participants in the interview had scholarships from their government except for one participant who was obviously spending his own money to learn English in the U.S. According to the interview data, all participants who had scholarships indicated that studying and living in the U.S. is expensive and not affordable. Only the participant who was not sponsored believed that spending his money on learning English in the U.S. is worth it.
Chapter V: Discussion

The discussion of the results is built around the research questions that were initially set at the beginning of this study. Each research question will be examined individually.

1. What types of motivation do Saudi students have for learning English, and how do these types of motivation relate to their gender, length of stay in the U.S., and academic level (ESL, undergraduate, and graduate)?

The first question itself is complex, and therefore it will be broken down into four parts: Saudi students’ type of motivation, gender, length of stay in the U.S., and academic level.

Intrinsic motivation simply “refers to doing something because it is inherently interesting or enjoyable . . .” (Ryan & Deci, 2000, p. 55), whereas extrinsic motivation refers to doing something to gain external benefits or rewards, such as money, jobs, grades, etc. (Deci & Ryan, 2000). According to the results of the questionnaire and the interview, Saudi students showed a mixture of extrinsic and intrinsic motives to learn English as a second language. However, the extrinsic motivation was found to be the dominant type of motivation for Saudi students compared to the intrinsic motivation. This trend was particularly apparent in the participants’ responses to the extrinsic and intrinsic questionnaire statements and interview questions. The participants regarded learning English as a means of achieving external benefits, such as completing their education and getting a job rather than a means to satisfy personal interest in the language itself or the people and the culture of the language. This finding is consistent with the findings of most of the studies that had conducted to investigate Arab EFL and ESL type of motivation for learning English (Abu-Melhim, 2009;
All participants, regardless of their gender, displayed high extrinsic motives to learn English as a second language; however, male and female participants’ intrinsic motivation varies greatly. The results indicate that Saudi female students have higher intrinsic motivation to learn English than Saudi male students. This result was found in participants’ responses to the questionnaire and was, also, verified by the interview findings. Unlike most of the male interviewees, the female interviewees expressed their interests in making American friends and in exploring the American culture. Similarly, other studies demonstrated that female language learners had higher integrative motivation than male language learners (Dörnyei & Clement, 2001; Kissau, 2006; Mori & Gobel, 2006). Mori and Gobel (2006) pointed out the role of home and school environment in building and shaping male and female perception of their interests and abilities. Unlike western and non-Islamic countries, women in Saudi Arabia grow up knowing that they are not required to work or to pay the household expenses. Financial obligations are always men’s responsibility, and they are the ones who are required to work in order to pay for the household needs, wife, and children. Additionally, the Saudi society is male-dominated Islamic society, which prohibited women from various professions. Thus, for most Saudi women working to earn money is optional and it is not a persistent need, which may explain their intrinsic motivation to learn English as a second language. Although most female students stressed the value of knowing English for obtaining careers in the future, they know that even if they don’t get a job they will be fine, which gives them the opportunity to grow personal interest in learning English with less stress and pressure. In contrast, men are
more focused on achieving their external goals, which adds more pressure on them and may prevent them from developing a personal interest in learning English.

This study provides evidence that length of stay in the U.S. is unlikely to impact or change Saudi students’ type of motivation for learning English as a second language. The results of the questionnaire as well as the interview indicate that there is no difference between the participants who have spent more than 1 year in the U.S. and the participants who have spent less than 1 year in the U.S. in their type of motivation for learning English. This finding is similar to the finding of Irish (2012), who reported no significant correlation between Saudis’ length of stay in the U.S. and their type of motivation.

It is fairly surprising that the participants’ academic level does not impact Saudi students’ type of motivation for learning English. ESL, undergraduate, and graduate Saudi students share similar extrinsic and intrinsic motives for learning English. This result is supported by the result of Irish (2012), who didn’t reveal any significant difference in motivational type between Saudi students at pre-college and college levels.

2. What is the attitude of Saudi students toward learning English as a second language and toward the target language community in the U.S., and how do their attitudes relate to their gender, length of stay in the U.S., and academic level (ESL, undergraduate, and graduate)?

This question is, also, complex and needs to be broken down into three parts: Saudi students’ attitude toward learning English, toward the U.S. community, gender, length of stay, and academic level.
Overall, the participants display positive attitudes toward learning English. This finding was indicated by participants’ responses to the questionnaire and was verified and elaborated by the interview. Many studies that examined Arab’s attitude toward learning English have also revealed similar results (Abu-Ghazaleh & Hijazi, 2011; Al Asmari, 2013; Alfawzan, 2012; Al-Tamimi & Shuib, 2009; Malallah, 2000). Gardner (1985) considered learners’ attitudes as one of the most important components of motivation when he defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985, p. 10). Therefore, Saudi students’ positive attitude toward learning English can be seen as an expected and a normal outcome of their high motivation. The interviewees expressed the usefulness of English language in different educational, professional and personal levels. The rapid development in Saudi Arabia has influenced many aspects of life including the way Saudis perceive learning English. English language, in Saudi Arabia, has become a persistent need in education, communication, business, travelling, and employment, which logically justify the great interest in learning English among Saudis.

According to Gardner and Lambert (1972), the success in second language learning is closely related to learners’ attitudes toward its community group. The questionnaire responses reveal that the majority of Saudi students have positive attitudes toward the native English speakers in the U.S. It is quit surprising that, the image of the U.S., its culture, and people is largely positive among the Saudi participants despite the significant religious and cultural differences between the U.S. and Saudi Arabia. However, a mixture of positive and negative attitudes toward the U.S. was reported by most of the interviewees. Although, the attitude of
the majority of the interviewees toward the U.S. and its community was completely positive before coming to the U.S., their thoughts and opinions about the U.S. and its community after coming were slightly negative. There are numerous possibilities for this result. Negative experience with members of the American society is one obvious possibility for the formation of this negative attitude, and this can be clearly seen in the experiences that the interviewees shared during the interview. In fact, two studies reported a strong correlation between language learners’ attitudes and their experiences with members of the language community group (Kamal & Maruyama, 1990; Suleiman, 1993). Another possible cause of the formation of the negative attitudes could be the extreme culture differences between Saudis and Americans. Friendship is one of the major social relationships that can cause misunderstanding across cultures, and Saudis and Americans seem to have different views and expectations of friendship. This was apparently clear when the interviewees described their American friends.

With regard to gender, this study finds significant difference between the attitude of Saudi male and female students toward learning English and toward the native English speaking community in the U.S. Saudi female students demonstrate more positive attitudes toward learning English and toward the U.S. community than Saudi male students. Since Saudi female students have higher intrinsic motives than male students, it is not surprising that they also have more positive attitudes toward learning English and toward the native English speakers in the U.S. than Saudi male students. Several researchers have empirically examined the three orientations of motivation and they found that intrinsic motivation has the
highest positive correlation with motivational intensity, positive attitude, and persistence (Noels, 2001).

In relation to the impact of length of stay in the U.S. on Saudi students’ attitudes toward the native English speakers in the U.S., the questionnaire results demonstrate no significant difference between the students who have spent less than 1 year in the U.S. and the students who have spent more than 1 year. The interview results, on the other hand, suggests that the attitude of the students who have spent more than 1 year in the U.S. is generally more positive than the attitude of the students who have spent less than 1 year. The students who have spent less than 1 year expressed their dissatisfaction and frustration with the host culture. Saudi students who just arrived to the U.S. usually need time to adjust themselves to the new culture and to familiarize themselves with the new condition. There are many factors that can affect the process and the degree of the adjustment to the new culture, and length of stay in the U.S. is one of the major factors. The students who have spent less than 1 year in the U.S. may need more time to become familiar with the new culture, especially if the gap between their home culture and the host culture is huge. Therefore, it is usually normal for the students who have spent less time in the U.S. to have more negative thoughts about the host culture.

Based on the results of the current study, no significant difference is detected between the ESL, undergraduate, and graduate students in their attitudes toward the native English speaking community in the U.S. This result seems to contradict the results of Abu-Ghazaleh and Hijazi’s study (2011), which indicated that that graduate students tended to have more positive attitudes toward learning English than undergraduate students.
3. How willing are Saudi students to invest money and effort in learning English?

According to Gardner (1985), individuals’ intensity or willingness to make an effort in learning the language is one of the important components of motivation. The questionnaire results provide evidence that Saudi students are willing to invest effort and money in learning English. However, the participants who do not have scholarship are generally more willing to invest effort and money in learning English than the participants who do have scholarships. With regard to the interview results, the interviewees who had scholarship were completely unwilling to spend their money in learning English. Although they did acknowledge the importance of learning English and they were willing to spend effort in learning English, they all agreed that they would not come to study in the U.S. if they did not have scholarships. The fact that the number of Saudi students who study in the U.S. has increased significantly with the announcement of the King Abdullah scholarship program in 2005 indicates the importance of scholarships for Saudi students to learn English and to complete their education in the U.S. or any other English speaking country.

Limitations of the Study

The present study has its own limitations, as it is the case with many studies. The main limitation was the size of the interview participants. Although we had a high response rate to the questionnaire, the interview sample size was quite limited. Since, the questionnaire only measures participants’ responses on a scale of agreement and disagreement, it has to be combined and supported by an interview to provide a deep understanding of the issue. However, the small number of the interviewees did not allow major variations in responses,
and therefore it was difficult for the researcher to compare and contrast the interviewees’ thoughts and opinions. A larger size of the interview participants would allow for more diversity in their gender, length of stay in the U.S., academic level, and scholarship status. It would, also, provide more in-depth insights into participants’ responses.

Another fundamental limitation deals with the diversity of the participants. The diversity of the participants based on the length of stay and the scholarship status was unbalanced. The size of the questionnaire participants was relatively large (181 participants). However, only 18.2% of the participants had spent less than a year in the U.S., and only 15.5% of the participants did not have scholarship. Additionally, out of seven interviewees only two of the participants had spent less than one year in the U.S. and only one student did not have a scholarship. Therefore, some of the results may not be as accurate as it would be if we had had a balanced number of participants based on their length of stay in the U.S. and scholarship status.

Conclusion

The Saudi government spends large amounts of money on the scholarship program that supports huge number of Saudi students abroad. The rapid increase of Saudi students in the U.S. specifically has placed them among the largest international students who study in the U.S. Since most Saudis who come to the U.S. have very limited English proficiency, learning English is the first thing that they have to learn as soon as they arrive. The success in learning a second or a foreign language depends greatly on learners’ motivation for learning the language and their attitude toward that language and toward the language native speakers as well. However, as it was mentioned earlier, unfortunately few studies have examined Saudi
students type of motivation for learning English as a second language and their attitude toward learning English and toward the native English speakers in the U.S.

The goal of this study was to explore and investigate Saudi students’ type of motivation for learning English as a second language, attitude toward learning English, attitude toward the U.S. community group, and their willingness to invest effort and money in learning English. In addition, the motivation and attitudes of Saudi students had been examined in relation to some factors that are likely to impact their motivation and attitudes, namely, gender, length of stay in the U.S., and academic level.

In general, English was positively perceived by the overwhelming majority of Saudi students, regardless of their gender, length of stay in the U.S., and academic level. The participants were mostly driven by extrinsic motives to learn English rather than intrinsic motives. In particular, English learning was highly valued among the Saudi participants as a means for academic and professional achievement. With regard to their attitude toward the U.S. community, Saudi students showed a relatively positive attitude toward the U.S. and its community. Additionally, with few exceptions here and there, the majority of Saudi students indicated their willingness to invest effort and money in learning English as a second language.

This study provides evidence that, there is a relationship between participants’ gender and their type of motivation and attitude. Saudi female students were found to have high intrinsic motives for learning English and more positive attitudes toward learning English and toward the U.S. community compared to Saudi male students.
In addition, although the number of the students who did not have scholarships was quite limited, they displayed higher willingness to invest effort and money in learning English than those who did have scholarship.

Finally, it is hoped that the results of this study contribute to the understanding of Saudi students’ motivational and attitudinal behavior. This understanding might be particularly helpful for the Ministry of Education in Saudi Arabia as well as for ESL teachers who teach Saudi students in the U.S. It could facilitate the educational services that are provided to Saudi students, and clear up any misunderstanding or misconception about them as ESL learners. However, as it was mentioned previously, due to the unbalanced sampling, some of the results would not be appropriate to apply to all Saudi ESL learners in the U.S.
References


Appendix A: Questionnaire Informed Consent in English and Arabic

You are selected because you are a Saudi student who studies in the U.S. This research project is being conducted by Amirah Alkaabi as part of a graduate thesis research paper. **You are invited** to participate in this study to determine:

- Types of motivation that Saudi Students have for learning English and how they relate to their gender, length of stay in the U.S., and academic level.
- Saudi students’ attitudes toward learning English and toward the U.S. community and how they relate to their gender, length of stay in the U.S, and academic level.
- Saudi students’ willingness to invest effort and money in learning English.

**Background Information and Purpose:**
The purpose of this study is to explore Saudi students’ type of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S, and the relation, if any, between their motivation and attitudes and other different variables which are: (1) gender, (2) length of stay in the U.S., and (3) academic level. In addition to motivation and attitude, this study addresses Saudi students’ willingness to invest effort and money in learning English.

**Procedure:**
If you decide to participate in this project, you will be asked to complete a questionnaire that has four parts. The questionnaire is available to you in English and in Arabic as well.

**Risks:**
The questionnaire is completely anonymous. Your are not required to write you name in the questionnaire, and the questionnaire link will be sent to all Saudi students by email. There are no foreseeable risks associated with participating in this study.

**Benefits:**
This study will contribute to understand Saudi students’ motivation for learning English as well as their attitudes toward learning the language and toward the target language community in the U.S. The obtained information can rise awareness of concerns about Saudi students’ motivation and attitude. This awareness can help ESL teachers in different ESL schools in the U.S to improve and facilitate learning services they provide for Saudi students.

**Confidentiality:**
By using the Survey Monkey Website, your information will be completely anonymous and confidential and no information that could identify a specific individual will be collected.
Research Results:
If you are interested in the results of the study, feel free to contact Amirah Alkaabi at alam1301@stcloudstate.edu

Contact information:
If you have any additional questions, please contact the researcher, Amirah Alkaabi, at alam1301@stcloudstate.edu or contact my advisor, Professor James Robinson, at JHRobinson@stcloudstate.edu

Voluntary Participation:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the researcher or with the researchers’ school. If you choose to participate, you are free to withdraw at any time without penalty.

Acceptance to participate:
Your completion of the questionnaire indicates that you are at least 18 years of age and you consent to participate.

Signature ____________________________
Date______________________________
الموافقة على استكمال الاستبيان

لقد تم اختيارك للمشاركة في هذه الدراسة لأنك طالب سعودي تدرس في الولايات المتحدة. وهذا المشروع البحثي هو جزء من رسالة الدكتوراه ل أميره الكعبي.

أنت مدعو للمشاركة في هذه الدراسة لتحديد الآتي:
• أنواع الدافعية لدى الطلاب السعوديين لتعلم اللغة الإنجليزية وعلاقتها هذه الدوافع بالنوع (ذكر أو أثنا) ومدة الإقامة في الولايات المتحدة والمستوى الأكاديمي.
• مؤلفات وسلوك الطلاب رابط تعلم اللغة الإنجليزية وتجهيز المجتمع الاجتماعي وعلاقتها بالنوع (ذكر أو أثنا) ومدة الإقامة في الولايات المتحدة والمستوى الأكاديمي.
• مدى رغبة السعوديين في استثمار الجهد والمال في تعلم اللغة الإنجليزية.

المعلومات الأساسية والأهداف:

هدف هذه الدراسة هو التكشف عن الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة الإنجليزية وتجهيز متحديث اللغة الإنجليزية الأصليين في الولايات المتحدة الأمريكية وعلاقتها هذه المتغيرات ب (1) النوع (ذكر أو أثنا) (2) مدة الإقامة في الولايات المتحدة (3) المستوى الأكاديمي.

بالإضافة إلى ذلك، تهدف هذه الدراسة إلى دراسة مدى استعداد الطلاب السعوديين في استثمار الجهد والمال في تعلم اللغة الإنجليزية.

الإجراءات:

إذا قررت المشاركة في هذه الدراسة فإنه سيتمطلب منك إكمال استبانة مكونة من أربعة أسئلة والاستبانة ستكون متاحة باللغتين الإنجليزية والعربية.

المخاطر:

هيء المشاركين في هذه الاستبانة مجهولة تمامًا حيث لن يطلب منك انت كتاب اسمك في هذه الاستبانة، وسيتم ارسال رابط الاستبانة للمشاركين عن طريق الإيميل. بالعموم لا يوجد أي مخاطر مرتبطية بالمشاركة في هذا الاستبان.

الفوائد:

ستساهم هذه الدراسة في فهم طبيعة الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة وتجهيز المجتمع لغة في الولايات المتحدة الأمريكية. من الممكن أن تسهم المعلومات المستخلصة من هذه الدراسة في رفع مستوى الوعي بكل مالمصلحة وواصلة وسلوك الطلاب السعوديين تجاه تعلم اللغة الإنجليزية وقد يساعد هذا الوعي مدرسي اللغة الإنجليزية في المدارس المختلفة في أنحاء الولايات المتحدة الأمريكية في تطوير وتسهيل الخدمات التعليمية المقدمة للطلاب السعوديين.

السرية:

جميع البيانات سيكون بإستخدام موقع ذا سرای مونسي ماياساهم في جعل هويه كل المشاركين مجهولة تماما بالإضافة إلى أن كل المعلومات ستكون سرية للغاية ولن يتم جمع أي معلومة قد تدل على هوية الشخص.

نتائج البحث:

إذا كنت مهتم في معرفة نتائج الدراسة فلا تتردد أبدا في التواصل مع أميره الكعبي على الإيميل التالي:

alam1301@stcloudstate.edu
معلومات التواصل: إذا كنت لديك أي أسئلة إضافية يرجى التواصل مع الباحثة أميرة الكعبي على ايميلها الموضح أعلاه أو مع المشرف البروفيسور جيمس روينسون على الإيميل التالي:
JHRobinson@stcloudstate.edu

المشاركة التطوعية:
المشاركة في هذه الدراسة تطوعية مما يعني أن قرائرك بالمشاركة أو عدم المشاركة في هذه الدراسة لن يؤثر على علاقتك الحالية أو المستقبلية بالباحث أو بالجامعة التي يتبع لها الباحث. بالإضافة إلى ذلك فإنه في حال قررت المشاركة فإنه يمكنك الإسحاب في أي وقت وبدون أي عقوبة.

الموافقة على المشاركة:
إكمالك للاستبيان يدل على أنك على الأقل 18 سنة و انت موافق على المشاركة في هذه الدراسة.

التوقيع: __________________________
التاريخ: __________________________
**Appendix B: Questionnaire E-mail Invitation in English and Arabic**

Hello,
You are selected to participate in a questionnaire because you are a Saudi student who studies in the U.S. This questionnaire is a part of a research project that is being conducted by Amirah Alkaabi as part of a graduate thesis research paper. The questionnaire will take about five minutes to complete. For you’re your convenient the questionnaire is provided in both English and Arabic.

Arabic link
https://www.surveymonkey.com/r/HBYHV7G

English link
https://www.surveymonkey.com/r/5T9YY6Q

**Your are invited** to participate in this study to determine:
- Types of motivation that Saudi Students have for learning English and how they relate to their gender, length of stay in the U.S., and academic level.
- Saudi students’ attitudes toward learning English and toward the U.S. community and how they relate to their gender, length of stay in the U.S, and academic level.
- Saudi students’ willingness to invest effort and money in learning English.

**Please read the following carefully before you start the questionnaire**

**Background Information and Purpose:**
The purpose of this study is to explore Saudi students’ type of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S, and the relation, if any, between their motivation and attitudes and other different variables which are: (1) gender, (2) length of stay in the U.S., and (3) academic level. In addition to motivation and attitude, this study addresses Saudi students’ willingness to invest effort and money in learning English.

**Procedure:**
If you decide to participate in this project, you will be asked to complete a questionnaire that has four parts. The questionnaire is available to you in English and in Arabic as well.

**Risks:**
The questionnaire is completely anonymous. Your are not required to write you name in the questionnaire, and the questionnaire link will be sent to all Saudi students by email. There are no foreseeable risks associated with participating in this study.
Benefits:
This study will contribute to understand Saudi students’ motivation for learning English as well as their attitudes toward learning the language and toward the target language community in the U.S. The obtained information can raise awareness of concerns about Saudi students’ motivation and attitude. This awareness can help ESL teachers in different ESL schools in the U.S to improve and facilitate learning services they provide for Saudi students.

Confidentiality:
By using the Survey Monkey Website, your information will be completely anonymous and confidential and no information that could identify a specific individual will be collected.

Research Results:
If you are interested in the results of the study, feel free to contact Amirah Alkaabi at alam1301@stcloudstate.edu

Contact information:
If you have any additional questions, please contact the researcher, Amirah Alkaabi, at alam1301@stcloudstate.edu or contact my advisor, Professor James Robinson, at JHRobinson@stcloudstate.edu

Voluntary Participation:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the researcher or with the researchers’ school. If you choose to participate, you are free to withdraw at any time without penalty.

Acceptance to participate:
Your completion of the questionnaire indicates that you are at least 18 years of age and you consent to participate.

Interviews:
I would like to interview a number of students who have finished this questionnaire for further understanding of their motivation to learn English as a second language, attitudes toward English and native English speakers in the U.S., and willingness to invest effort and money in learning English. If you would like to participate in the interview, please reply to this e-mail with your contact information. Your participation will be highly appreciated!
سلام عليكم ورحمة الله وبركاته

لقد تم اختيارك للمشاركة في استبيان لأنك طالب سعودي تدرس في الولايات المتحدة. وهذا الاستبيان هو جزء من مشروع بحثي لرسالة التخرج لطالبة أميره الكعبي، الإجابة عن الاستبيان ستستغرق نحو خمس دقائق من وقتكم، ولذا نشكوكم عن توفر الاستبيان باللغتين العربية والإنجليزية.

رابط الاستبيان باللغة العربية:
https://www.surveymonkey.com/r/HBYHV7G

رابط الاستبيان باللغة الإنجليزية:
https://www.surveymonkey.com/r/5T9YY6Q

أنت مدعو للمشاركة في هذه الدراسة لتحديد الآتي:

- أنواع الدافعية لدى الطلاب السعوديين لتعلم اللغة الإنجليزية وعلاقة هذه الدوافع بالنوع (ذكر أو أنثى) وعلاقة الإقامة في الولايات المتحدة والمستوى الأكاديمي.
- موافقة وسلوك السعوديين تجاه تعلم اللغة الإنجليزية وتجاه المجتمع الأمريكي وعلاقتها بالنوع (ذكر أو أنثى) ومدة الإقامة في الولايات المتحدة والمستوى الأكاديمي.
- مدى رغبة السعوديين في استثمار الجهد والمال في تعلم اللغة الإنجليزية.

يرجى قراءة السطور التالية بعناية قبل الضغط على الاستبيان.

المعلومات الأساسية والأهداف:

الهدف من هذه الدراسة هو الكشف عن الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة الإنجليزية وتجاه متحدثي اللغة الإنجليزية الأصليين في الولايات المتحدة الأمريكية وعلاقة هذه المتغيرات بـ (1) النوع (ذكر أو أنثى) (2) مدة الإقامة في الولايات المتحدة (3) المستوى الأكاديمي.

بالإضافة إلى ذلك، تهدف هذه الدراسة إلى دراسة مدى استعداد الطلاب السعوديين في استثمار الجهد والمال في تعلم اللغة الإنجليزية.

إجراءات:

إذا قررت المشاركة في هذه الدراسة فإنه سيطلب منك إكمال استبيان مكون من أربعة أقسام.

المخاطر:

هوية المشاركين في هذه الاستبيان مجهولة تماماً حيث لن يطلب منك أن تكتب اسمك في هذه الاستبيان.

بالعموم لا يوجد أي مخاطر مرتبطة بالمشاركة في هذا الاستبيان.

الفوائد:

ستساهم هذه الدراسة في فهم طبيعة الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة وتجاه مجتمع اللغة في الولايات المتحدة الأمريكية. من الممكن أن تساهم المعلومات المستخلصة من هذه الدراسة في رفع مستوى الوعي بكل ماهية صلة بدوافع وسلوك الطلاب السعوديين تجاه تعلم اللغة الإنجليزية وقد يساعد هذا الوعي مدرسي اللغة الإنجليزية في المدارس المختلفة في أنحاء الولايات المتحدة الأمريكية في تطوير وتسهيل الخدمات التعليمية المقدمة للطلاب السعوديين.
السرية
جمع البيانات سيكون باستخدام موقع ذا سرفاي مونكي ممايساهم في جعل هوية كل المشاركين مجهولة تماماً بالإضافة إلى أن كل المعلومات ستكون سرية للغاية ولن يتم جمع أي معلومة قد تدل على هوية الشخص.

نتائج البحث:
إذا كنت مهتماً في معرفة نتائج الدراسة فلا تتردد أبداً في التواصل مع أميرة الكعبي على الإيميل التالي:
alam1301@stcloudstate.edu

معلومات التواصل:
إذا كانت لديك أي أسئلة إضافية يرجى التواصل مع الباحثة أميرة الكعبي على إيميلها الموضح أعلاه أو مع المشرف البروفيسور جيمس روبنسون على الإيميل التالي:
JHRobinson@stcloudstate.edu

المشاركة التطوعية:
المشاركة في هذه الدراسة تطوعية مما يعني أن قرارك بالمشاركة أو عدم المشاركة في هذه الدراسة لن يؤثر على علاقاتك الحالية أو المستقبلية بالباحث أو بالجامعة التي يتم من خلالها البحث. بالإضافة إلى ذلك فإنه في حال قررت المشاركة فإنه يمكنك الانسحاب في أي وقت بدون أي عقوبة.

المواافقة على المشاركة:
إكمالك للإستيبيان يدل على انتي على الأقل عمر 18 سنة و انك موافق على المشاركة في هذه الدراسة.

مقابلة:
أنا ارغب في عمل مقابلة مع عدد من الطلاب الذين قاموا باستكمال الإستبيان. المقابلة ستساهم في زيادة فهم دوافع الطلاب السعوديين لتعلم اللغة الإنجليزية وسلوكهم تجاه تعلم اللغة الإنجليزية وتجاه متحدثي اللغة الأصليين في الولايات المتحدة ومدى رغبتهما في استثمار الجهد والمال في تعلم اللغة الإنجليزية.
إذا كنت تود المشاركة في هذه المقابلة يرجى تزويدننا ببيانات التواصل معك من خلال كتاباتها في هذا الإيميل و إعادة إرسال. شكراً مشاركتك محل تقديرنا العالي.
Appendix C: Interview Informed Consent Form in English and Arabic

You are selected because you are a Saudi student who studies in the U.S. This research project is being conducted by Amirah Alkaabi as part of a graduate thesis research paper. You are invited to participate in this study to determine:

- Types of motivation that Saudi Students have for learning English and how they relate to their gender, length of stay in the U.S., and academic level.
- Saudi students’ attitudes toward learning English and toward the U.S. community and how they relate to their gender, length of stay in the U.S., and academic level.
- Saudi students’ willingness to invest effort and money in learning English.

**Background Information and Purpose:**
The purpose of this study is to explore Saudi students’ type of motivation for learning English, attitudes toward learning English and toward the native English speakers in the U.S, and the relation, if any, between their motivation and attitudes and other different variables which are: (1) gender, (2) length of stay in the U.S., and (3) academic level. In addition to motivation and attitude, this study addresses Saudi students’ willingness to invest effort and money in learning English.

**Procedure:**
If you decide to participate in this interview, you will set an appointment and meet with the researcher. A digital recorder will be used in the course of the interview to ensure the careful interpretation afterwards. The digital recording will be deleted upon the completion of the study. The information obtained will remain confidential, and no names will be revealed under any circumstances. The interview will be administered in Arabic.

**Risks:**
There are no foreseeable risks associated with participating in this interview other than possible discomfort because of the use of a digital recording during the interview.

**Benefits:**
This study will contribute to understand Saudi students’ motivation for learning English as well as their attitudes toward learning the language and toward the target language community in the U.S. The obtained information can rise awareness of concerns about Saudi students’ motivation and attitude. This awareness can help ESL teachers in different ESL schools in the U.S to improve and facilitate learning services they provide for Saudi students.

**Confidentiality:**
Participating in this interview may require collecting some specific information, but your information will be completely anonymous and confidential and no information that could identify a specific individual will be mentioned in the results of the study or anywhere else.
Research Results:
If you are interested in the results of the study, feel free to contact Amirah Alkaabi at alam1301@stcloudstate.edu

Contact information:
If you have any additional questions, please contact the researcher, Amirah Alkaabi, at alam1301@stcloudstate.edu or contact my advisor, Professor Jim Robinson, at JHRobinson@stcloudstate.edu

Voluntary Participation:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the researcher or with the researchers’ school. If you choose to participate, you are free to withdraw at any time without penalty.

Acceptance to participate:
Your completion of the interview indicates that you are at least 18 years of age and you consent to participate.

Signature ______________________________
Date___________________________________
المواصفة على إجراء المقابلة

قد تم اختيارك للمشاركة في هذه الدراسة لأنك طالب سعودي تدرس في الولايات المتحدة. وهذا المشروع البحثي هو جزء من رسالة التخرج لـ الطالبة أميرة الكعبي.

أنت مدعو للمشاركة في هذه الدراسة لتحديد الآتي:

- أنواع الدافعية لدى الطلاب السعوديين لتعلم اللغة الإنجليزية وعلاقة هذه الدوافع بال النوع (ذكر أو أنثى) ومدة الإقامة في الولايات المتحدة والمستوى الأكاديمي والرغبة في الاستثمار في تعلم اللغة الإنجليزية والبيئة الدراسية.
- مواقف وسلوك السعوديين تجاه تعلم اللغة الإنجليزية وتجاه المجتمع الأمريكي وعلاقتها بالنوع (ذكر أو أنثى) ومدة الإقامة في الولايات المتحدة والمستوى الأكاديمي والرغبة في الاستثمار في تعلم اللغة الإنجليزية والبيئة الدراسية.

المعلومات الأساسية والأهداف:

الهدف من هذه الدراسة هو الكشف عن الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة الإنجليزية وتوجه متحدثي اللغة الإنجليزية الأصليين في الولايات المتحدة الأمريكية وعلاقة هذه المتغيرات بـ (١) النوع (ذكر أو أنثى) (٢) مدة الإقامة في الولايات المتحدة (٣) المستوى الأكاديمي. بالإضافة إلى ذلك تهدف هذه الدراسة إلى دراسة مدى استعداد الطلبة السعوديين في استثمار الجهد والمال في تعلم اللغة الإنجليزية.

المخاطر:

لا يوجد أي مخاطر مرتبطة بالمشاركة في هذه المقابلة عن كونها قد تكون غير مريحة للبعض بسبب استخدام التسجيل الصوتي خلال المقابلة. أمام البحث، سيتم استخدام جهاز تسجيل الصوتي خلال المقابلة لضمان التحليل الدقيق للبيانات فيما بعد. فكل الأسئلة سيتم تسجيلها باللغة العربية.

المفاهيم:

لا يوجد أي مخاطر مرتبطة بالمشاركة في هذه المقابلة عن كونها قد تكون غير مريحة للبعض بسبب استخدام التسجيل الصوتي خلال المقابلة.

الفوات:

استثمار هذه الدراسة في فهم طبيعة الدوافع والسلوك لدى الطلاب السعوديين تجاه تعلم اللغة وتجاه مجتمع اللغة في الولايات المتحدة الأمريكية. من الممكن أن تساهم المعلومات المستخلصة من هذه الدراسة في رفع مستوى الوعي بكل ماهو صلة بدافع وسلوك الطلاب السعوديين تجاه تعلم اللغة الإنجليزية، وقد يساعد هذا الوعي مدرسي اللغة الإنجليزية في المدارس المختلفة في أنحاء الولايات المتحدة الأمريكية في تطوير وتسهيل الخدمات التعليمية المقدمة للطلاب السعوديين.

السرية:
المشاركة في هذه المقابلة قد يستدعي جمع بعض المعلومات الخاصة ولكن نود أن نؤكد أن المعلومات المستخلصة ستبقى سرية ومجهولة الهوية تماماً ولن يتم إدراج أي معلومات قد تساهم في تحديد هوية شخص معين سواءً في البحث أو في أي مكان آخر.

نتائج البحث:

إذا كنت مهتم في معرفة نتائج الدراسة فلا تتردد أبداً في التواصل مع أميرة الكعبي على الإيميل التالي:

alam1301@stcloudstate.edu

معلومات التواصل: إذا كانت لديك أي أسئلة إضافية يرجى التواصل مع الباحثة أميرة الكعبي على ايميلها الموضح أعلاه أو مع المشرف البروفيسور جيمس روبنسون على الإيميل التالي:

JHRobinson@stcloudstate.edu

المشاركة التطوعية:

المشاركة في هذه الدراسة تطوعية مما يعني أن قرارك بالمشاركة أو عدم المشاركة في هذه الدراسة لن يؤثر على علاقاتك الحالية أو المستقبلية بالباحث أو بالجامعة التي يتبع لها الباحث. بالإضافة إلى ذلك فإنه في حال قررت المشاركة فإنه يمكنك الإنسحاب في أي وقت وبدون أي عقوبة.

المواصفة على المشاركة:

إكمالك للمقابلة يدل على انك على الأقل بعمر 18 سنة و انك موافق على المشاركة في هذه الدراسة.

التوقيع: ____________________________
التاريخ: ____________________________
Appendix D: Motivation/Attitude Questioner in English and Arabic

Dear participant, Thank you for accepting to take part in my study. I want to assure you once again that the purpose of this study is purely scientific and your responses will be kept entirely confidential. Please, take the time to answer each question honestly because this is important for the validity of my study.

Background information:

1. What is your gender?
   
   Male.          Female.

2. How long have been living in the U.S.?

   _____________________________________________________________
   _____________________________________________________________

3. What is your academic level?

   ESL    Undergraduate.    Graduate.

4. How long have you been living in the U.S.?

   Less than one year
   More than one year

5. At what age did you start to learn English?

   5-7 years old
   8-10 years old
   10-13 years old
   14 years old or older

6. How many years have you been studying English?

   Less than one year
   1-2 years
   2-3 years
   3-4 years
   More than 4 years

7. Do you have a scholarship from your government?

   Yes.           No
Following are a number of statements with which some people agree and others disagree. We would like you to indicate your opinion after each statement by choosing the number that best describes how you feel about each statement based on the following scale:

1= Strongly disagree
2= Disagree
3= Some what agree
4= Agree
5= Strongly agree

- Section 1:
  Motivation for Studying English:

1. I study English because I need to complete my education bachelor/masters/doctoral in English speaking countries.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree

2. I study English because it will help me to get a good job.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree

3. I study English because my parents encourage me to learn English.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree

4. I study English because I like to travel to different countries.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree

5. I study English to make American friends.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree

6. I study English because I have a scholarship and my government sent me here.
   1 2 3 4 5
   Strongly disagree Disagree Somewhat agree Agree Strongly agree
7. I study English because I like the American community and culture.


8. Learning English can help me to watch English movies and American TV programmers.


9. I study English to know more about American people and how they live.


10. I study English because I like to listen to English music (e.g., pop music)


11. I study English because I would like to speak, think, and behave like an American.


12. I study English because I would like to live in the U.S permanently.


- Section 2:
  - Attitude toward learning English:

1. In Saudi Arabia, people who speak English are more respected than those who don’t.


2. I think the number of English classes in schools, in Saudi Arabia, should be increased.

3. I think all Saudi students need to learn English.


4. I think English language is easy to learn.


- **Section 3: Attitude toward the U.S Community:**

1. Americans are sociable and hospitable.


2. I like the way the Americans behave.


3. Americans are friendly people.


4. The more I know Americans, the more I like to be fluent in English.


5. Americans are intelligent and hardworking people.

- **Section 4:**

**Willingness to study English:**

1. I am willing to do extra assignments (such as additional reading and writing) outside of class in order to improve my English language abilities.

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<th>Strongly disagree</th>
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2. I am willing to do independent learning outside of class (such as reading newspaper or magazines in English, watching TV shows or listening to the news in English, having a conversation in English with people, surfing internet in English) in order to achieve a high level of English proficiency.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
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<th>Somewhat agree</th>
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3. I am willing to stay in ESL program (if you are in the ESL level) longer than one year in order to achieve a high level of English proficiency.

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<th>Strongly disagree</th>
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4. I spend most of my time reading, writing, listening, and speaking in English.

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5. Without scholarship, I would spend my own money in learning English.

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6. Here in the U.S., I spend more effort and time learning English comparing with what I spend in Saudi Arabia.

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__________________________

Thank you so much for your time and effort. It is greatly appreciated.
عزيزي المشارك/ المشاركة

أشكركم على قبولكم المشاركة في هذه الدراسة وأود أن أؤكد لكم مرة أخرى أن الغرض من هذه الدراسة علمي بحت وأن إجاباتكم ستحتفظ بالسرية التامة.

يرجى أخذ الوقت الكافي للإجابة على كل سؤال بكل صدق وشفافية لضمان مصداقية الدراسة.

المعلومات الأساسية:
1. ماهو جنسك؟
   - ذكر
   - أنثى

2. منذ متى وانت تعيش في الولايات المتحدة الأمريكية؟
   - أقل من سنة
   - أكثر من سنة

3. ماهو مستوىك الأكاديمي؟
   - مساعد اللغة
   - بكالوريوس
   - طالب دراسات عليا.

4. كم عمرك؟

5. كم كان عمرك عندما بدأت بتعلم اللغة الإنجليزية؟
   - من خمسة الى ثمانية سنوات
   - من ثمانية الى عشر سنوات
   - من عشرة الى ثلاثة عشر سنة
   - أكثر من اربعة عشر سنة

6. منذ متى وانت تتعلم اللغة الإنجليزية؟
   - أقل من سنة
   - سنة الى سنتين
   - ثلاث سنوات الى اربع
   - أكثر من اربعة سنوات

7. هل لديك بعثة حكومية؟
   - نعم
   - لا

قد يتفق البعض ويختلف البعض الآخر مع الجمل التالية لذلك يرجى توضيح رأيك بعد كل عبارة عن طريق اختيار الرقم الذي يصف ما تشعر به حيال كل جملة بالاستناد على المقياس التالي:

1 = لا أتفق بشدة
2 = لا أتفق
3 = أتفق نوعاً ما
4 = أتفق بشدة
الدوافع لتعلم اللغة الإنجليزية:

1. أنا أدرس اللغة الإنجليزية لأنني أود مواصلة تعليمي بكالوريوس/ماجستير/دكتوراة في بلد تتحدث اللغة الإنجليزية.
2. أنا أدرس اللغة الإنجليزية لأن اللغة مهمة للحصول على وظيفة جيدة.
3. أنا أدرس اللغة الإنجليزية لأن والدي يشجعني على تعلم اللغة الإنجليزية.
4. أنا أدرس اللغة الإنجليزية لأنني أحب السفر للبلدان المختلفة.
5. أنا أدرس اللغة الإنجليزية لتكوين صداقات مع الأمريكيين.
6. أنا أدرس اللغة الإنجليزية لكوني حصلت على بعثة حكومية وتم إرسالي إلى هنا.
7. أنا أدرس اللغة الإنجليزية لأنني أحب المجتمع الأمريكي والثقافة الأمريكية.
8. تعلم اللغة الإنجليزية يساعدني في مشاهدة الأفلام الإنجليزية والقنوات الأمريكية.
9. أنا أدرس اللغة الإنجليزية لأنني أرغب في الإطلاع على حياة الأمريكيين وكيف يعيشون.
1. أنا ادرس اللغة الإنجليزية لأنني أحب أن استمع للموسيقى باللغة الإنجليزية مثل موسيقى الراب.

2. أنا أدرس اللغة الإنجليزية لأنني أود أن أتحدث وأفكر واتصرف كالأمريكيين.

3. أنا أدرس اللغة الإنجليزية لأنني أرغب في العيش بشكل دائم في الولايات المتحدة الأمريكية.

الجزء الثاني:

لوك تjah تعلم اللغة الإنجليزية:

1. الناس الذين يتحدثون اللغة الإنجليزية يتم إحترامهم بشكل أكبر من أولئك الذين لا يجيدونها في المملكة العربية السعودية.

2. أعتقد أنه يجب زيادة عدد الحصص الدراسية لمادة اللغة الإنجليزية في المملكة العربية السعودية.

3. أعتقد أن كل السعوديين والسعوديات يحتاجون لتعلم اللغة الإنجليزية.

4. أعتقد أن اللغة الإنجليزية سهلة التعلم.

الجزء الثالث:

السلوك تجاه المجتمع في الولايات المتحدة الأمريكية:

1. الشعب الأمريكي شعب إجتماعي ومضياف.

2. أنا أحب تصرفات الأمريكيين.

3. أعتقد أن كل السعوديين والسعوديات يحتاجون لتعلم اللغة الإنجليزية.
3. الشعب الأمريكي شعب ودود.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

4. كلما تعرفت على الأمريكيين أكثر كلما أصبح لدي رغبة أكبر ان اتحدث اللغة الإنجليزية بطلاقة.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

5. الشعب الأمريكي شعب ذكي ومحب للعمل.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

الجزء الرابع:

الرغبة في دراسة اللغة الإنجليزية:

1. أنا مستعد للقيام بواجبات إضافية (مثل قراءة وكتابة إضافية) خارج الفصل الدراسي لتطوير مهاراتي في اللغة الإنجليزية.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

2. أنا مستعد للإعتماد على نفسي في التعلم خارج الفصل (مثل قراءة الصحف أو المجلات الصادرة باللغة الإنجليزية، مشاهدة التلفاز أو الاستماع للأخبار، التحدث مع الآخرين أو تصفح الإنترنت باللغة الإنجليزية) في سبيل الحصول على مستوى عالي في اللغة الإنجليزية.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

3. أنا مستعد للبقاء في معهد اللغة (إذا كنت في معهد اللغة) لمدة أطول من عام في سبيل الحصول على مستوى عالي في اللغة الإنجليزية.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

4. أنا اقضي معظم وقتي في القراءة والكتابة والإستماع والاستماع باللغة الإنجليزية.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق

5. أنا مستعد لإنفاق مالي الخاص في تعلم اللغة الإنجليزية حتى في حال لم يكن لدي بعثة.

لا اتفق بشدة  اتفق  اتفق نوعا ما  اتفق  لا اتفق
انا أبذل جهداً ووقتاً أكبر في تعلم اللغة الإنجليزية هنا في الولايات المتحدة الأمريكية مقارنة بما ابذلته في المملكة العربية السعودية.

شكراً جزيلاً على وقتك وجهدك ونقدر لك ذلك.
Appendix E: Motivation/Attitude Interview Questions in English and Arabic

1. How old are you?
2. What is your academic level?
3. How long have you been living in the U.S.?
4. Do you have a scholarship from your government?
5. What reasons did you have in mind for studying English before coming to the U.S.?
6. What reasons do you have now for studying English?
7. What is your main goal for coming to the U.S.?
8. Why did you choose the U.S. and not any other English-native speaking country, such as Canada?
9. What was your perception of the U.S. before you arrived?
10. What is your perception now?
11. What kind of experiences have you had with Americans?
12. What do you think of the American people?
13. How much time do you spend studying English per day?
14. Do you think learning English is easy? Why or why not?
15. How much more effort do you spend studying English in the U.S. than in your home country?
16. Without the SACM scholarship, would you spend your own money to learn English in the U.S.? Why or why not?
 أسئلة المقابلة:

1. كم عمرك؟

2. ما هو مستوى الأكاديمي؟

3. منذ متى وانت تعيش في الولايات المتحدة الأمريكية؟

4. هل لديك بعثة حكومية؟

5. ما هي الأسباب التي دفعتك لتعلم اللغة الإنجليزية قبل مجيئك للولايات المتحدة الأمريكية؟

6. ما هي الأسباب التي لديك حالياً لتعلم اللغة الإنجليزية؟

7. ما هو هدفك الرئيسي من وراء القدوم للولايات المتحدة الأمريكية؟

8. لماذا اختارت الولايات المتحدة الأمريكية تحديداً ولم تختار دولة أخرى ناطقة باللغة الإنجليزية ككندا مثلًا؟

9. ما هو التصور الذي كان لديك عن الولايات المتحدة الأمريكية قبل وصولك إلى هنا؟

10. ما هو تصورك الآن؟

11. متنوع التجارب التي مررت بها مع الشعب الأمريكي؟

12. مارأيك في الأمريكيين؟

13. كم تقضي من الوقت يومياً في دراسة اللغة الإنجليزية؟

14. هل تعتقد أن تعلم اللغة الإنجليزية سهل ولماذا؟

15. كم من الجهد تبذل في دراسة اللغة الإنجليزية في الولايات المتحدة الأمريكية مقارنة بما كنت تقضي في بلدك؟

16. بدون بعثة دراسية من وزارة التعليم هل تعتقد انك ستصرف مالك الخاص في تعلم اللغة الإنجليزية في الولايات المتحدة الأمريكية ولماذا؟