

MOTIVATION OF FEMALE STUDENTS LEARNING ENGLISH AS A FOREIGN
LANGUAGE AT QASSIM UNIVERSITY

By

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled Motivation of Female Students Learning English as a Foreign Language at Qassim University by Alresheedi.H. Student, Candidate for the Degree of Master of Science in Education, TESOL, Teaching English to Speakers of Other Language, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.




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Abstract

The researcher investigated, through quantitative surveys, the types of motivation influencing 75 Female Saudi undergraduate university students to learn English in the Physical Therapy program of Qassim University, Saudi Arabia. Knowing what motivates these students would have important implications for how they are taught. The types of motivation discussed and measured were based on RC Gardner's (1985) integrative/instrumental and Deci and Ryan's (2000) intrinsic/extrinsic theories. The surveys incorporated Likert-style, 5 point scale, to gain insight into how much students were motivated by different types of motivation. Participants were seventy-five female students, aged 19 to 23, studying Physical Therapy in the medical department of Qassim University. Although the average scores for each type of motivation being tested were similar, the results showed that these students were primarily motivated by instrumental and intrinsic types of motivation. A discussion of the most motivating reasons to study English for each type of motivation are included, as well as the single least motivating. A description of the implications on the results for teachers of these students was included. Recommendations to increase instrumental motivations included designing classes that would be useful for students' future lives and careers, and implementing technology into the classroom. Recommendations to increase intrinsic motivation included using student-centered learning strategies, learning more about student interests, and using a variety of teaching methods to engage students.

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Motivation of Female Students Learning English as a Foreign Language
at Qassim University

The goal of this paper was to understand the different types of motivation that female Saudi University students have when attending their mandatory classes. Among the differences between male students and female students in Saudi Arabia there is the mandatory separation of students by gender into different universities, it has only been recently that any type of discussion about the necessity and equality of this segregation has taken place (Hamdan, 2005).

Women in Saudi Arabia also are often required by law and society to be separate from men, such as in the home, on the street, in the classroom and in the workplace, where women were only traditionally allowed to work in either medicine or education (Hamdan, 2005). Despite these limitations and constraints on their professional lives, Saudi women are slowly gaining ground in higher education, possibly because higher education institutions (HEIs) seem to be able to “push the cultural boundaries” (Al Lily, 2011, p. 119). Added to the potential of cultural change from within the university is the fact that educated people are more likely to have an impact on society due to their increased knowledge and earning power; both of these factors make Saudi Arabian women an important subject to study for the future of education in Saudi Arabia (Al Lily, 2011).

The Saudi government has had a special relationship with English since the beginning of the Kingdom of Saudi Arabia in 1932. English has been the only foreign language offered at any level since the creation of the public school system in the 1960's (Maherzi, 2011). The Saudi government has worked hard to promote English as a foreign language for its citizens. Recently, the government has pushed back the age when students begin to study English as a Foreign Language (EFL); in the past it was from seventh grade (Maherzi, 2011). Now, English is a

subject that every school child is required to take, male or female. Instruction starts at fourth grade and continues until the end of their high school.

English as a Foreign Language is also a required subject for all university students in Saudi Arabia, no matter what their major of study. The minimum requirement for graduation is a class a semester, typically eight semesters, until the student graduates. A class is complete only when the student completes the course and passes an exam. The student cannot graduate without satisfactory grade from the exams from these classes.

As in other countries, the goal of EFL education in Saudi Arabia is not to solely pass exams; it is also to make sure that the students who are learning English are able to use their language skills effectively for their future careers and fluently to communicate their ideas with others in the outside world (Maherzi, 2011). Many factors go into success in a foreign language, but perhaps none is more important than motivation, which has been described as “a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal being accomplished” (Gilakjani, Leong, & Sabouri, 2012, p. 9). Motivation is critical because it is the force that moves someone to do something; without it, a person will not be truly interested in making the effort towards reaching their goal, including language learning (Ryan & Deci, 2000).

Motivation is often thought of as being one, static characteristic of a person, or that there is a single “level” of motivation that someone has. Research has shown, however, that not only does motivation increase and decrease through time, but there are also different types of motivation and factors that influence these (Gilakjani et al., 2012.) The two theories of motivations will be those of Deci and Ryan (2000) and Gardner (1985). While each of these theories views motivation as being a dynamic, changing characteristic that a person has, they disagree about how motivation should be classified.

Garner's theories of motivation divide motivation as integrative and instrumental.

Integrative motivation is a desire of the learner to be a part of the language learning community of the language one is studying. Instrumental motivation is learning done for a reason other than to become a part of that culture, including work, a job, grades, etc. Gardner's theory was the first and most popular theory for studies into motivation for decades (Dornyei, 1994).

According to Deci and Ryan's theory (2000), the main division of motivation in research is intrinsic motivation, which is the enjoyment or satisfaction someone gets from an activity in itself, without any other goal, and extrinsic motivation, of which there are several kinds (external regulation, introjection, identification and integration), that have a purpose outside of doing something because it is enjoyable (Ryan & Deci, 2000). Most people are not purely intrinsically motivated to put in the effort to learn how to do something; it is usually a combination of types of motivation (Ryan & Deci, 2000).

This study focused on which types of motivation are prevalent for Saudi Arabian female students and their self-study of English. Understanding what motivates this group of students in and out of the classroom may have important implications for helping to promote learning (Mehrpour & Vojdani, 2012). According to Vaezi (2008), the belief that one form of motivation is superior to the other is controversial, but it has generally been assumed that integrative motivation, that is, the motivation to become part of the target language speakers culture, is the superior form and better predictor of English learning success, at least in ESL (English as a Second Language) contexts.

According to Maherzi (2011), motivation in an EFL context, such as Saudi Arabia's, will be different than in an English as a Second Language (ESL) context, like in an American or Canadian bilingual school, because there is little likelihood that the ELLs in Saudi Arabia will

have the opportunity to communicate, interact, and possibly identify with the L2 community to fully develop a sense of integrative motivation. In many EFL contexts, however, instrumental motivation is the most important and easily obtained form of motivation (Mehrpour & Vojdani, 2012). The university, by making the courses in English required for graduation and part of a student's GPA, promotes instrumental motivation (Mahadi & Jafari, 2012). This type of motivation is important when discussing education, but there are other types of motivation and variables outside of school that the university system should try to understand, and to tap into, in order to help students achieve success in English.

This paper collected data to see what types of motivation a group of Saudi women have to study English, beyond the simple instrumental motivation (Gardner & Lalonde, 1985) and/or externally regulated motivation (Ryan & Deci, 2000) needed to receive satisfactory exam scores to graduate. The sample was a group of undergraduate female students going to school at Qassim University in Al Qassim, Saudi Arabia. Data was collected through a quantitative survey process, based on Gardner's AMTB (Attitude/Motivation Testing Battery) with a group of 50-80, adult, university-level female participants, between the ages of 18-24. Using a quantitative process will help to gather more specific information about what motivates these students, what de-motivates them, how they feel about using English inside and outside of an academic setting, how they view the usefulness of English to their the futures, their perceptions of the West and their experiences in school and out of school with the English language.

In addition to participation in university courses, participants were asked to rate how motivated these students are to use English in their free time and to what degree activities involving English motivate them to study. For example, computer technology has become a more and more important source of entertainment and communication, and is a source of

motivation to learn the English language in order to interact with others online or better understand and appreciate entertainment sources such as streaming TV and movies (Mehrpour & Vojdani, 2012). These behaviors were also explored with the participants as a part of the study.

Literature Review

Motivation is the key to success for second language acquisition because it has a strong influence on all of the internal and external aspects of learning for the student, such as self-confidence, aptitude, intelligence, effectiveness of learning strategies, and many others (Moskovsky, Alrabai, Paolini, & Ratcheva, 2012). In fact, it has been suggested by some researchers that because motivation is what inspires students to learn something in the first place and helps them continue studying through difficulties (Baker & MacIntyre, 2000) that “without sufficient motivation even highly competent and cognitively capable individuals may be unable to accomplish long-term goals” (Moskovsky et al., 2012, p. 35) Motivation can even “compensate for a deficiency in aptitude” (Baker & Macintyre, 2000, p. 317). For example, a student who may be very clever at learning languages may not succeed without motivation, while a student with no talent but a strong desire to succeed may be far more successful.

The role of motivation and its effect on language learning has been a key concern of empirical and theoretical research for at least the last thirty years (Vaezi, 2008), and has been studied through a number of different models and frameworks. Two of the most influential of these are Gardner’s socio-educational model (1985) and Ryan and Deci’s (2000) Self-determination theory (SDT). Though both of these models hold that motivation is a crucial aspect of language learning, they approach the topic of motivation differently. This literature review will examine the four different types of motivation from these two groups of researchers: Gardner’s integrative/instrumental motivation and Ryan and Deci’s intrinsic/extrinsic motivation. To provide further detail into the context of this study, a review of literature regarding the current educational system for women in the EFL context of Saudi Arabia was also be included.

Integrative and Instrumental Motivation

R.C. Gardner's research (1984) has been extremely influential in the study of motivation and second language development for the last thirty years. He developed a framework of understanding motivation which he called the socio-educational model, in which he defined types of motivation and created a "standardized system of assessment techniques and instruments, thus setting high research standards and bringing L2 motivation research to maturity" (Dronyei, 1994, p. 273). His framework to study motivation is known as the Socio-educational model, which is the idea that motivation is a complex relationship between the communicative needs of the learner and the perceptions and attitudes that he or she has towards that language's associated culture and community (Mahadi & Jafari, 2012).

Instrumental motivation to learn in the higher learning context includes any factors that motivate a student to learn apart from a desire to interact, communicate, or integrate with members of the target language community (Masgoret & Gardner, 2003). This is the type of motivation one often associates with a student learning a language as a subject in a class, such as only studying for grades or other type of success in a course, such as scholarships, a good reputation as a learner, etc. Instrumental motivation may also be seen as the future plans one has with using the language, such as career advancement, job opportunities, etc.

Early research by Gardner and Lambert (as cited in Ghana, Pisheh, & Ghanea, 2011) initially thought of instrumental and integrative motivation as being completely opposite from each other. Further, it was proposed that those students who were more motivated by integrative attitudes were more likely to achieve than those who were more instrumentally motivated to learn. Later researchers noted that it is rare to have students completely motivated by one type of

motivation; most are motivated by a combination of different types of motivation (Shirbagi, 2010).

According to Shirbagi (2010), Gardner's later work, including his AMTB (Attitude/Motivation Test Battery), was much more complex than simple division of instrumental and integrative motivation. This perception remains popular (Shirbagi, 2010). These types of motivation should not, however, be seen as independent of factors such as learning environment, culture, and so on. The social context that the learners will be in affects everything that they do, including motivation (Dornyei, 1994). In other words, "the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on *who* learns *what* languages *where*" (Dornyei, 1994, p. 274).

Rather than simply being a measure of the degree to which students were motivated to learn in order to be a part of the language community, Gardner's AMTB (Attitude/Motivation Test Battery) instrument saw integrative motivation as consisting of three parts: attitudes towards the learning situation, integrativeness and motivation (Masgoret & Gardner, 2003). The first two components (attitudes and integrativeness) help to indirectly support motivation, but it is motivation itself that ultimately leads to success in language learning (Masgoret & Gardner, 2003). According to Masgoret and Gardner (2003), the attitude of language learners towards their new language was of critical importance because Second Language Acquisition (SLA) has features that make it unique; specifically, it requires students to interact and understand words, pronunciation, etc. of another language, "and other behavioral and cognitive features that are part of another culture" (p. 126).

The "attitudes towards the learning situation" aspect of the AMTB refer to the classroom environment, context, and how the student feels about the teacher specifically, and the course in

general. It was because the focus of this type of study into motivation is on individual differences that this was added to the AMTB, in order determine to what extent the students were motivated by environment in classroom order to help eliminate those factors in the result (Masgoret & Gardner, 2003).

Integretiveness was further divided into three types: a) attitudes towards the target language group (i.e., how that culture is perceived), b) integrative orientation, which is the desire to meet and form bonds with members of the language community and c) general interest or openness to learning foreign languages, but without a specific interest in the community of language being learned (Masgoret & Gardner, 2003). Individuals that are intregatively motivated may be influenced by one or more types of this motivation. According to researchers that follow the socio-economic model, it is important that language learners have an openness and desire to learn. Students with an interest and some type of identification with the culture of the language being learned will be more likely to succeed because they will be more interested in learning and engaged with classwork than those that have an indifferent or negative attitude towards that culture (Hashimoto, 2002).

Motivation, the third aspect of integrative motivation, is the component of Gardner's AMTB that measures the factors that motivate a student to learn, and is understood as "how ready and eager [the learners] are to get more information and to increase their ability to understand, write, and speak the second language" (Engin, 2009, p. 1036). Understanding that testing each of the many possible motivating factors that affect someone learning a second language is impractical or impossible, motivation is tested through three different scales: Motivational Intensity (effort expended in learning, Desire to Learn the Target Language (extent of the desire to become competent in the language) and Attitudes toward Learning the Target

Language (feelings experienced when learning, such as satisfaction and enjoyment) (Masgoret & Gardner, 2003). Instrumental motivation is also included in the AMTB as a subtest, and includes the practical reasons for learning a language, such as for a job or a grade.

While respect for the target language's culture does help the learning process, the suggestion that instrumental motivation is less useful than integrative motivation has been controversial, especially among researchers who study learners in English as a Foreign Language (EFL) context (Vaezi, 2008). A second language context is simply one where the students learn the target language in an environment where that language is used as the main language of interaction (Baker, 2011). A foreign language context is one where the target language is not used for most communicative tasks (Baker, 2011). Foreign language students are seen to be at a disadvantage compared to second language students because they have fewer opportunities to receive input in the foreign language outside the classroom and must seek it out (Baker & MacIntyre, 2000). A lack of opportunities for interaction in a foreign language makes EFL students "less likely to increase their perceived competence, willingness to communicate and frequency of communication" (Baker & MacIntyre, 2000).

Although Gardner was aware of the potential differences between English as a Second Language (SLA) and English as Foreign Language (EFL) environments, he maintained that the research that he and his associates have done applies to any student who learns English as second language or as a foreign language (Masgoret & Gardner, 2003). Critics say that unlike many of French and English speaking students Gardner studied in Canadian bilingual schools, many students have little or no chance to identify themselves with the culture of the target language and that they were studying (Maherzi, 2011). In a bilingual context it can easily be argued that integrative motivation is a necessity to future success because it encourages the learner to

interact socially with the speakers of that language's culture, focus on pronunciation, and understand different a variety of registers in the context of the culture with which they are interacting (Shabagi, 2010).

While the importance of integrating into the culture may be true for students in a bilingual context, later researchers wondered if integrative motivation was a practical goal for students learning a language with little or no cultural ties to the language's culture (i.e., most EFL contexts). In a classic paper for presentation, Dornyei (1990), criticized the idea of integretiveness as being more important than instrumental motivation in learning a foreign language, and advocated instead for an approach that would take realities of L2 learners living in areas where the target language is a foreign language into account.

Dronyei (1994), described L2 learning in an EFL context this way:

It is at the same time: a) a *communication coding system* that can be taught as a school subject, b) an *integral part of the individual's identity*, involved in almost all mental activities, and also c) the most important *channel of social organization* embedded in the culture of the community where it is used (p. 274).

In other words, language learning is a subject that not only requires a combination of skills that are used with most school subjects, such as decoding, acquiring new information, etc. Language learning also changes the student's thinking about himself (identity) and his relationship to the L2 community. The difference is that in an EFL context, language learning is usually done completely as a school subject (Gilakjani, Leong, and Sabouri, 2012). English as foreign language students in non-English speaking countries have none of the advantages associated with being a good language

learner, such as good role models, ways to practice English, and so on, but in order to succeed they need to be motivated (Gilakjani et al.,2012).

Integrative motivation should instead be re-imagined as identification with the culture and intellectual values of the language being studied and then linked to instrumental motivation to better meet the needs of these learners (Maherzi, 2011). The challenge for teachers in an EFL context is to both understand the barriers to learning English that may exist in the classroom, the social environment and in the first language culture and find ways to overcome them—teaching English as a subject alone might not be enough (Gilakjani, et al., 2012).

Intrinsic and Extrinsic Motivation

Gardner and Lambert's model of instrumental and integrative motivation had been the focus of the majority of research into motivation for the last 30 to 40 years; and it has been only recently that researchers have seriously started to look into other potential types of motivation (Moskovsky & Alrabai, 2009). The socio-educational model, besides being criticized for what is perceived by some to be an over-emphasis on integrative motivation, has also been criticized for not being concerned enough with the effect of the classroom and the teacher on the motivation of students (Masgoret & Gardner, 2003). Dronyei (1994) held that while there was a section on the AMTB that measured attitudes toward the classroom environment in terms of the learner's perception of the teacher and course, it was not specific enough information to help create useful information for educators or researchers, furthermore, the questions on the AMTB did not measure the "cognitive aspects of motivation to learn" (page 273).

In response to this need, Ryan and Deci (2000) developed the Self Determination Theory (SDT). The term self-determination refers to the ability of people to make their own decisions

about their actions. According to SDT, people, in their natural, healthy state, are active members of a social context who spontaneously move towards goals of personal growth and development, want to be challenged to create a sense of self, and have a need to feel competent in dealing with these challenges (Maherzi, 2011). People who are motivated by the enjoyment of an activity for its own sake, and not for any reason outside of that pleasure or satisfaction, are said to be intrinsically motivated (Mahadi & Jafari, 2012). The focus of the theory is the degree people are freely motivated by their own desires towards these goals, and that this desire for “psychological growth requires ongoing support from the social context . . . and thus this context can either support or hinder it” (Maherzi, 2011, p. 771).

The purpose of Ryan and Deci’s (2000) research into Self Determination Theory is to study conditions that help support intrinsic motivation and understand conditions that lessen it (Ryan & Deci, 2000). The concept of intrinsic motivation, especially for the use in the classroom was further elaborated upon by Deci and Ryan into their subtheory of SDT, called Cognitive Evaluation Theory (CET). CET holds that competence can increase intrinsic motivation, due to a psychological need for feelings of mastery of actions (Ryan & Deci, 2000). Competence on its own will not be motivating or any motivation that it produces will not last long unless the performer of the action feels that his actions were self-determined (Ryan & Deci, 2000). Ryan and Deci (2000) summarized CET as “classroom and home environments can facilitate or forestall intrinsic motivation by supporting versus thwarting the needs for autonomy and competence” (p. 59).

According to SDT, the intrinsic motivation from inside of the individual is undoubtedly superior to its counterpoint, extrinsic motivation. Research has shown, for example, that intrinsically motivated students are more likely to seek out challenges, continue to work through

complicated problems and learn from feedback (Mahadi & Jafari, 2012). Intrinsic motivation, according to SDT can be reduced by a number of factors, such as overly authoritative parenting and teaching styles and even, controversial research suggests, extrinsic rewards (Ryan & Deci, 2000). These factors decrease intrinsic motivation because the reason for doing an activity is no longer for the enjoyment that the actor has in doing the activity but becomes about a factor from outside the actor, over which the individual does not have control (Dornyei, 1994).

If intrinsic motivation comes from inside of an individual, then extrinsic motivation comes from outside of the individual. There are many types of extrinsic motivation, which Ryan and Deci (2000) have put into three categories, based on the amount of autonomy (self-determination) each person has. From lowest to highest, these are levels are: external regulation, introjection, identified regulation, and integrated regulation.

Another concept important to SDT is amotivation, which is the absence of either intrinsic or extrinsic motivation. It is characterized by not wanting or valuing an activity, not feeling competent or not feeling connected to a desired result (Ryan & Deci, 2000). Having a complete lack of motivation to engage with the material, participate in classes, or expend effort on learning, this is the least desirable form of motivation from the teacher's point of view (Ryan and Deci, 2000).

External regulation is motivation provided by sources of rewards or punishments outside of the individual, if these are removed as an incentive to learn, learning will stop (Ghanea, et al., 2011). Because the external regulation is completely outside of the learner, external regulation does not involve the internalization or integration of values, which are important concepts to encourage independent learning in a learning environment (Ryan & Deci, 2000).

According to Deci and Ryan (2000) integration is adopting a behavior, and identification:

. . .is the process by which individuals transform the regulation into their own so that it will emanate from their sense of self. . . [and] describes how one's motivation for behavior can range from amotivation or unwillingness, to passive compliance, to active personal commitment (p. 60).

Further along the self-determination continuum of motivation is introjected regulation, where activities are performed in order to mitigate external pressure, but this pressure is felt from inside of the individual because not performing (or performing) the action would be harmful (or beneficial) to one's imagined self. Examples would include avoiding feelings of guilt or anxiety, or to boost a feeling of pride in one's accomplishments (Ryan & Deci, 2000). While these feelings are from inside the individual, they are not intrinsic because the source (ex. other people's perceptions of the individual) is external, outside the control or creation of the individual (Ghanea, et al., 2011).

The next type of extrinsic motivation along this continuum is identified motivation. Identified regulation is where the person sees the importance and usefulness of the activity and identity with the goal (Dornyei, 1994). An example of this would be a student that studies because he understands that what he is learning will help him in the future.

The most self-determined form of extrinsic motivation, closest to intrinsic motivation on the scale is integrated regulation, where the learner integrates the demands of the action with all of the aspects of his or her personal needs and values (Dornyei, 1994). The more internalized the reasons for the actions are and makes them part of the person's identity; the more self-determined extrinsic motivations will become; but because of their connection to some benefit or

goal outside of the self they will never be considered intrinsic motivation (Ryan & Deci, 2000).

In summary, Ryan & Deci (2000) divided the self into two parts, which are independent of each other. The first, the social self, is socially constructed and negotiated, and is influenced by forces outside of the individual, and the innate self, which is completely separate from this social self. According to Ryan and Deci (2000), the innate self is, “an innate prime mover, independent of the social world . . . considered to be pre-eminent and the source of authentic action” (Winn, Harley, & Wilcox, 2006, p. 79).

Much like researchers who were critical of Gardner’s assertion that integrative motivation was superior to instrumental motivation, Winn et al. (2006) have been critical of Ryan and Deci’s concept of intrinsic motivation as essentially separate and superior from the social self. They argue that, first, this view ignores the positive impact of extrinsic factors such as cooperation and collaboration on the learning environment. Second, a division between the social and innate selves is artificial, and in a sense detrimental, because it helps to give undue status to the idea of independent learning and the lone scholar stereotype over the student that is motivated by “social participation in learning”. In order to learn to his or her highest potential, a student must have a balance between these two motivations and influences (Winn et al., 2006, p. 91). Ryan and Deci (2000) admit extrinsic motivation can have as motivating effect on students when they are asked to do tasks that are not as inherently enjoyable or interesting, and that teachers are often forced to *not* rely on intrinsic motivation on the part of the students to promote learning.

The type of motivation a person has, intrinsic and extrinsic, often changes from one type to another; it is dynamic. For example, if the motivation to start an activity was external regulation (eg., done exclusively for a grade) the learner may eventually find, under the right

conditions, that he or she likes the activity and continues to do it in his or her free time, changing the reason for doing the activity to intrinsic motivation (Ryan & Deci, 2000). Similar situations where the differences between types of motivation might not be clear or change might be if a student who learns English for instrumental reasons but eventually may develop feelings of being integrated into the culture through study (Hagler, 2014). Another example might be if an activity that someone originally performs purely for intrinsic reasons has positive extrinsic rewards and benefits that continue to motivate him or her to continue to perform the action (Ghanea, et al., 2011).

Finally, Ryan and Deci's work is considered to be part of a movement that was a reaction to Gardner's instrumental vs integrative model of motivation. However, the relationship between these types of motivation do not have to be mutually exclusive, but rather a combination of the four types (Ghanea, et al.) that may change over time (Ryan & Deci, 2000). While it may be tempting to draw comparisons to the two ideas, as some researchers have done, intrinsic motivation does not directly relate to integrative motivation and although they are occasionally similar, one can easily imagine a situation where one may be extrinsically motivated to learn about another culture through a second language, such as for a job or a school project. (Ghanea, et al., 2011).

Gardner and his associates hold that intrinsic and extrinsic motivation are not in conflict with the basic structure of the socioeducational model and could be included into the AMTB without difficulty, but the primary focus will be "motivational intensity, desire, and attitudes towards learning the language" (Gardner, Masgoret, & Tennant, 2004, p. 2). Intrinsic and extrinsic motivation may be important to consider, but the realities of SLA make it a social and cultural act that cannot be separated from the language learning process: "the relative degree of

success will be influenced to some extent by the individual's attitudes toward the other community . . . as well as by the beliefs in the community which are relevant to the language learning process" (Gardner et al., 2004, p. 2-3).

Integrative Motivation in the Middle East's EFL Context

As mentioned previously, despite Gardner and his associates' claims that integrativeness is an important aspect of SLA, the idea that students in EFL contexts' success in English as being primarily motivated by integrative goals remains controversial in studies into motivation in the Kingdom of Saudi Arabia. For example, Eusafzai (2013), in his study of motivation of Saudi students, rejected integrative motivation as being inapplicable to the Saudi Arabian context, because "there is an absence of interest in the target language community and . . . desire to identify or assimilate in the target language community" (p. 187). While integrativeness and attitudes towards the English language community were included as an aspect of this study, and it was shown that while there was a "positive outlook towards the target language community, . . . analysis shows that the factor plays a minimum role in inducing effort in learning English language by these students" (p. 198). Other researchers in Middle Eastern countries have voiced similar concerns as their research results reflect more instrumental motivation than integrative motivation in their students (Shirbagi, 2010, Vaezi, 2008).

Other researchers have maintained the usefulness of Gardner's socio-educational framework in Saudi Arabia, finding either a preference for integrative motivation or an equal preference between the two (Ghanea et al., 2011, Engin, 2009, Hagler, 2013). Hagler (2013) conducted a study of attitudes Saudi university students had towards

western culture and found that despite the often vast differences between Western and Middle Eastern/Arabic culture, students had a positive attitude toward western culture and native-speaking teachers. The author points out that because of the number of foreign workers in Saudi Arabia that speak English, native English speakers who are often hired to teach English and universities, and the amount of media available to students that it is possible for students to connect to the English language speaking culture, positively impacting integrative motivation (Hagler, 2013).

Much of the controversy about whether or not Gardner's idea of integrative learning is applicable to the KSA's learning context has to do with the fact that English is taught as "foreign language" in the KSA instead of as a "second language", as is taught in countries that have an authentic bilingual English learning context (Eusafzai, 2013).

Gardner maintains that the concept of integrative motivation is applicable to all students in SLA. He has defended his past research results by pointing out that while his research was conducted in Canada, officially a bilingual country, only a small percentage of the population speak both French and English, and an even smaller percentage only speak French. In many Canadian provinces, learning French has many of the practical characteristics of learning a foreign language as far as culture and opportunity to contact with the culture are concerned (Masgoret & Gardner, 2003).

Masgoret and Gardner (2003) conducted a meta-analysis of Gardner and associates' work into motivation using the AMTB. This article included as a null hypothesis the statement, "The relationship of attitudes, motivation, and orientations to language achievement will be stronger in second language rather than foreign language environments" (Masgoret & Gardner, 2003, p. 135). In other words, the attitudes towards

the language and integrative motivation will be higher or more important factor of success for ESL students than EFL students, who would have a more neutral opinion of the second language speaking community and would focused primarily on instrumental factors. Disproving this null hypothesis would indicate that EFL students were as or more motivated by integrative factors ESL students.

The results of the meta-analysis showed that while students in second language environments had higher correlation regarding their opinion of learning environment than their grades, every other aspect of the AMTB, (i.e., integretiveness, motivation, integrative orientation, and instrumental motivation) showed that there was a higher level correlation between success (self- reported proficiency and objective measures) between high scores on these measures in EFL contexts (Masgoret & Gardner, 2003). Finally, these results were, “not moderated to any great degree by the availability of the language in the immediate environment . . . claims of a Canadian bias [was] due to a misunderstand of previous results by researchers . . . who have used measures in their own research that do not reflect the concept of integrative motivation (Masgoret & Gardner, 2003, p. 158).

World Englishes and the KSA

Kachru (1990) did not believe, given the way that English is used in the world today and how it has been taken and changed by the culture using it, that it was correct to view English as belonging to a specific country or culture. Kachru (1990) saw English as a world language, and categorized countries into three basic groups based on their cultural relationships to the English language: Inner Circle, Outer Circle, and Expanding Circle. Canada, a bilingual Francophone and Anglophone country, is, due to its unique

cultural and historical background is considered to be part of what language considered to be an “inner circle” of English language countries, i. e., those countries that have English as their first language identity, such as England, Canada, Australia, the United States, etc (Kachru 1990). These are the countries that have English as their “native tongue” and have the highest number of native English speakers. Outer circle countries are those that have a cultural connection to English, typically colonial, and often use English as a lingua franca or for institutional use. These countries include India, Nigeria, Ghana, and others that have adopted English as an official language (Eusafzai, 2013).

Saudi Arabia belongs in the third “concentric” circle of English language speaking country, the expanding circle (Kachru, 1990). These countries are those that are learning language as a foreign language, typically for an instrumental purpose; in comparison to outer circle and especially inner circle countries, English language learners (ELL’s) in these countries are typically far removed from the language context of either inner or even outer circle countries (Eusafzai, 2013). These countries include such countries as Saudi Arabia, China, South Korea, Russia, Brazil, most of South America, and represent not only the majority of the world’s population, but the majority of English language learners (ELL’s) and speakers (Kachru, 1990).

Kachru’s work was important to understand the position of some researchers today regarding the perception of the validity of integrative motivation. Adapting to culture of English is necessary for learning English, but given the spread of English throughout the world as a tool for communication and expressing ideas through the contexts of the speakers’ cultures, it may not still possible to define English as being connected to a specific culture or area (Onsman, 2012). This type of embracing of

English as world language may lead to the further development of English as a lingua franca (Seidlhofer, 2001).

Despite these claims, the concern that many researchers have is that the English language's dominance cannot be separated from its troubled past in terms of colonialism or linguistic imperialism, so it is necessary for universities to keep that in mind when creating internationalization programs that focus on English as the medium of communication (Onsman 2012). Some cultures, such as the Dutch have been able to integrate a high level of English learning and proficiency into their society without any apparent harm to national pride, identity, or loss of their native language (Onsman, 2012). English programs must be created in the context of being “an active agent for the maintenance of cultural and linguistic diversity” (Onsman, 2012, p. 480) rather than linguistic imperialism.

Seidlhofer (2001) agreed that the sociopolitical aspects of English are important to consider; but it is time for non-native speakers of English, despite English's unfortunate origins in those countries as tools of colonialism and imperialism, to see themselves as legitimate users of English. Non-native speakers “are often made to feel somewhat inferior because of slight imperfections when in fact their communicative skills are perfectly effective” (Onsman, 2012, p. 483) Perceiving native speakers as being the most correct model and owners of English language has created a “lack of a descriptive reality . . .of speakers of lingua franca English as language users in their own right, and thus makes it difficult to counteract the reproduction of native English dominance” (Seidlhofer, 2001). This perception of inferiority may have an impact on the motivation of students that see themselves as speakers of English, but not native

speakers. Attitudes of students and the impact of employment of Native English Speaking Teachers (NEST) in Saudi Education will be discussed later in this literature review.

English and the Culture of the Kingdom of Saudi Arabia (KSA)

Saudi Arabia belongs to a group of countries without a long history of colonial or cultural contact with English, yet are extremely motivated to have its citizens learn English to integrate into an increasingly interconnected, globalized and technological world (Moore-Abdool, Yahya, & Unzueta, 2009). In order to create a more sustainable economy, the Kingdom of Saudi Arabia has begun a process of *Saudiazation*, (the encouragement of employment of Saudi nationals) which has put a great emphasis on English language learning in the KSA, especially as English is the preferred language of for communication in many international oil and gas companies (Elyas & Picard, 2010).

Saudi Arabia has, in recent years, invested much money into the development of all aspects of its educational system, including its Higher Education (HE) sector. The HE system of Saudi Arabia has greatly expanded since its first beginnings over fifty years ago. Recently, the Saudi government has spent 25% of its total budget over the years on education (over two billion US dollars), including free education (for public, but not private, schools), books, health services, and vocational training for students (Onsman, 2011). According to the Saudi Ministry of Education (as cited by Saqlain, Al-Qarni, & Ghadi, 2013), the goal of Saudi Arabian education today is to make sure that students “are being prepared to deal with future challenges such as cultural diversity, economic changes and globalization . . . by acquiring twenty-first century skills while maintaining the values and principals of Saudi society” (p. 147).

Students in public schools start learning English as a required subject from the age of six, later for private schools, for both male and female students. (Saqlain et al., 2013). As of August, 2012, there were almost five million (4,918,577) public school students in the KSA, 460, 610 teachers and a total of 26, 934 publically funded schools (Al-Sakran, 2012). The number of higher education institutions (HEIs) in Saudi Arabia has also increased rapidly. Onsman reported in 2011 that there were, in the KSA, “24 government universities, 18 primary school teachers’ colleges for men, 80 primary school teachers’ colleges for women, 37 colleges and institutes for health, 12 technical colleges, and 26 private universities and colleges” (2011, p. 521), more are being opened every year.

New universities have been opened every year with gender-segregated campuses for both men and women. The largest, most expensive, most impressive example of HEIs being a place where more progressive practices can be seen in the KSA is the King Abdullah University for Science and Technology (KAUST) which opened in 2009 with an endowment of over 2 billion dollars. In addition to its huge amount of economic freedom that its endowment has provided, KAUST has the world’s fastest supercomputer (as of 2011), over 800 international postgraduate students and perhaps most surprisingly, (and controversially) a mixed gender campus (Onsman, 2011). Why the fact that KAUST is so unique in regards to its mixed-gender policy will be discussed in a later section on the role of women in education in Saudi Arabia

Traditional teaching methods and EFL teachers in the KSA

The number of schools and universities in the KSA shows a great accomplishment for Saudi Arabia, but the great amount of growth has not been without its own

challenges. To meet the demand of the students on the educational system, a widespread response has been to hire teachers from outside the KSA (Onsman, 2011). The recent push to hire Saudi nationals has created a need to improve the education for Saudi teachers as ESL teachers (Al-Hazmi, 2003).

Adherence to the traditional education paradigm in the KSA, which is based on the belief that the teacher is the master who passes down wisdom to his students and encourages learning through rote memorization (Elyas & Picard, 2010) has been given as another reason for Saudi students' difficulties with English. The English curriculum and teaching in the Saudi educational system has been criticized as being overly focused on memorization and not focused at all on Higher Order Thinking Skills (HOTS) such as, "flexibility, problem solving and judgment needed by workers" (World Bank, 2002, as cited by Elyas & Picard, 2010).

In the past, training for these teachers has been inadequate, however. In a study from 2003, Al-Hazmi reported that Saudi EFL training consisted of four years of general liberal arts classes and linguistics-based classes and only one EFL methodology class, which was not enough to meet the needs of learners (Al-Hazmi, 2003). According to Onsman (2011), understanding the need to improve the quality of instruction and curriculum is one of the primary goals of The Saudi Ministry of Education, which is, "aiming for increased efficiency and effectiveness within each individual Higher Education provider" (p. 592). New nation-wide programs and policies have been implemented to try to address this goal (Onsman, 2011).

The Role of Women in Education

The religion of Islam can be seen to be the heart of Saudi Arabian society and culture. As the home of two of the most important religious sites in Islam (Mecca and Medinah) there is a lot of pressure to maintain and preserve the Muslim religion (Baki, 2004). The culture of Saudi Arabia and the focus on religious orthodoxy actively ensures that any change and reform happens within that tradition occur in ways that are seen to be in accordance with the teaching of Islam (Al Lily, 2011). The deeply held cultural and religious beliefs held by the Saudi Arabian people have important implications for the requirements and differences of women in Saudi Arabian education (Al Lily, 2011).

The Qur'an advocates education for men and women; furthermore, women, "have the right to work and any work in commerce, industry and agriculture as long as their work does not harm themselves or their family" (Baki, 2004, p. 2). The issue about women in education is not about whether they should be educated at all, but comes from different interpretations of what is socially acceptable for women in Muslim society, including how and to what degree they should be educated. These questions hold true for ideas about work and careers as well (Hamdan, 2005).

The mandatory education of women has been a part of the educational system since the early 1960's when the first public schools for women and girls were established; now public schooling is available for all women from kindergarten to doctoral students (Baki, 2004). Education for women has always been a complicated, sensitive issue for the KSA. As an example, until 2002, education for men was overseen by the Ministry of Education, while education for women was controlled by the Department of Religious Guidance, which was heavily influenced by conservative scholars of Islam (Hamdan,

2005, p. 44). This difference, according to Hamdan, (2005) was created in order to make sure that female education,

did not deviate from [its] purpose . . . which was to make women good wives and mothers, and to prepare them for ‘acceptable’ jobs such as teaching and nursing that were believed to suit their nature (p. 3).

The idea that men and women have inherently different natures is a common belief for traditionalists. Although more strictly interpreted in the past, women were not allowed to have jobs that would lead to them mixing with men. Women in medicine was encouraged in order for the sexes to remain separate (no male doctors need to examine female patients, for example), and teaching children is considered to be an extension of a women’s natural maternal instincts (Baki, 2004).

The belief that women should have different expectations placed on them socially (i.e., as per *Wahhabi* belief systems) still exists and has an impact on education (Baki, 2004). The extent of how this but not the extent that it once did, at least in terms of majors and degrees available to women. Women today in Saudi HEIs are not allowed to be either engineers or aviators, but the number of degree courses available to them has increased since the college system for women was first developed. All humanities, medical courses, computer sciences, mathematics, biology, governmental, and other programs are available to both women and men. The only HEI that does not have a branch for female students, and are thus not allowed admittance, is the King Fahad University of Petroleum and Minerals, in Dhahran (Hamdan, 2005).

Wahhabi beliefs still have an impact on education for female students in Saudi Arabia. Any discussion of these beliefs must be understood as a complicated, nuanced issue for the

future of women in the KSA. There are many different viewpoints and opinions regarding these issues; there is a great variety of opinions of the Saudi people about this topic (Hamdan, 2005).

Women, according to those who hold more traditional beliefs, are to be protected from bad influences and should maintain their honor and chastity. In fact, “Dishonor is . . . most strongly associated with potential misdeeds against the chastity of female members” (Al Lily, 2011). In order to protect female chastity, many rules have been created to prevent mixing of the sexes. There is a belief that not adhering to these rules will lead to “loose interaction across gender lines is one of the major causes of fornication, which disintegrates all sense of propriety” (Deif, 2008, quoted in Al Lily, 2011).

Despite protest from conservative elements in Saudi society claiming that education would make women less desirable because they would be more conceited; women have been in HEIs since the 1970’s in Saudi Arabia (Al Lily, 2011). In fact, women now also make up 51% of the population of HEI students.

Except for perhaps those who attend the KAUST (and are inside of its campus), mentioned previously, the following societal rules all apply to students who attend university in Saudi Arabia: a) women should wear a veil when meeting a non-*mahram* (non-family member or family servant), have her body covered in a *abaya*, and a *hijab* covering her hair and a *niqab* covering her face b) women cannot travel to a public space without being accompanied by a male household servant or male relative c) women should never be alone with a non-*mahram*, and if in a situation where a women is to speak to a man, conversation should be kept to an absolute minimum and without looking at him (Al Lily, 2011).

In addition to the above rules about male-female interaction and attire, women in Saudi Arabia, whether of Saudi decent or foreign, are not allowed to drive. This means that female

students to Qassim University (as in all universities in the KSA) are required to either take a shuttle bus to class or have a man drive them. This bus is typically driven by a man typically in his 60's with a female relative of his. The students get on the bus from the back. If the female students do not take the bus to school, or need to get to the bus stop, they are driven by a family chauffeur or close male relative, such as a brother or father (Baki, 2004). This can impact a woman's choice of universities because in order to have transportation to the university she needs to choose a university close to home. As of yet, there are few distance learning options, such as online classes, available for female (or male) Saudi learners (Baki, 2004).

Another difference in education between men and women are the campuses themselves. Except for KAUST, mentioned previously, female-only campuses are the only option for women. Resources and facilities for women, however, are different than those for men, not in terms of quality or amount, but of type: because of the idea that women and men need to be separate, campuses are equipped for total segregation based on gender. High walls enclose the perimeter of female universities, but not the men's universities. The female student campuses are guarded by elderly men who closely monitor who exits and enters the university, and absolutely prohibit men from entering, including family members of the students' families.

Universities in KSA have a problem in providing enough female teachers to teach in female only universities. Perhaps the most interesting development in education for women is the CCTV (Closed Circuit Television) learning system that was created in order to meet the social requirements of the university, which state that a male teacher cannot be in the same classroom as his female students, or see them (Al Liy, 2011). There are two types of CCTV classroom arrangements. In the first, the male teacher sits in a room in another location and the students watch him and the whiteboard through a TV monitor, but he cannot see them. He can

communicate to them through microphones and speakers (Al Lily, 2011). The second CCTV distance learning arrangement is where the male teacher teaches a group of male students but the class is seen by a female class. Female students reply directly to the teacher through a headset that the teacher wears; women's voices are not allowed to be heard by the male students (Al Lily, 2011).

Methodology

Step One: Find a topic.

Upon entering EDU 660, the researcher had the topic of motivation and women in mind. Throughout EDU 660, the researcher narrowed the topic and designed this research study. The research question for this study was: What types of motivation affect Saudi female university students learning English?

Step Two: Conduct literature review.

Once the idea for the study was created, the literature review, which began in an earlier part of the SUNY Fredonia TESOL program, was conducted to find more information about research involving motivation. It was not long before the researcher discovered the work of R.C. Gardner, and his ideas regarding integrative and instrumental motivation. Research into integrative motivation found some researchers, such as Dornyei (1994) offered very thought provoking criticism regarding Gardner's work in EFL contexts, which includes Saudi Arabia. Other researchers conducting studies with university students in Saudi Arabia had differences in opinion regarding how useful Gardner's work was to the Saudi English learning context. Some believe that integrative motivation is useful to study for Saudi students, others disagree, stating that other theories of motivation, such as intrinsic versus extrinsic motivation (Deci & Ryan, 2000) are more applicable. In summary, the researcher found support for both systems (i.e., intrinsic and extrinsic, integrative and instrumental). Furthermore, they are not, according to Gardner incompatible ideas (Gardener, et al. 2004). They were included in the literature review and as a part of the quantitative survey design.

A quantitative research design was decided upon for a number of important reasons.

While much research has been done regarding the topic of motivation, little has been done in the

role of motivation in Saudi Arabia (Moskovsky & Alrabai, 2009), especially regarding the specific attitudes of women towards English as a Foreign Language (EFL). A qualitative study was originally considered but rejected as quantitative research would be better able to provide an answer to the research question, (i.e., what most motivates Saudi Arabian female undergraduate students to learn English) rather than explore or understand a topic in greater or deeper detail, which is the strength of qualitative research. The focus of this study was not to explore a topic, however. Rather, the purpose of this study was to determine the degree to which students were motivated by specific types of motivation.

Information about the educational system in Saudi Arabia was found through a variety of sources. The researcher was able to use her knowledge of the Arabic language to access data through reliable sources on the internet (especially for demographic data regarding the number of schools in the country). Most information was found through the peer-reviewed, academic research journals found in the ERIC and PSYCHinfo databases at the SUNY Fredonia library. The literature review was written almost entirely at the SUNY Fredonia Library.

Step Three: Request permission.

This study was conducted in another country, Saudi Arabia. Three separate organizations were contacted before the research could begin. First, The Research Foundation of the State University of New York for Human Subjects Review was asked for their approval of this project. Second, Qassim University for permission to conduct research at their university. Finally, the Saudi Arabian Cultural Mission (SACM), was petitioned for support and generously provided a stipend and plane ticket to Saudi Arabia, allowing the researcher to conduct her research. The researcher was thankful for the timely help and generous support received from these organizations, without which it would have been difficult or impossible to conduct the research.

This study required the direct participation of human subjects, so the Human Subjects Review (HSR) needed to give their approval before the study could begin. After the research design and participants had been decided, the instrument was created the application for approval was sent in the spring of 2014. The researcher received notice of the approval in a letter dated April 14, 2014. This study was approved by Catherine Kilpatrick, Associate Director from the Office of Sponsored Programs, and Acting Human Subjects Administrator with The Research Foundation from the State University of New York. The research study had been, “determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Part 46, 46.101, Subpart A (b) (1) and/or (2) . . . [and] may proceed as described”.

Once the researcher had received permission to proceed with the study from the HSR, an application was sent to Qassim University to allow research to be conducted at their organization. Approval was obtained in a very timely manner and arrived three days after the researcher received the approval letter from the HSR.

With permission from Qassim University arranged, the researcher was able to request financial assistance from SACM, which was granted on May 7, 2014. This scholarship, as mentioned previously, included a stipend and plane tickets for the researcher and her two children, who accompanied her to Saudi Arabia. The SACM scholarship was granted for two months, from June 1st to July 31, 2014. These two months were a long enough time for the researcher to complete the information-gathering part of the study.

Step Four: Select participants.

Qassim University is a large university located in central Saudi Arabian city of Buraydah, which has a separate college for men and a separate college for women. The sample for this

research paper consisted of 75 female undergraduate students, aged 18 to 24. The goal of choosing this population for the sample was to get a real understanding of the motivation of undergraduate females studying in the Qassim university system. The university accepted only Saudi Arabian students, so it was a culturally homogeneous sample, but participants came from all regions of Saudi Arabia. The students selected were from the Medical College, specifically the department of Physical Therapy. This sample was done because the Medical College's programs are taught entirely in English, so there was little to no need to translate the survey into Arabic. Translating the document may have led to poor or different results due to the differences between the two languages, and time to do the translation was limited.

The research was conducted in the summer session of 2014, when classes were held and open to all students of all majors who wished to continue their studies over the break; they did *not* belong to a special category or type of course that may influence the results of the study, such as remedial courses. All of the participants had at least six years of state-mandated English courses before starting university and had taken at least one year of English at the college level as four years of English is required for graduation. Also, as mentioned previously, all of the courses taken by students of the Medical College at the university were in English. While no standardized test such as the IELTS or TOEFL was required to enter the program, a special program consisting of a year of courses taught in English (including sciences and languages) must have been completed satisfactorily before being accepted into the Physical Therapy program.

Step Five: Design survey exploring attitudes toward motivation

Motivation has often been studied by using quantitative research methods, especially the use of Likert-style questions in surveys (Maherzi, 2011, Shirbagi, 2010, Moskovsky & Alrabai,

2009, Hashimoto, 2002, Engin, 2009, Mehrpour & Vojdani, 2012, Vaezi, 2008). The use of Likert scale questions has been well established in the social sciences as being useful when measuring attitudes (Croasmun & Ostrom, 2011). Instruments that use a Likert scale consist of statements that participants respond to by selecting an answer along a line, from strongly agree to strongly disagree and often there is a selection for not sure or do not know (Ghanea, Pisheh, & Ghanea, 2011). Most Likert scale-type questions consist of five responses (i.e., strongly agree, agree, undecided, disagree or strongly disagree), however, there is continuing debate in the research community regarding the number of questions as some researchers feel that 7 answers, typically including “moderately agree” and “moderately disagree” be included for accuracy (Croasmun & Ostrom, 2011). The responses were given a numerical value then calculated to find a mean score for each question; higher scores indicated a higher degree of importance to that student regarding how that type of motivation influences their study.

A danger in any study is response bias, which can seriously affect the reliability of the study. The most dangerous type of response bias in a Likert scale survey is the tendency for participants to use the same response throughout the survey, skewing the results (McMillan, 2011). This specific bias is known as acquiescence/agreement bias, which is “the tendency to agree with the survey items, independent of item content” (Chen, Rendina-Gobioff, & Dedrick, 2007, p. 3). This can be controlled for by including some negatively worded questions that measure the same concept because they force the participants to pause and reflect on their answers instead of marking the same response repeatedly, thereby reducing bias (Croasmun & Ostrom, 2011).

Selection of questions for the survey

The instrument that was utilized for the study is based on Gardner’s Attitude/Motivation

Test Battery (AMTB), which is based on individual differences in motivation in language learning and been used in many different countries and learning situations to conduct research (Hashimoto, 2002). Gardner reported that the AMTB's focus has been integrative motivation and that this focus is what defines and distinguishes it from other models but that, “. . . additional motivational constructs could be incorporated into the model without influencing its basic structure” (Gardner, 2004, p. 145).

The purpose of this study was to understand the degrees to which Saudi students are motivated to learn English through instrumental, integrative, extrinsic or intrinsic motivations, so questions in the survey instrument addressed all four of these motivating factors. The instrument itself consisted of 5-point Likert-style questions designed to address instrumental and integrative motivation in the AMBT model, as taken from the design of Vaezi (2008) in her research of the language learning instrumental or integrative motivations of Iranian Undergraduate students, as well as questions designed to measure intrinsic versus extrinsic motivation, as taken from Moskovsky and Alrabai's study of motivation for Saudi learners of English as a foreign language (2009) and statement prompts taken from Maherzi (2011) study in to the perceptions of English classroom environments in Saudi Arabia.

Table 1.

Prompts adapted from Vaezi (2008)

Item	Prompts/statements (location from study in parenthesis)	Motivation
1	English will be important for me in my future career. (13)	Instrumental
6	It is important for me to learn English well because I will be more respected by my classmates and colleagues. (16)	Extrinsic
14	English is more important to my professional and academic	Extrinsic

	development than my personal development (13, 14, 15)	
15	I don't think I'll ever have English speaking friends (2, 4, 5)	Integrative (stated negatively)
16	I often read articles and news online in English (17, 18/)	Instrumental
18	Native English speakers are kind and friendly. (8, 9)	Integrative
21	Studying English is helpful to me because I do research and find information on the internet for my classes (17)	Instrumental
23	I don't use social networking sites (Facebook, Twitter, etc) in English, and I have no plans to do so (9).	Instrumental (stated negatively)

Table 2.

Prompts adapted from Moskovsky and Alrabai (2009)

Item	Prompts/statements (location from study in parenthesis)	Motivation
2	I enjoy learning English because it is fun (1).	Intrinsic
3	I enjoy speaking English outside of class (4).	Intrinsic
7	I don't understand why some people like English class (7)	Intrinsic (stated negatively)
9	I am interested in learning about the culture of English-speaking countries (23)	Integrative
12	I would like to live, work, or study in an English-speaking country someday (24).	Integrative
13	I would prefer to take another language besides English because it would be more interesting and relevant to me (23).	Integrative (stated

		negatively)
19	I often watch English language movies and TV shows. (27)	Instrumental
20	I would take English classes even if they were not a requirement for graduation. (5)	Intrinsic
22	I think English is an important tool for learning about other cultures; this is an important reason why I study it (23).	Integrative

Table 3.

Prompts Adapted from Maherzi (2011)

Item	Prompts/statements (location from study in parenthesis)	Motivation
4	Learning English gives me a feeling of success (“Intrinsic motivation-To accomplish things” 1)	Intrinsic
5	Studying English is important for me because I want to read English books.	Instrumental
8	I know I have to study English, but I often feel that it is a waste of time (“Amotivation, 1.).	Extrinsic (stated negatively)
10	An important reason why I try to study hard in my English classes is because I feel guilty if I don’t (“Introjected Regulation” 3.)	Extrinsic
11	If I didn’t get a grade, I wouldn’t study English (“External Regulation” 2.)	Extrinsic (stated negatively)
17	I have no plans to use English after graduation. (“External Regulation” 1)	Intrinsic (stated negatively)
24	I am the kind of person who knows a second language, so I try to	Extrinsic

study English well. (“Identified Regulation” 1,2)

Questions were be focused on four types of motivation and were not be grouped together in the survey. Question 1, for example, “English will be important to me in my future career” measures instrumental motivation, where Question 2, “I enjoy learning English because I think it’s fun” would be an example of intrinsic motivation. The specific questions by type are as follows: 2,3, 4, 7, 17, 20 are statements measuring intrinsic motivation; 1, 5, 16, 19, 21, 23 are statements measuring instrumental motivation; 9, 12, 13, 15, 18, 22 are statements measuring integrative motivation; and 6, 8, 10, 11, 14, 24 measure extrinsic motivation. There are negatively worded questions in each motivation type, specifically questions numbers 7 (intrinsic), 8 and 11 (extrinsic), 13 and 15 (integrative), 23 (instrumental).

It is important to note, as Moskovsky and Alrabai (2009) did, that some question items can be classified in more than one way. For example, one of their survey items, “I am learning English because I am interested in the English language and the English culture” (Moskovsky & Alrabai, 2009) could be defined as both integrative and intrinsic because the participant could be interested and enjoy learning about the culture simply because he likes learning (intrinsic) or because he has a desire to integrate himself in some way into English culture (integrative). As mentioned previously in this article’s literature review, motivation is fluid and difficult to define, and can change (Deci & Ryan, 2000). The researcher acknowledges that it may be possible to redefine some of the items--especially to equate prompts designed to measure extrinsic motivation with instrumental motivation, the researcher has done her best to select and define questions that are clear examples of each type of motivation, which were based on previous research.

Step 6: Administering the survey

After receiving permission from the Dean of Qassim University to conduct research, and arriving to Saudi Arabia, the survey phase of the study began. The University was very flexible in the times and dates the researcher could come to give the surveys to the students, and in fact allowed the researcher to come in any time that was convenient for her. The researcher started June 1st, 2014 at 8 in the morning and left at 11:30 in the morning for a total of three hours. The researcher came every day during the Saudi Arabian workweek (Sunday to Thursday) for four weeks, a total of twenty days.

The survey was given to students either before or between classes. Most students took 10 to 15 minutes to finish the survey. Before giving the survey was given to participants, the survey and purpose were explained on-site with the participants and any questions that they may have were answered. They were also informed that the data being collected was used for research purposes only, that it was completely voluntary, and that they could take as much time as they needed to complete the survey. The researcher explained that the results of the survey are anonymous, and that beyond certain demographic data, such as their year in university and age, they were not be asked for any personal identifying details. The researcher informed the participants about the estimated time required to take the survey (10-20 minutes) and asked the participants if they could finish before the researcher left for the day (11:30). If not, the researcher would keep the half-completed survey until she met the participants again, often the next day.

Step 7: Input into Excel database

After collecting the surveys, the responses of each participant were logged onto an Excel spreadsheet. The demographic data of the respondents, namely age, major in school, number of

English classes taken, and whether or not they had a male English teacher was also included, in separate variables. This was done so that the researcher could organize data according to these categories, such if the number of classes taken by the students, or their ages, had an impact on the degree they were motivated intrinsically, extrinsically, etc.

After the demographic data was put into variables columns, variables were created for each survey item and labelled based on the number they appeared from “1”, representing item 1, up to 24. The score for each response was put into each column. Each response on the instrument was given a point value based on a pre-determined point value on a scale from 1 to 5, where 5 showed a strong motivation towards that question, and 1 and 2 showed a weak or negative one. Specifically, 1=strongly agree, 2=Agree, 3=neutral/undecided, 4=disagree, 5=strongly disagree. That is the score if the questions are positively orientated, which are the majority.

The negatively worded questions, i.e, 7, 8, 11, 13, 15, 23, require a different scoring system because agreeing with the negative statements shows a lack of motivation, not high motivation. For example, item 8 is “I know I have to study English, but I often feel that it is a waste of time” (see appendix B). Marking “Strongly agree” for that item would not show a positive motivation to learn English, in fact, it would show the opposite. For these negatively worded question, the scoring is as follows: 1=strongly agree, 2=agree, 3=neutral/undecided, 4=disagree, 5=strongly disagree (Croasmun, & Ostrom, 2001).

Step 8: Calculate average score

After inputting the data into the chart, the researcher was able to more easily calculate the mean scores for each variable (i.e., survey item). This data, found for each variable of data that represented the survey item, represented the average number, or degree that question’s content motivated the entire range of participants. If a *positively* worded survey item received a high

average score, it suggested that there were many who “disagreed” or “strongly disagreed” that the item was a motivating factor; a low score would show the opposite, that people “agreed” or “strongly agreed”. A lower, numerical score would represent a high degree of motivation, a low score would show a low degree of motivation, because Strongly Agree receives a score of 1, Agree received a score of 2, Neutral received a 3, Disagree received 4, Strongly Disagree received 5. However, these were the scores for positively worded questions.

When calculating the scores for negatively worded questions, a different system of scoring was used, where the numerical scores were opposite those of positive scores. For negatively worded prompts, agreement showed a lack of motivation. This meant that responses had to be calculated differently: Strongly Agree received a 5, Agree received a 4, Neutral received a score of 3, Disagree received a score of 2, and Strongly Disagree received a score of 1. This was done in order to keep the accuracy of the averages. Strongly agreement to a negative question, such as Item 7’s prompt, “I don’t understand why some people like English class” would suggest a lack of motivation, and the calculated data needed to reflect this.

Integrative. As mentioned previously, each survey item was classified according to the type of motivation it was designed to investigate. In order to avoid confusion prompts involving integrative motivation were items 9, 12, 13, 15, 18, 22, as well as demographic data columns, were copied and pasted to another spreadsheet. The average was calculated under the variable, then the average of these six items was averaged again. After this number was calculated, it was recorded in a separate row underneath the column of the responses given by the participants.

Intrinsic. The researcher selected the variables that represented the questions relating to intrinsic motivation, specifically, questions 2, 3, 4, 7, 17, 20 and copied and pasted them, along with the demographic data variables, to a separate excel spreadsheet file. The averages of these

numbers from variables were calculated and recorded by using the Excel software to show the average or mean score each item, then these numbers were averaged to get a mean that represented the degree to which students were motivated by intrinsic motivation.

Extrinsic. The researcher followed the same procedure to average and chart the extrinsic motivation of this group of participants as she did for the other types. First, she copied and pasted the columns numbered 6, 8, 10, 11, 14, 24 and the demographic information variables, onto a separate chart, then calculated the average number for each column that represented a question about extrinsic motivation. These numbers were averaged together to get a number that represented the extrinsic motivation score of this group of students.

Instrumental. The researcher followed the same procedure she did for the above three types of motivation. She took the variables numbered 1, 5, 16, 19, 21, 23 and the demographic data variables from the master excel sheet and copied and pasted them into a new excel file. The averages of the variables 1, 5, 16, 19, 21, 23 were then calculated, and this number was averaged together to receive one master number that represented the degree to which students were motivated by instrumental motivation.

Step 9: Look for interesting results

After this step, the researcher had several different averages or mean numbers. First, she had the mean score for each survey item. She could see, for example, how motivated students were to learn English in order to “live, work, or study in an English speaking country someday” (item 12), or if they thought that it was “important to learn English well because I will be more respected by my classmates and colleagues” (item 6) (see Appendix B).

When all 24 items were averaged together, the number found represented the total degree or attitude that the students had towards English and how motivated they were to learn it. The

researcher also obtained through this process a mean score for the items that were created to measure the four types of motivation discussed previously: integrative, instrumental, intrinsic and extrinsic.

With the numbers of the research, she was able to take the first steps to analyze the data, including determining if these numbers had met or surprised any ideas that she had previously. These findings were discussed later in this study.

Step 10: Item and category analysis

Once the data in the Excel sheet was created, the Excel software allowed the researcher to quickly organize the data by category and item. First, the specific categories were created. Microsoft Excel software allowed the researcher to perform these tasks through the use of the “Function” command in the software. This command gave the number of times a certain number value happens in the selected column or row. The researcher could then go through the test items, demographic information, etc. to organize data.

All of the respondents were asked to provide certain demographic data, including their age, number of years of University-level English, whether they had a male or female teacher. The researcher could determine the mean and median scores for age. The researcher could also determine the number of students who had a male teacher as well as easily see how many students had how many years of university-level courses.

Subcategories include specific test items, which could be further grouped by type of motivation they were designed to measure. Each test items frequency of responses could then be measured. In other words, data could be shown for number of participants giving each answer. For example, the researcher could see how many students strongly agreed, agreed, didn't know, disagreed, or strongly disagreed for each item. The mean of the total responses for each item

could also be found (n=75). Individual test items were further divided by the already mentioned demographic data. When the frequency of responses and mean scores were collected by demographic category, charts were able to be created for each.

Step 11: Chart variables for comparison

The five excel sheets were created, including one for each type of motivation and a sheet including all data, so that the researcher would be better able to analyze and compare the numbers. In order to clearly see what types of motivation the students were using in their English studies, and to compare whether one type of motivation was used more by these women than others, bar charts and tables were created to display the results of the survey.

Several bar charts were created. Bar charts were created to compare intrinsic/extrinsic motivation, integrative/instrumental motivation, the four types of motivation together, the four types of motivation and how they were used by different age groups (five of this type in total), the different types of motivation levels for people who had male teachers versus female teachers.

A chart documenting how many students responded to each question's answers were also be included. These charts have the question, number of people responding, the mean for each question item and standard deviation. A chart was thought to be more useful in presenting the totals for each question than a simple bar graph, due to the larger amount of information contained in it.

Step 12: Report results

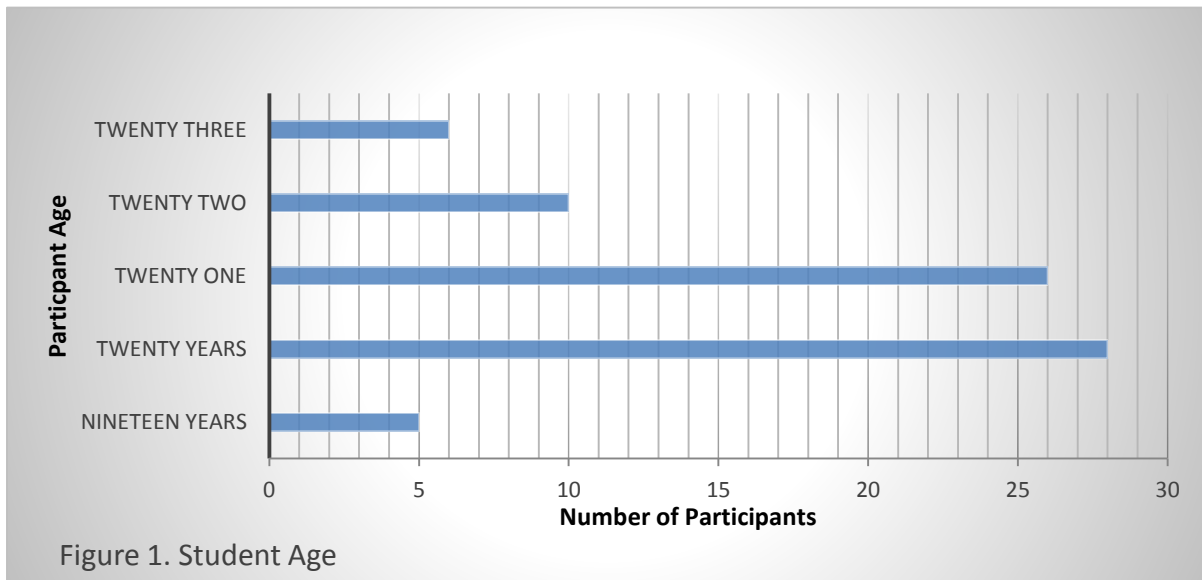
After the charts and graphs were created, the results were reported, along with an explanation of the numbers mean and how they were documented by the researcher. Information about what implications the findings may have for future research were also included.

Results

The following section of results display data to help answer the research questions.

Describing the sample

Age. Of the seventy-five participants of this study, five (7%) were 19 years old, 28 (37%) were 20 years old, 26 (35%) were 21 years old, 10 (13%) were 22 years old, and 6 (8%) were 23 years old. The mean age of participants in this study was 20.7 years old (See Figure 1).



Students with male English teachers. The majority of the seventy-five participants had female teachers, (approximately two thirds of the respondent population). The exact number of respondents of the 75 students with female teachers was 56 (75%), with 19 (25%) having male teachers (see Figure 2).

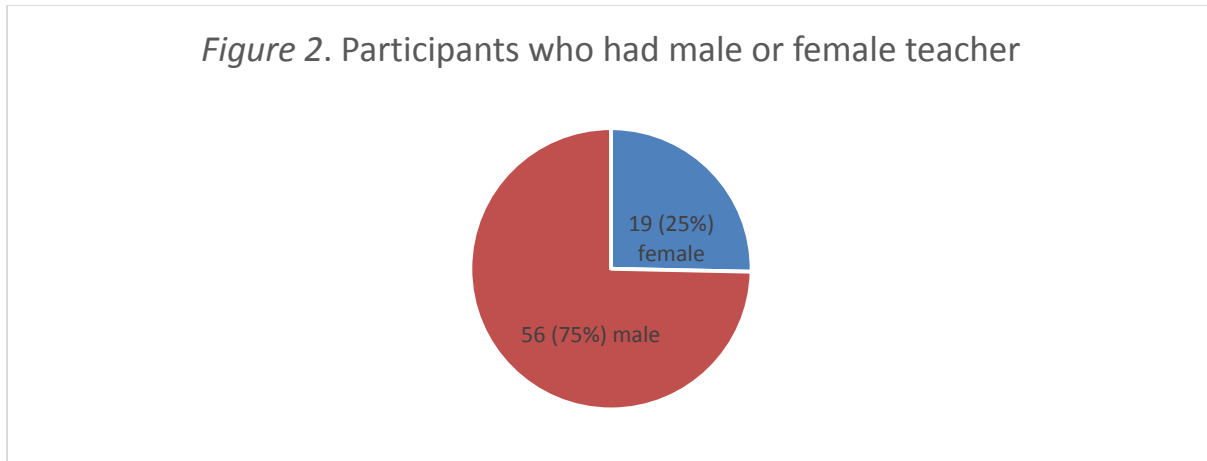
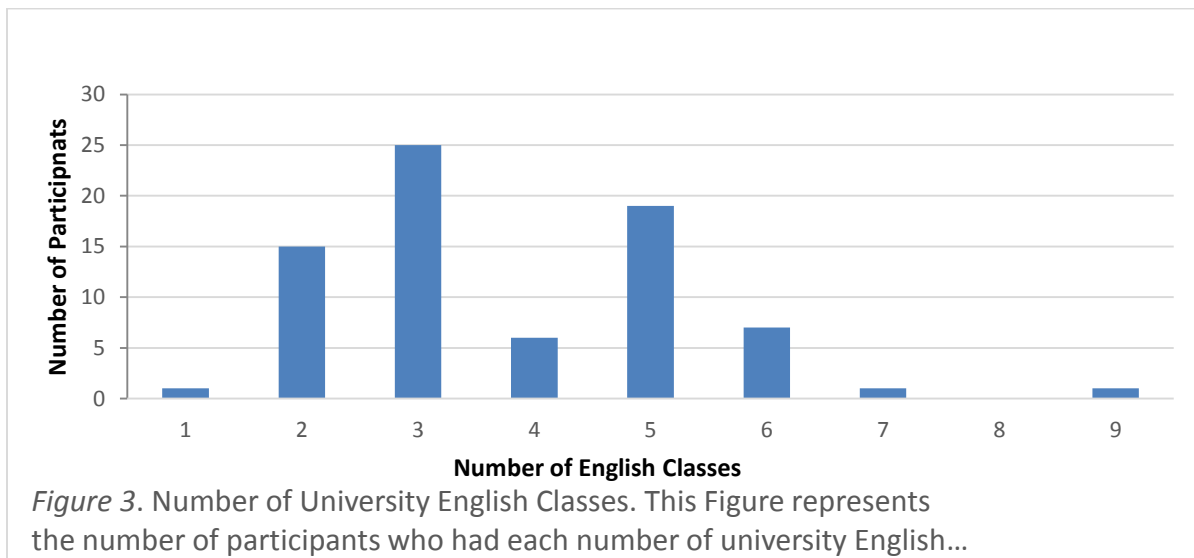


Figure 2. Participants who had male or female teacher

Number of university level English classes. Only 1 (1.3%) of the 75 students was not taking an English class at the time of the research. The rest of the students were enrolled in a university level English course. One student (1.3%) was had only taken one course, 15(20%) had taken two, 25 (33%) had taken 3, 6 (8%) had taken four, 19 (25%) had taken five, seven (9%) had taken six courses, one (1.3%) had taken seven courses; and one (1.3%) had taken nine. The mean, or average, number of courses that had been taken (including the one the students were taking at the time of the survey) was 2.77 classes.



Integrative motivation results

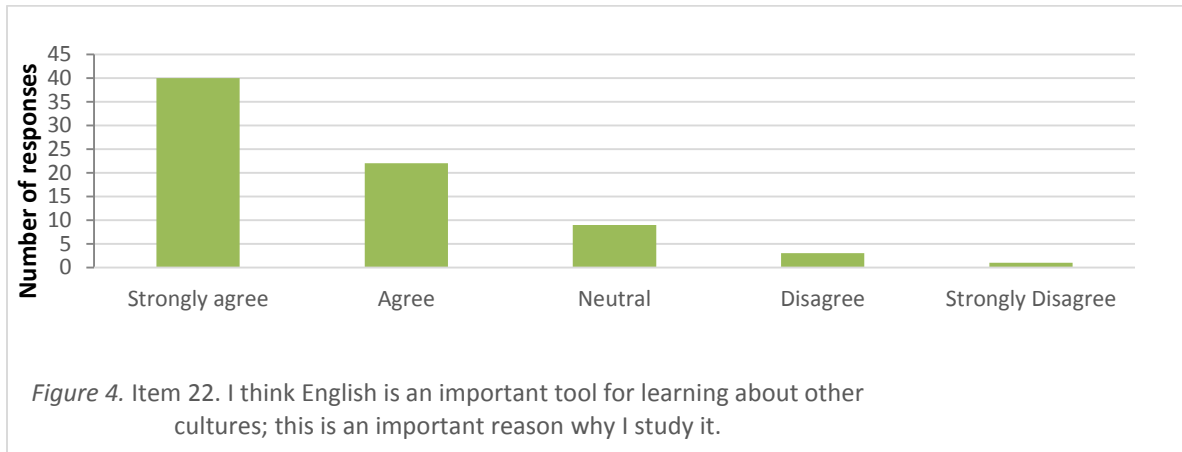
Integrative motivation was defined by Masgoret and Gardner (2003) as the motivation that a learner of a second language has to become a part of the target language's culture, or to interact with people who speak the target language. Integrative motivation was a factor for the participants. Integrative motivation was measured by the questions 9, 12, 13, 15, 18, 22. See Table 4 below (See also Appendix B). The two prompts with the strongest agreement were scores, 22 and 12 are included below (See Figures 4 and 5). The prompt with the lowest amount of agreement, prompt 15, is also included (See Figure 6). The lower number in the chart, after the prompt, the more strongly participants are motivated in this way (see Table 4).

Table 4.

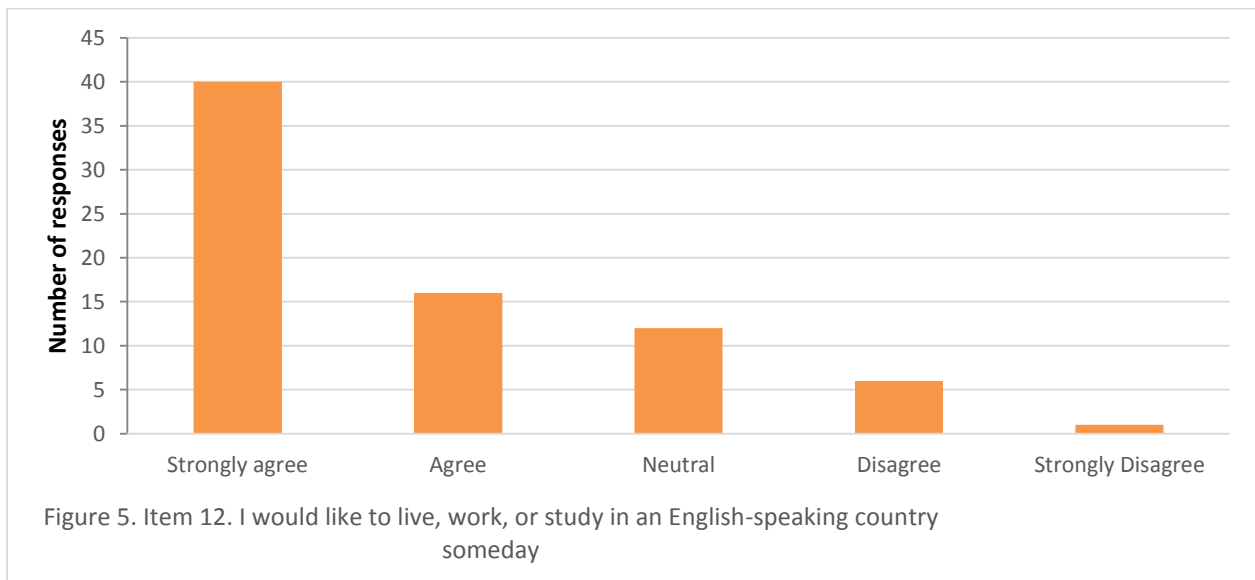
Integrative Motivation Question prompts with mean score

Item	Prompts/statements	Mean
9	I am interested in learning about the cultures of English speaking countries	2
12	I would like to live, work, or study in an English speaking country someday.	1.82
13	I would prefer to take another language besides English because it would be more interesting and relevant to me.	1.86
15	I don't think I will ever have English-speaking friends.	2.98
18	Native English speakers are kind and friendly.	2.12
22	I think English is an important tool for learning about other cultures; this is an important reason why I study it.	1.70

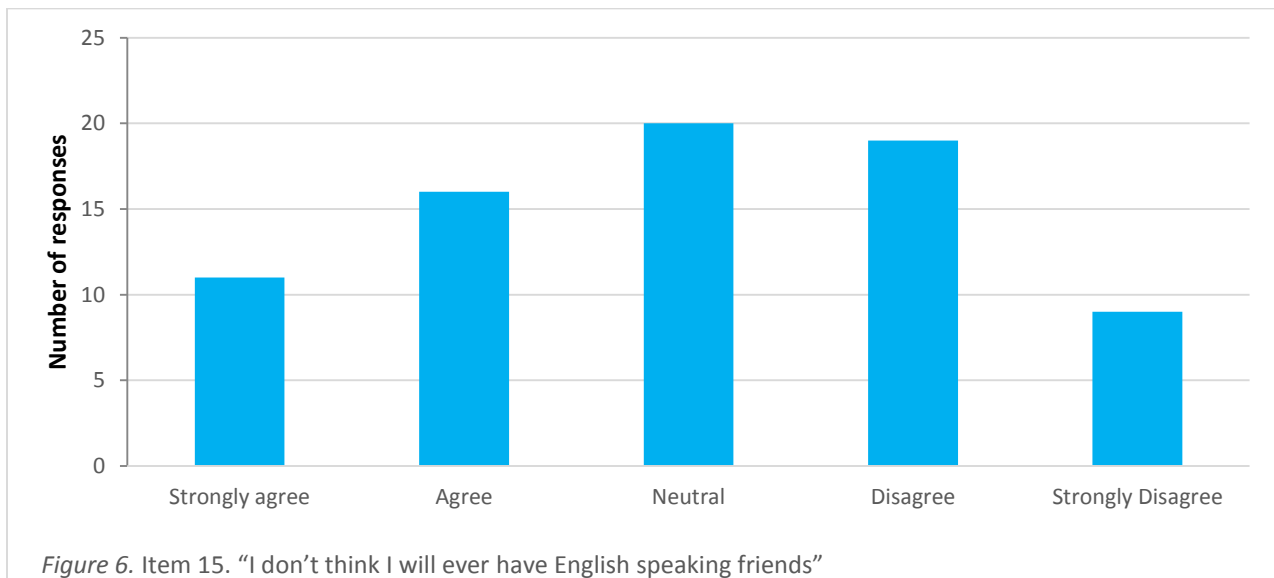
The following Figures (Figures 4 and 5) highlight the items participants most strongly agreed with. The third Figure, (Figure 6), shows the integrative motivation item participants most strongly disagreed with.



This prompt was shown to have the highest mean score of the integrative category prompts, “I think English is an important tool for learning about another culture; this is an important reason why I study it”. This shows an interest to learn more about the culture that they are studying, thus showing a strong relationship with integrative motivation.



This prompt was shown to have the second highest mean (1.82) of the integrative motivation prompts. The chart shows a strong desire on the part of the majority of the participants to consider going to an English speaking country for a longer period of time, showing a desire to use English to become part of the society and culture of those places, if given the opportunity.



This prompt was one of the negatively worded prompts. A "strongly agree" response would show a negative relationship with integrative motivation. The researcher was surprised by the number of "strongly agree" and "agree" responses, as compared with Item 12, above (See Figure 5), where the majority of participants showed a strong interest in living, working, or studying in an English speaking country. On the other hand, the researcher remembered that before she was granted the scholarship to come to the United States she may have responded in a similar way, if she had been given a similar survey, because it did not seem possible that she could have an English-speaking friend. She would have been interested in meeting and making friends with English-speaking people, but as the survey is worded, it would seem impossible, and she would have agreed with the statement. In other words, these results may not be so much about a lack of

interest as much as what seems to be a lack of opportunity to meet English speaking people in Saudi Arabia.

Instrumental motivation results

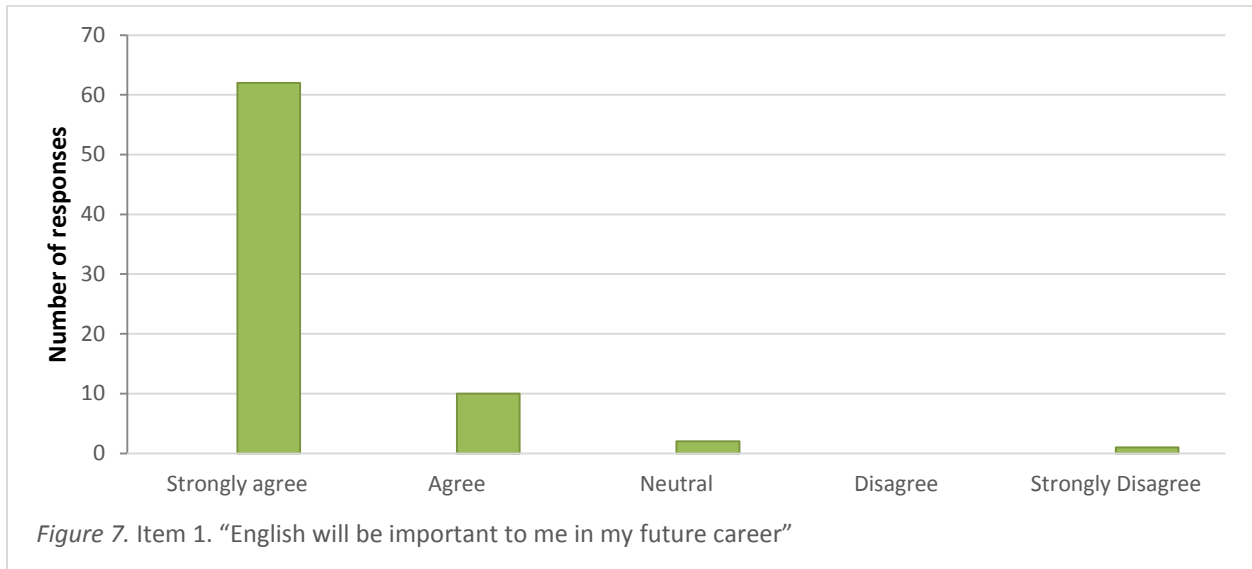
According to R.C. Gardner's Socio-educational model (Masgoret & Gardner, 2003), Instrumental motivation is the motivation that a student has to learn a language that is not based on a desire to learn or interact with the foreign language's culture. It includes such motivating factors as good grades, rewards, promotions, and so on. Instrumental motivation was also a motivating factor for the participants. Instrumental motivation was measured by the questions 1, 5, 16, 19, 21, 23. See Table 5 below (See also Appendix B). The two prompts with the strongest agreement were scores, 1 and 21 are included below (See Figures 7 and 8). The prompt with the lowest amount of agreement, prompt, 23, is also included (See Figure 9). The lower the number, the more participants were strongly motivated in this way (See Table 5).

Table 5.

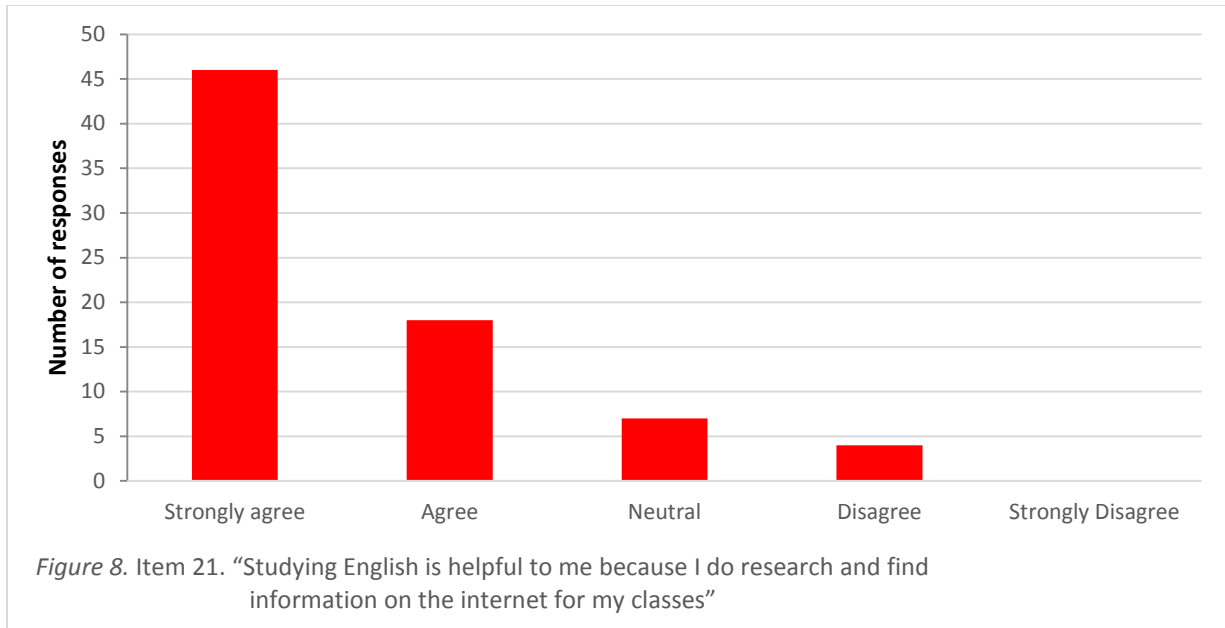
Instrumental Motivation prompts and mean scores

Item	Prompts/statements	Mean
1	English will be important for me for my future career.	1.24
5	Studying English is important to me because I want to read English books.	1.85
16	I often read articles and news online in English.	2.38
19	I often watch English language movies or TV shows.	1.72
21	Studying English is helpful to me because I do research and find information on the internet for my classes	1.58
23	I don't use social networking sites (Facebook, Twitter, etc) in English, and I have no plans to do so.	3.08

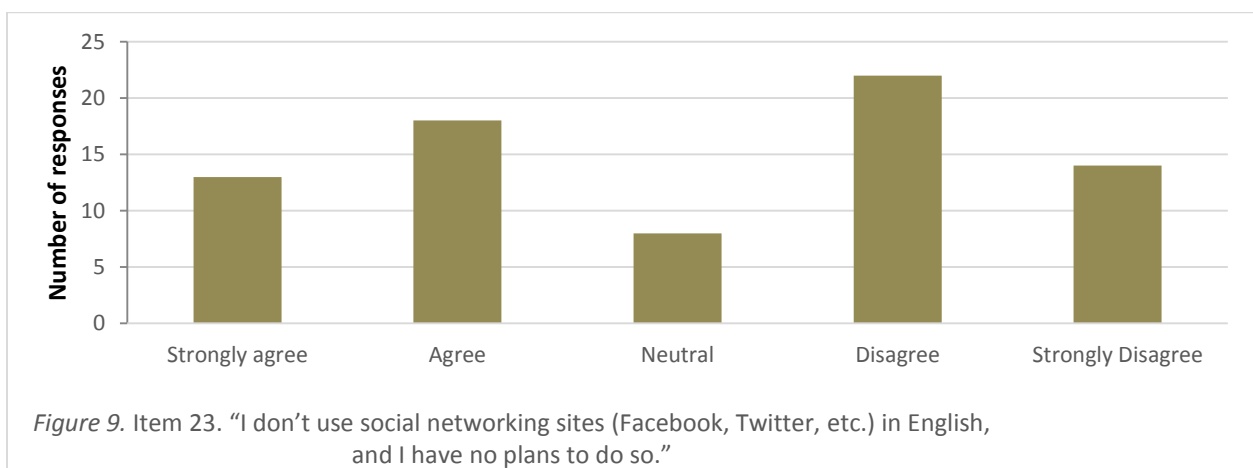
The following figures (Figures 7 and 8) highlight the items participants most strongly agreed with. The third Figure, (Figure 9), shows the integrative motivation item participants most strongly disagreed with.



This Figure shows the frequency of responses for this item, which had the highest, strongest response of all of the prompts, with a mean score of 1.24. This clearly shows the belief of the respondents that the English language will be important for them in the future, at least for their careers, thus showing at least some instrumental motivation by most participants.



This prompt, Item 21, had the second highest score in the instrumental motivation category of questions. This is about technology, and how the students use it. One of the reasons why English is important for this group of learners is because they are in the medical department, and much research in medicine is only available in the English language. The researcher wonders about how the participants who disagreed conduct their research. Perhaps those who disagreed were in a lower grade and with more basic, less research-based classes.



This prompt, Item 23, had the lowest mean score of the instrumental category of prompts. The researcher was surprised to see how split the scores were between the "agree" and

“disagree” sides, and the pattern of the responses. Facebook and Twitter are not commonly used in the KSA, but if one had friends from other countries it might be a useful tool to keep communication with them. Having no plans to ever use these tools to chat would show that the respondents were not motivated by instrumental motivation, at least when it comes to social media and having an international social media profile.

Intrinsic motivation results

Ryan and Deci (2000), according to Ryan’s Self Determination Theory (SDT) of motivation, divided motivation into two broad categories: intrinsic and extrinsic. Intrinsic motivation is the motivation that a learner has to learn something because the learner enjoys doing that thing, and for no other reason. This was, according to SDT, the most valuable, most powerful form of motivation; every other kind of reason (extrinsic motivation) would not be as useful. Students who are intrinsically motivated have a number of advantages, including being more likely to be creative, active learners and continue learning without external motivation (such as grades or rewards). Fortunately, intrinsic motivation was a motivating factor for the participants. Intrinsic motivation was measured by the questions 2, 3, 4, 7, 17, 20. See Table 6 below (See also Appendix B). The two prompts with the strongest agreement were scores, 4 and 3 are included below (See Figures 10 and 11). The prompt with the lowest amount of agreement, prompt, 7, is also included (See Figure 12). The lower the number, the more participants were strongly motivated in this way (See Table 6).

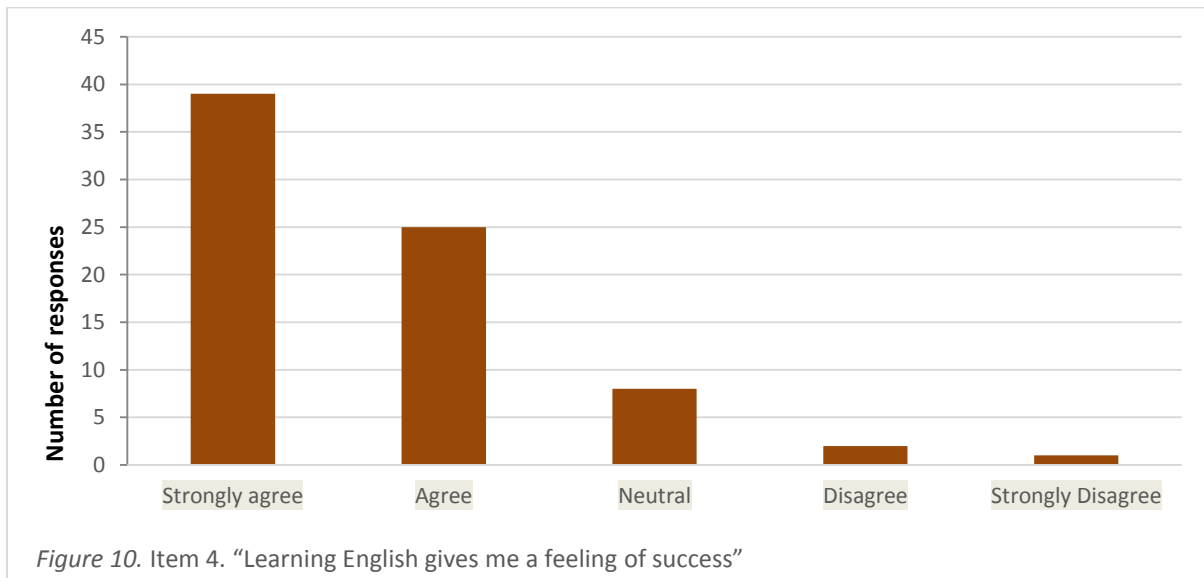
Table 6.

Intrinsic Motivation question prompts

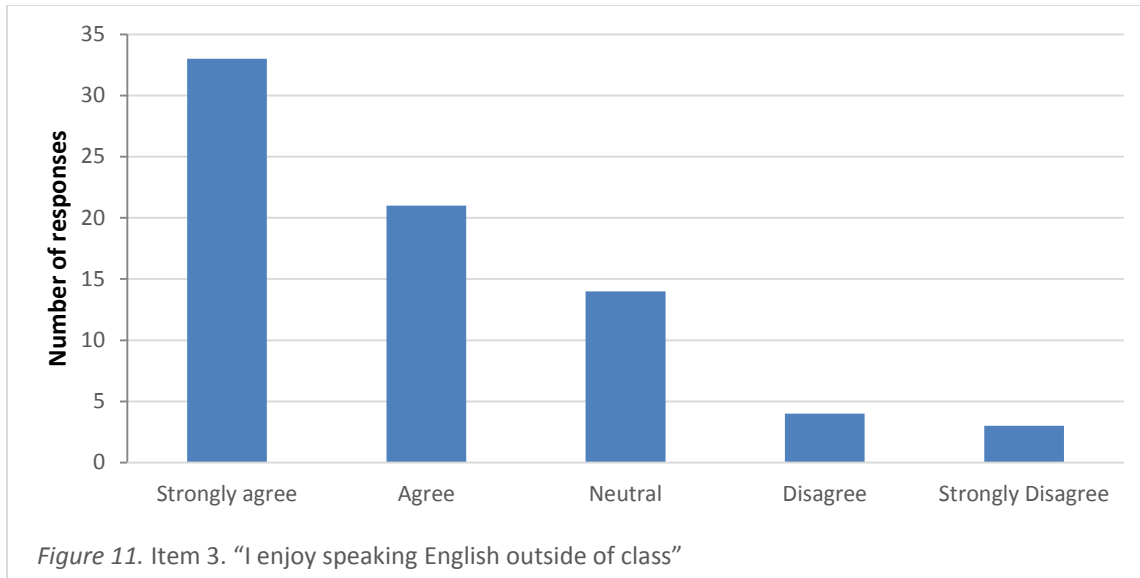
Item	Prompts/statements	Mean
2	I enjoy learning English because it is fun.	2.04

3	I enjoy speaking English outside of class.	1.97
4	Learning English gives me a feeling of success.	1.68
7	I don't understand why some people like English class.	3.16
17	I have no plans to use English after graduation.	3.14
20	I would take English classes if they were not a requirement for graduation.	1.98

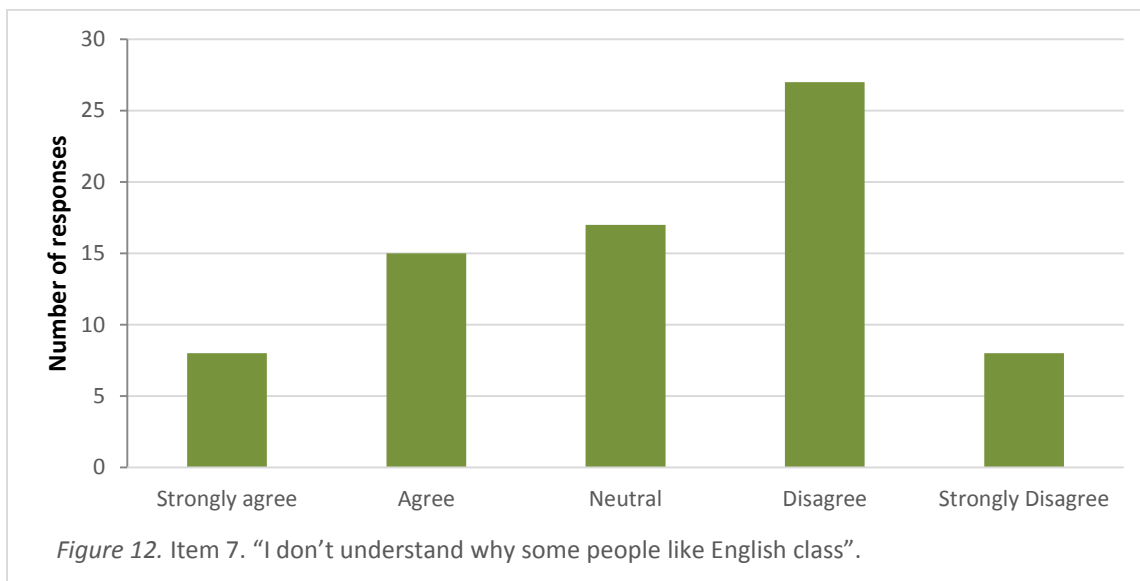
The following Figures (Figures 7 and 8) highlight the items participants most strongly agreed with. The third Figure, (Figure 9), shows the integrative motivation item participants most strongly disagreed with.



This was the highest rated of the intrinsic motivation prompts. This Figure shows that the great majority of the respondents do get a feeling of success from English, and are to some degree intrinsically motivated by it.



This item had the second highest mean of the intrinsic motivation question prompts. The results of this prompt were interesting and suggest that the university could perhaps consider creating more clubs and organized activities for students to practice their English with each other, if the school does not do so already.



This was one of the negatively worded questions that had a different system of grading than other questions, as mentioned previously. Strongly disagreeing with the statement would be agreeing with the opposite idea, that is, "I understand why some people like English class". Even

taking the grading system into account, this prompt had the lowest mean, which is surprising, given the other item's responses, such as Items 4 and 3, above. These as a whole may suggest that while English is an enjoyable task outside of class and can be satisfying, English class may be seen as being less motivating and enjoyable.

Extrinsic motivation results

Ryan and Deci (2000), defined extrinsic motivation as any type of motivation that comes from outside of the individual, and includes grades, rewards, promotions, but it goes beyond these factors, to include such ideas as feelings of pride (when comparing oneself to others), guilt (because the learner does not want to disappoint someone else), and so on. Extrinsic motivation was a motivating factor for the participants. Extrinsic motivation was measured by the questions 6, 8, 10, 11, 14, 24. See Table 7 below (See also Appendix B). The two prompts with the strongest agreement were scores, 14 and 6 are included below (See Figures 13 and 14). The prompt with the lowest amount of agreement, prompt, 8, is also included (See Figure 15). The lower number, the more participants were strongly motivated in this way (See Table 7).

Table 7

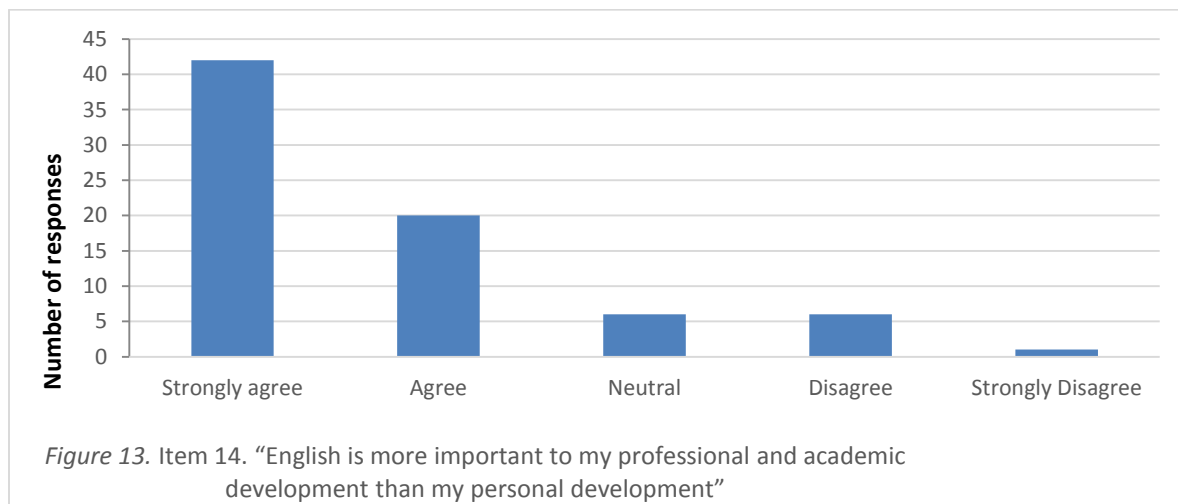
Extrinsic Motivation Prompts and mean scores

Item	Prompts/statements	Mean
6	It is important to me to learn English well because I will be more respected by my classmates and colleagues	1.86
8	I know I have to study English, but I often feel that it is a waste of time	3.12
10	An important reason why I try to study hard in my English classes is because I feel guilty if I don't.	2.42
11	If I didn't get a grade I wouldn't study English.	2.92
14	English is more important to my professional and academic development	1.72

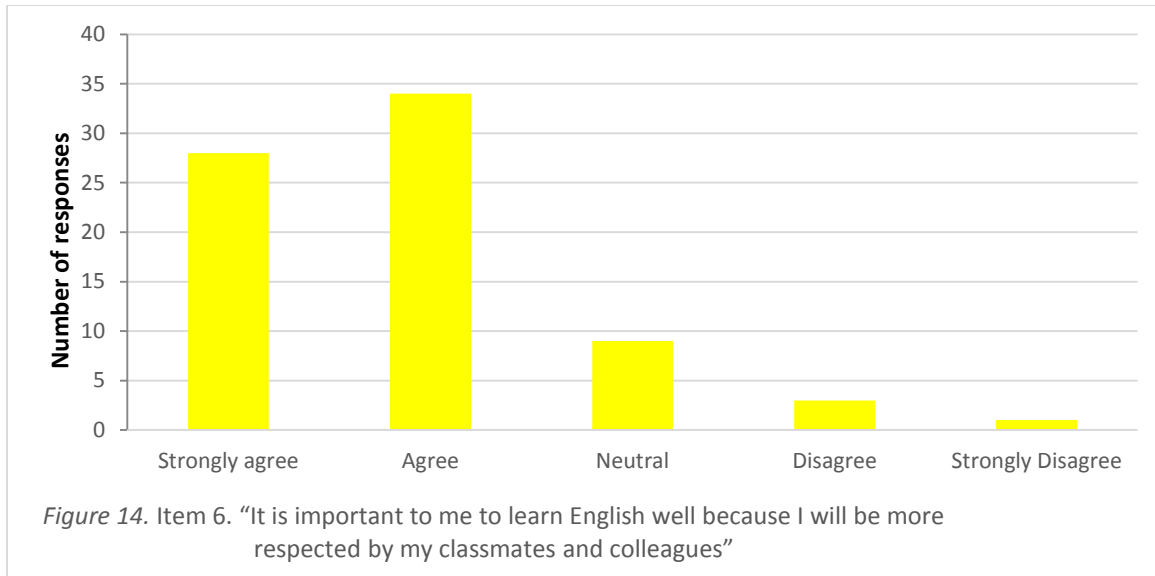
than my personal development.

- 24 I am the kind of person who knows a second language, so I try to study English well. 2

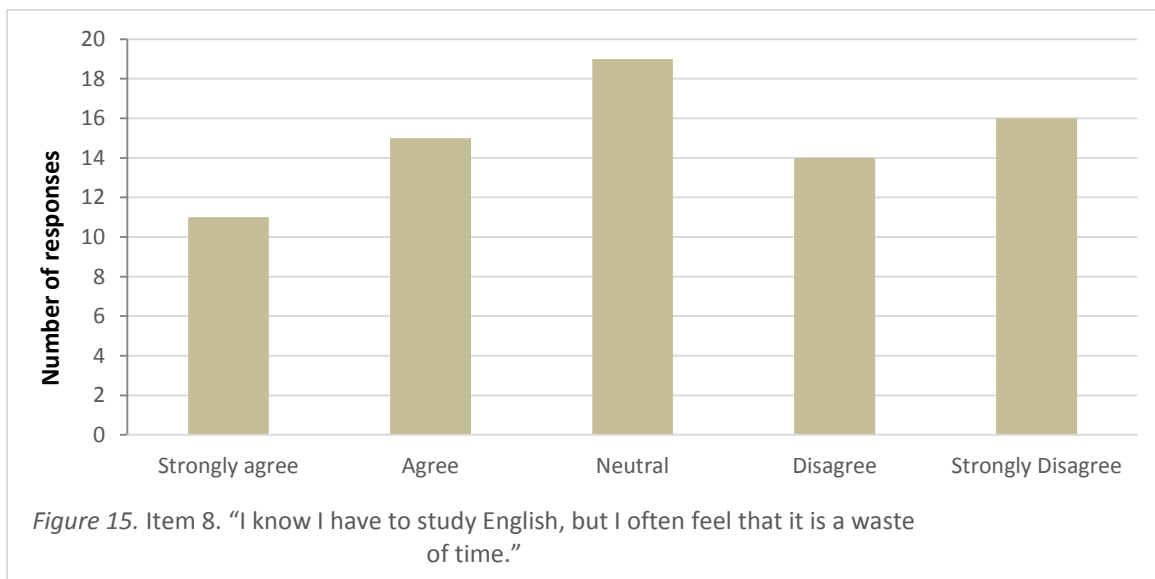
The following Figures (Figures 7 and 8) highlight the items participants most strongly agreed with. The third Figure, (Figure 9), shows the integrative motivation item participants most strongly disagreed with.



This question prompt had the highest mean score for extrinsic motivation. The responses to this question could have been due to a lack of clarity about what "personal development" is, but this high response to this prompt seems to match Dronyei (1994) belief that students in an EFL context are more motivated by extrinsic (and instrumental) purposes than by the integrative (or intrinsic) ones.

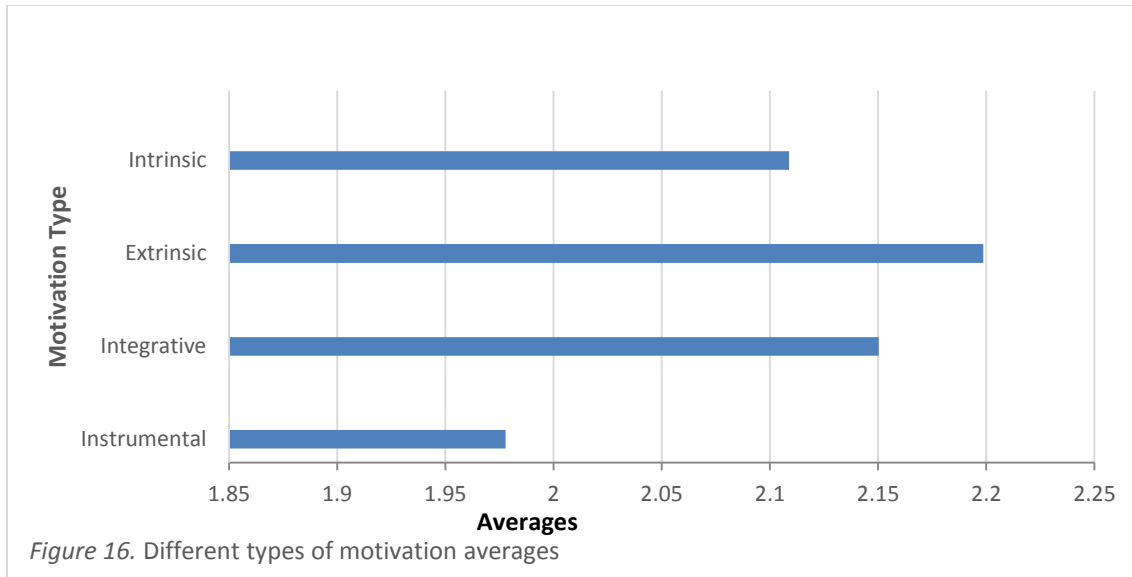


This question prompt had the second highest mean score for extrinsic motivation. The score shows how much the students may be motivated by a desire for respect or recognition outside of their own feelings of enjoyment for English, which is a type of external motivation (Ryan & Deci, 2000).



This question prompt had the lowest mean score of the extrinsic motivation questions, and very nearly the second lowest score of the entire research (the lowest was Item 7 by .01 point, see Figure 12). This item showed a fairly equal division between the five responses, but what made

the mean high must have been the very high number of “neutral” responses. Again, this is a negatively worded question, so a “strongly agree” would show that the respondent was motivated to learn English. These results show that there is a wide opinion about whether or not studying English is a good activity in this school. More research can be done to see why exactly there are so many people who are “neutral” about whether they feel that English is a waste of time.



Comparing Results

This study measured motivation and attitudes towards different items on a Likert-scale that started with a score of “1” to be “strongly agree”, going to a “5” meaning “strongly disagree”. Therefore, unless the items were designed to be negatively worded, lower numbers show a higher degree of motivation, and higher numbers would show that the opposite is true. If the items were negatively worded, such as in Item 7 (see Figure 12 above), then disagreement with the prompt would show a higher degree of motivation, and the values would be reversed. For example, if a respondent answered, “Strongly agree” to a *positively* worded question, then the score would be 1, which shows a higher degree of motivation, and if another respondent

answered, “Strongly disagree” to a *positively* worded question, then the number value of that score would be 5, and show a lower degree of motivation.

In *negatively* worded questions (6 negatively worded items in total), an answer of “strongly agree” would get a score of 5, because they are agreeing with negative statements. (Ex. Item 7, “I know I have to take English class but I often feel it’s a waste of time”). Disagreeing with this statement would suggest that the respondent does *not* feel as though learning English is a waste of time, and therefore can be coded as being motivated to learn it. Therefore, disagreement shows motivation and so received lower numerical scores (1 or 2) for *negatively* worded questions. Agreement showed higher numerical scores in negatively worded questions (4 or 5). All negative items were removed before calculating the mean score.

The average numbers of the four types of motivation show that the participants most agreed with statements that showed instrumental motivation, which had the score of 1.98. The next strongest type of motivation was intrinsic, which had a score of 2.11, then integrative, with a score of 2.15. Finally, the lowest type of motivator was extrinsic motivation prompts, which had an average score of 2.2.

Discussion

The researcher investigated, through quantitative surveys, the types of motivation influencing 75 Female Saudi undergraduate university students to learn English in the Physical Therapy program of Qassim University, Saudi Arabia. Although specific prompts showed wider differences in agreement and disagreement, the average results of the surveys showed similar results for the following types of motivation: intrinsic, extrinsic, integrative, and instrumental. The researcher found that specific prompts did have more interesting answers, especially the prompts that showed the highest and lowest scores for each category of motivation. When comparing the mean scores for each type of motivation (see Figure 16 above), and carefully recording and accounting for the different numerical values for both positive and negative prompts (See “Comparing Results” on pages 60 and 61 for a discussion of negatively worded prompts and how they were calculated), the researcher found that the most influential types of motivation were instrumental (1.98) and intrinsic motivation (2.11), which was followed closely by integrative (2.15) and extrinsic motivation (2.2) category scores.

The mean numbers for each type of motivation were similar, but interesting for a number of reasons. First, instrumental motivation prompts having the highest average agreed with the suggestions of Dornyei (1990) who first suggested that instrumental motivation would be more present in EFL contexts than integrative motivation, because of a relative lack of contact with the second language’s speakers and culture. This study confirms the idea that Instrumental motivation, which includes such ideas as using English to get a job or for higher grades, is a strong motivator for Saudi Arabian students who are learning English in the Saudi Arabian EFL context.

The relatively high intrinsic motivation score (2.11) showed that students seemed to enjoy the process of speaking English, and found it a satisfying, enjoyable experience (see Figures 10 and 11 above). The concern that English teachers should have is the high range of scores in the negatively worded prompt, “I don’t understand why some students like English class”, which, ideally, would have the great majority, if not all students mark “disagree” or “strongly disagree”, showing that they all liked English class. The results, however, seem to suggest that while English was satisfying, classes were not. This should be a cause of concern for their teachers.

The results were also interesting because of how high integrative motivation scored. It would have been possible for integrative motivation to score much lower, but most students did agree, as a group, with the prompts measuring this type of motivation. This score showed that the students were interested in learning more about the culture of English speaking countries, which could have important implications for teaching because the teacher that understands what motivates his or her students can plan lessons that inspire students to learn and study. The two types of motivation found to have the most effect on learning were instrumental and intrinsic motivation.

Instrumental Motivation

Instrumental motivation is the type of motivation is the second type of motivation that Gardner and Lalonde (1985) identified to contrast with integrative motivation, which the researchers believed to be superior because students because identification and a desire to learn more about and integrate with that culture, would help them to learn. Other researchers, such as Dornyei (1990), criticized the idea that one type of motivation was superior to the other. He believed that instrumental motivation, that is, a desire to learn English in order to achieve some

goal outside of a desire to interact with others of the same culture, is just as motivating and was as likely to lead learners to success. Further, this instrumental motivation was more likely to be found in EFL contexts, such as Saudi Arabia's than in ESL contexts, where students were more likely to have access to the culture and speakers of the language being learned. In agreement with Dornyei's (1990) research, the participants of this study showed that they were most likely to agree with statements that were in the instrumental category of motivation. Instrumental motivation includes such outside motivators as grades, career, and so on.

Instrumental Motivation Recommendations

In order to increase instrumental motivation, teachers should consider what motivates their students, and plan their lessons to inspire their learning. In the case of these students, they were primarily motivated by instrumental means, which should not be surprising: they were required to learn English in order to study their majors. The researcher identified three areas that a teacher or professor should consider when planning lessons, in order to motivate and inspire his or her students.

Consider English for practical purposes. The teacher should consider how English is used in the students' future careers and lives. These include tasks like writing resumes, practicing going to job interviews, and so on.

Make English useful. The great majority of students believed that English will be useful in their future careers (see Figure 7), the lessons should reflect that. Ideas for making English useful would be teaching how to do research in English using American methods and academic style. Much of the research that the participants do is actually in English (see Figure 8 above). If the students do not already know about how to conduct research using databases and ideas such

as APA format, and what makes some research better than others. This will make the students want to learn more about English and how to use it in the future.

Incorporate technology in the classroom. While many students may not have had any specific plans about if they would ever use social media in English, they were most likely using it in Arabic. A good idea may be to have students communicate with each other through social media, or group chats, message boards and other methods to keep in touch with each other in English. Using Twitter and other social media sites in English allows them to customize and have access to the sites, people, and ideas that they are most interested in English. This will have the benefit of improving writing skills, keeping an English environment, and so on.

Intrinsic Motivation

Intrinsic motivation was identified by Ryan and Deci (2000) as being the interest and satisfaction someone gets from doing an activity, outside of other factors, for example, a job, other people's influence, or money. Students were highly motivated to learn English through intrinsic motivation. This high score for intrinsic motivation might not be surprising, if we consider that students in this major are required to have a higher degree of English language proficiency than students of other majors—if they were good at English, that might be because they were more motivated to learn it than their peers: they enjoy English more than others, or that it gives them a higher degree of personal satisfaction.

Intrinsic motivation is a powerful form of motivation that can help someone actively engage with materials and skills, and think about new ways to engage with material; students that are intrinsically motivated are more creative, active learners (Ryan and Deci, 2000).

Intrinsic Motivation Recommendations

Intrinsic motivation is important. If the students enjoy what is going on in the classroom, they are more likely to speak English outside of the classroom as well. In other words, the class should not be completely focused on practical issues, but also about ways to motivate the students by creating a sense of variety and excitement, and curiosity. According to Deci and Ryan's (2004) SDT, people are naturally interested in learning more about things in order to better themselves; it is when they lose the ability to control their own learning and action does motivation decrease. The teacher should find new and interesting ways to make the class as interesting as possible for students, and create new ways to look at interesting problems and ideas, in order to stimulate their imaginations.

Make the Learning more student-centered. Student centered learning is difficult for many teachers to do, because it requires them to give up some control. Teachers may wonder about how the students are learning if they are not constantly in charge of the class. The fact is that a student who is intrinsically motivated to learn English make the effort to learn things the best way that they can. The teacher helps and assists the class's natural learning ways, not force knowledge upon them.

Learn more about student interests. While it is true that the students in this group are instrumentally motivated to succeed (i.e., they are being graded and their courses are in English), it should not be forgotten that they have interests outside of class that can be used by the teacher to create lessons about skills such as speaking, writing, reading, presenting, etc., that might allow for something to be taught besides the language needed for their major, or for a test.

Use a variety of methods. Teachers should experiment to find the teaching methods that students enjoy most, or find most useful. Adult students should know what works the best for

them, or if they do not know about different study strategies, they should be expressly taught.

The students can then find the methods that they like, and they should be given the freedom to use them.

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[aa2e-4a463d550676%40sessionmgr4003&vid=2&hid=4108](http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=37d2d20f-56ad-4ff3-aa2e-4a463d550676%40sessionmgr4003&vid=2&hid=4108)

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Appendix A
Instrument, demographic data and consent information

Thank you for your participation in this survey. These questions are for us to understand what motivates you to study English. Please read the questions carefully and answer them honestly as you can. Participation in this survey is completely voluntary and confidential. This study will be used only for research purposes.

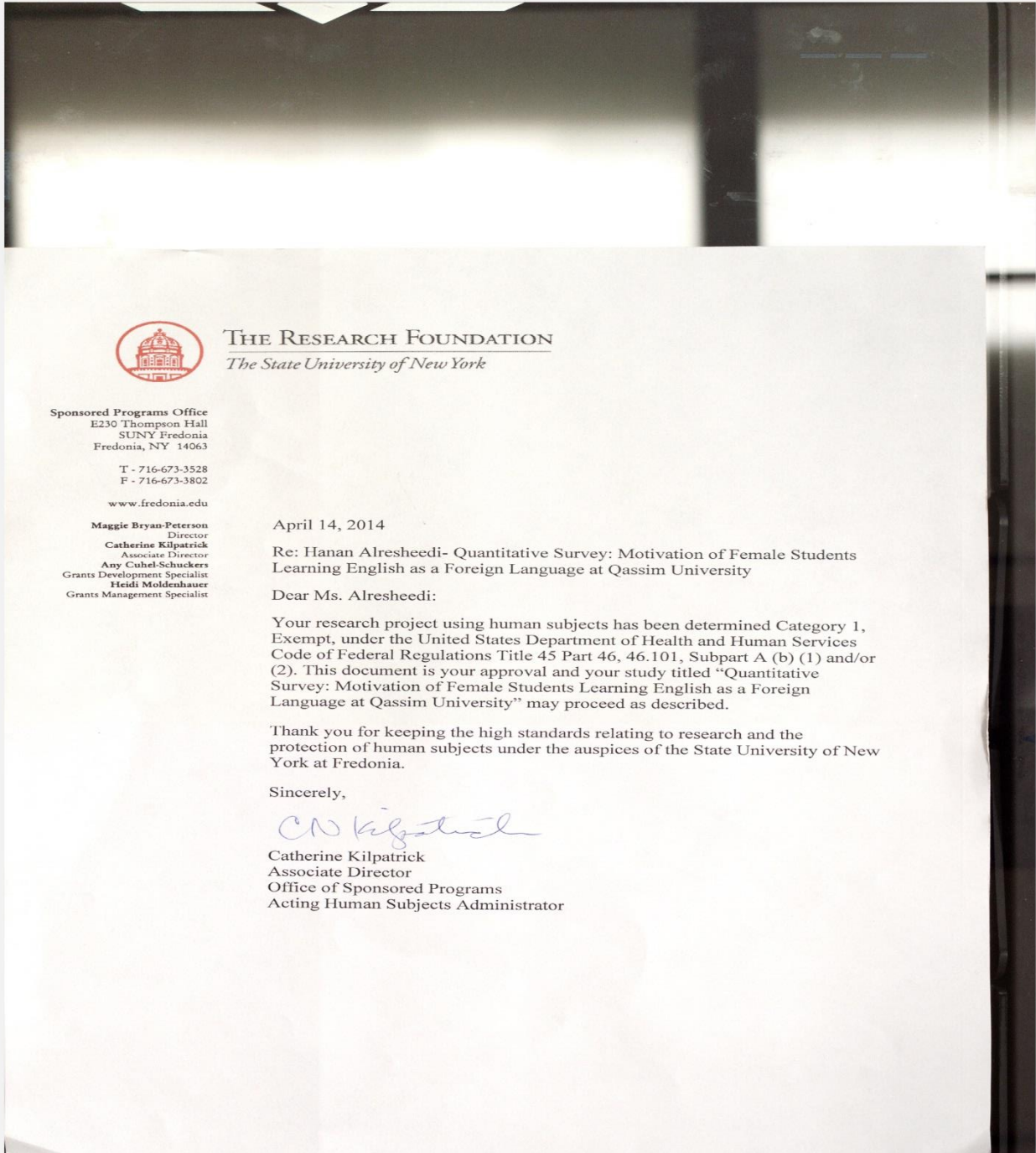
Please let us know your age, which department you study in, and number of English courses you have taken:

Age_____ Department _____

Number of University-level English courses taken, including your current class_____

Do you have a male teacher for your English class? (Please answer “yes” or “no”) _____

Appendix C
Human Subjects Review approval



Appendix D
Al Qassim University permission

Kingdom of Saudi Arabia
Ministry of Higher Education
Qassim University
VICE PRESIDENTS OFFICE
For Graduate Studies and Research

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المملكة العربية السعودية
وزارة التعليم العالي
جامعة القصيم
مكتب وكيل الجامعة
للدراستات العليا والبحث العلمي
(٠٤٠)

الرقم: التاريخ: الموضوع: الملتصقات:

بشأن طلب المبتعثات حنان بنت سعود الرشيدى عمل
استبيان على طالبات الجامعة

سعادة الملحق الثقافي السعودي بأمريكا
السلام عليكم ورحمة الله وبركاته ،، وبعد
نفيد سعادتك بأن المبتعثات حنان بنت سعود الرشيدى والمبتعثات لدراسة الماجستير في الولايات
المتحدة الأمريكية بجامعة نيويورك (SUNY at Fredonia) على برنامج خادم الحرمين الشريفين -
يحفظه الله - تقدمت لجامعة القصيم بطلب الموافقة على تنفيذ دراساتها لمرحلة الماجستير بعنوان :
Motivation of Female Students Learning English as Foreign Language at Qassim University
وذلك بتوزيع استبيان على طالبات جامعة القصيم .
نفيد سعادتك بموافقة الجامعة على قيامها بهذه الدراسة على أن تحدد المبتعثات الكليات التي
ترغب تطبيق الدراسة عليها والتزامها بتزويد جامعة القصيم بنسخه من دراساتها حالما تنتهي منها .
ولسعادتك خالص التحية والتقدير ،، والسلام
وكيل الجامعة للدراستات العليا والبحث العلمي

عبد الرحمن بن صالح الواصل
١٤٣٥/٠٦/١٣

P.O.Box: 6555 - Buraidah: 51452 - Tel:(C16) 3801705 - Fax:(016) 3801709
ص.ب: ٦٥٥٥ - بريدة: ٥١٤٥٢ - هاتف: ٣٨٠١٧٠٥ (١٦) فاكس: ٣٨٠١٧٠٩ (١٦)

Appendix E
Saudi Arabian Cultural Mission, notification of approval for scholarship and stipend

إضافة إلى جهات الاتصال 08/07/35 no_reply@mohe.gov.sa

إلى: my-life-5@hotmail.com

اسم الطالب	حنان سعود بن خليوي الرشيدى
رقم الهوية	1003356738
رقم الطالب فى الملحقه	86077
رقم الطلب	7636636
نوع الطلب	طلب رحلة علمية
تاريخ تقديم الطلب	17-04-2014
تاريخ آخر تحديث	07-05-2014
حالة الطلب	مقبول
ملاحظات	* بإمكانك التقدم بطلب تذكرة سفر، * عند العودة من الرحلة بإمكانك القيام بتقديم طلب تعويض، لبتنم تعويضك عن مصاريف الرحلة. Done