

Motivation and Attitudes towards Learning English among Saudi Female English Majors at Dammam University

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Abstract:

The aim of this quantitative study was to investigate Saudi female English majors' motivations (instrumental, integrative, and personal) and attitudes towards learning English at Dammam University. A further secondary purpose of the current study was to assess if there were any statistically significant correlations between motivation/attitude and achievement realized through participants GPAs. A questionnaire based on Gardner's (1985), Flaitz (1988), and Cooper and Fishman (1977) was adapted and modified to suit the purpose of the study. The results obtained from the questionnaire were statistically analyzed using SPSS version 21. The results showed that female English majors at Dammam University have positive attitudes towards learning English and towards English people and their culture as well. Concerning the types of motivation Saudi female English majors have for learning English, the results of the study showed that they are equally motivated instrumentally and integratively. Further, concerning the personal motivation, it was found to be significant and second to those for instrumental and integrative motivations. The results also showed that there was no statistically significant correlation between participants' attitudes/motivation on the one hand, and their achievement and demographic variables (Academic year, schooling background, number of languages spoken, and GPA) on the other.

Keywords: attitudes, Saudi female, undergraduates, motivations, achievements.

1. Introduction

Article 50 of the educational policy followed in the kingdom of Saudi Arabia states that students must learn at least one foreign language so that they may interact with people of other cultures for the purpose of serving the message of Islam in particular and inhumanity in general, (Al Seghayer, K. 2012).

In fact, for more than 50 years, English has been the only foreign language taught in public schools starting from the seventh grade to the eleventh in secondary school (Al-Matawa & Kailani, 1989, cited in Alharthi, 2016); recently it has been taught starting from the fourth grade, and in most private and international schools as early as kindergarten.

At the university level, English was introduced in 1949 in Mecca and the first English department was established in King Saud University in 1957 (Al-Abed Alhaq & Smadi 1996). The introduction of English to Saudi educational system was accompanied by different attitudes and motivations for learning English as a foreign language in the country. Most of the early studies conducted towards the mid of the 20th century indicated that Saudi English language learners had low motivation for learning English and somehow unfavorable attitude towards English (Sayed, Faruk, 2014).

However, years later, a shift in the learners' attitudes and motivations for learning English as foreign language in Saudi context began to appear in studies conducted to investigate these constructs. Studies conducted at the beginning of the third millennium show a sign of Saudi positive attitudes and motivations towards learning English (Al Haiman 2005, Al Jarfi, 2008; Congreve, 2005, in *ibid*).

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According to Al Seghayer (2011), Saudis' attitudes towards English, in general, are highly positive, most Saudi people believe that English is of paramount importance to the country's future prosperity and that it is needed in various domains. However regardless of this view and those alike, studies conducted at the period, still indicate that "despite encouragement of government and industry to expand the teaching of English, hostile attitude has persisted towards English in some Saudi Arabian society" (Al-Brashi, 2003 cited in Elyas and Picard, 2010: 139).

These contradictory results and views indicate the need for a further research to investigate motivations and attitudes towards learning English as a foreign language in the Saudi Arabian context. To the best knowledge of the researcher, there were no previous studies conducted to investigate the attitudes and motivations for learning English as a foreign language among Saudi female students at the department of English at Dammam University (Recently changed to Imam Abdulrahman Bin Faisal University).

2. Theoretical Framework

Most of the researchers who tackled the issue of attitudes and motivation have concluded that learner's attitude is an integral part of learning and it should, therefore, become a fundamental component of second/foreign learning pedagogy (Inal, et al. 2003).

Many models and theories were developed to trace the effect of motivation on language learning (Keblawi, 2009); among those is Gardner's socio-educational model of second/ foreign language acquisition and learning which is still a reliable model to study motivation (Gardner and Lambert, 1972). Gardner's model presumes that instrumental motivation and integrative motivation are important indices of the reasons why people tend to learn a foreign language (Yang, 2012).

According to this model the learners who have favorable attitude to the target people and culture learn their language more readily than those who have negative attitude, and they are expected to be more motivated to second/foreign language acquisition and learning than others (Ushida, 2005 cited in Al-Oliemat 2013).

Gardner's socio-educational model describes motivation as "the extent to which an individual works or strives to learn language because of a desire to do so and the satisfaction in the activity", Gardner (2006: 252). On the other hand, attitudes are defined as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions ,fears, threats, and conventions about any specified topic", Gardner (1980: 267).

Instrumental motivation refer to students' desire to learn language to accomplish some non-interpersonal impetuses such as meeting the requirements of graduation, applying for careers and achieving higher social status, Ghanea et al(2011). On the other hand, integrative motivation is concerned with the learners' desire to learn language for the purpose of language itself, its culture, and the desire to communicate with the target language group; in other words, "to know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972: 184)

Along with these two motivational orientations, Cooper and Fishman (1977) introduced a third motivational construct, namely personal motivation, defining it in terms of the learner's need to learn English for "personal development or personal satisfaction", this includes activities like "watching movies and reading books in English, (cited in Al Tamimi and Shuib, 2003:32). Indeed, Spolsky (1989) indicated that "a language may be learned for one or any collection of practical reasons" (cited in Ibid:32).

To sum up, the theoretical framework employed in the current study is based on Gardner's socio-educational model and Cooper and Fishman personal motivation construct, following the works of Benson (1991), Sarjit (1993), Shimizu (2000) and Al Tamimi and Shuib (2009).

3. Literature Review

Plethora of research was conducted to investigate attitudes towards and motivation for learning English as a foreign language; due to the voluminous nature of the related literature, the research will examine related studies to the scope of this study. Thus, the literature review is divided to (a) studies concerned with motivation and attitudes in second / foreign language learning in general, (b) studies relevant to attitudes towards and motivations for learning English as a foreign language in Saudi Arabian context.

3.1 Attitudes and motivation for learning a foreign / second language

The crucial role of attitudes and motivation in foreign/second language learning has been a subject of many studies over the last three decades, and has been investigated through a number of different models and frameworks, Vaezi (2008); among these is Gardner's socio-educational model (1985), the one followed in this study along with Cooper and Fishman (1977).

According to Gardner (1985: 10) motivation is perceived as a "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language". In his model, Gardner presented two types of motivation: integrative and instrumental, with much emphasis on the former (Keblawi, 2009). The integrative motivation reflects the "learners' desire to at least integrate (or even assimilate) with the members of the target language". On the other hand, instrumental motivations reflects these functional purposes for learning a foreign language such as getting a job, a better paid job or passing an examination (Gardner, 1988 in *ibid*: 26).

Sarjit (1993) conducted a study to investigate the language needs and motivation for learning a foreign language. The study was conducted in a company X (the name of the company was not mentioned as the participants did not give permission to reveal their identities). The results of the study showed that instrumental motivation was the main reason for learning the language followed by personal motivation, (cited in Al Tamimi and Shuib, 2009).

Al Tamimi and Shuib (2009) investigated the motivation and attitudes towards learning English among Petroleum Engineering undergraduates at Hadramout University of Science and Technology; their results revealed that participants showed greater support for instrumental motivation, followed by personal motivation. Concerning integrative motivation, it was found to have the least impact on students' motivation for learning English, participants' attitudes towards English were found to be positive.

Padwick (2010), in a study titled as "Attitudes towards English and Varieties of English in Globalizing India" stated that the essence of language learning has psychological and social aspects and rely on the learner's motivation and attitude towards learning the target language.

Garnder and Lambert (1972) sustained that the ability of students to learn a foreign / second language efficiently is not determined by their mental status or language skills but also by the learner's attitudes towards the target language.

Al Samadni and Ibnian (2015: 94), in a study titled as "The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement" indicated that "attitudes are crucial in language growth or decay and restoration or destruction. Attitudes are informal states that influence what the learners are likely to do. The internal state is some degree of positive / negative or favorable / unfavorable reactions towards an object".

Benson (1991) surveyed over 300 freshmen to study their motivation toward learning English. The results showed that integrative motivation and personal goals are preferred over instrumental ones.

Abdel Hafiz (1994), in a study conducted to investigate the influence of attitudes/motivation on the proficiency of English majors at Yarmouk University in Jordan, indicated that English majors have strong positive attitudes towards English as well as towards American and British people and their culture. Further, the results showed that students are integratively as well as instrumentally motivated. However, students were found to be more instrumentally than integratively motivated.

Al-Oliemat (2013), in a study conducted to investigate attitudes and motivations for learning Italian as a foreign language in Jordan indicated that Jordanian Italian majors have strong positive attitudes towards learning IFL, further, subjects were found to be almost equally motivated (instrumentally and integratively) for learning IFL.

Concerning differences in motivation attributed to gender, a number of studies have revealed the existence of significant differences between males and females' attitudes and motivations for learning a foreign language. Some of these studies showed that, compared to their male counterparts, female learners tend to have higher integrative motivation and positive attitudes towards the foreign language and the foreign society (e.g., Dörnyei and Clément, 2001; Kissau 2006; Maori and Bobel, 2006, cited in Alkaabi, (2016).

Other studies revealed that students' motivation for studying a foreign language is affected by many other factors, such as: students self-concept, goals, social environment, teacher's behavior, values, environment, needs of the students, and ethnic background (Chastain, 198, Brophy, 2007, Targant and Muroz, 2000, cited in Al-Oliemat 2018).

Studies reviewed show mixed results, and it seems that there is no common agreement on the nature of attitudes and motivation among foreign language learners. Further, they also show contradictory results concerning the role of these constructs in further promoting foreign / second language learning.

3.2. Attitudes / motivations in Saudi Arabian Context

English in the Kingdom of Saudi Arabia is loaded with political, religious, and economic overtones and is a subject of dispute which consequently leads to variations in motivation and attitudes towards English as EFL in the country (Mahboob and Elyas, 2014).

The Saudi government has worked diligently to promote English as a foreign language in the country. Recently, the government has pushed back the age when students begin to study English as a foreign language (EFL) (Taberzi, 2011, cited in Alrasheedi, 2014).

Alrasheedi (2014) investigated the types of motivations influencing female Saudi undergraduate learning English in the physical therapy program at Qassim University. She has found that female students were basically motivated by instrumental and intrinsic types of motivation.

Eusafzai (2013) examined the motivations for learning English among Saudi students. His results rejected integrative motivation as being inapplicable to the Saudi Arabian context. According to Kachru (1990), English in Saudi Arabia context is typically learned for instrumental purpose (cited in Ibid).

Alharthi (2016), in a study titled: "Are Saudi girls motivated to learning English?" described the motivating and demotivating factors that influence young female language learners in the Saudi context. The results showed that identity, social factors and cultural attitudes affect teachers' and learners' motivation both inside and outside classroom.

Faruk, S. (2014) studied Saudi's attitudes towards English and the reasons behind them. He concluded that if the economic trend remains and if Saudi English language policies continue to exert their influence on Saudi English language learners the increasingly positive attitude towards English will prevail in Saudi Arabia.

Alabed Alhaq and Smadi (1996) investigated the attitudes of more than one thousand female university students towards learning English as foreign language in Saudi Arabia. Their results indicated that Saudi university students are highly motivated to learn English to the extent that participants considered learning English as a religious and national duty.

Al Jaraf (2002) examined Female students' attitudes towards English and Arabic in Saudi Arabia; she pointed out that Saudi young generations have a very strong positive attitude towards learning English as a foreign language.

Al Samadani and Ibnian (2015) explored the attitudes of Umm Al-Qura University Students (Al-Qunfudha Branch) towards learning English as a foreign language (EFL), as well as the factors affecting their attitudes towards learning EFL. Their results showed that the students have an overall positive attitude towards learning English. They, further, revealed that students with high GPAs have a higher positive attitude than those with medium and low GPAs.

Alkaff (2013), in a study conducted to trace the attitudes and perceptions of foundation year (FY) students towards learning English at the English language institute of King Abdulaziz University (KAU) in Jeddah indicated that most students have a positive attitude towards learning English and that they try to promote their competence in English.

Altasan (2016) investigated motivational orientations (integrative and instrumental) and their effect on English language learning in Saudi context. The study also investigated the correlations between participants' motivational outlooks and their achievement. The sample of the study consisted of non-English major students at two technical colleges from two different cities (Dammam and ArRass) in Saudi Arabia. The results indicated that the Dammam group obtained higher English scores, though their motivational outlooks were similar to those of ArRass group, which indicates that achievement is affected by other factors.

It is evident from the literature review above that different studies have been found to reveal varies and mixed results, sometimes their results are even contradictory in nature. Further, some of these studies were inconsistent with early research conducted by Gardner and Lambert who initially viewed instrumental and integrative motivation as being total opposite orientations (Cited in Ghanea, 2011).

Studies reviewed also indicate that it is quite unusual to find learners completely motivated by one type of motivation, in fact, most of them concluded that learners were found to be motivated by a combination of two or more types of motivation. Moreover, literature review show that factors like identity, cultural attributes, religious beliefs, language policies, and social background play a significant role in determining the learners' attitudes and motivations for learning English.

Given the fact that there are contradictory results and insufficient research concerning attitudes towards and motivation for learning English as a foreign language in Saudi Arabian context, this study aims to investigate the types of attitudes and motivation Saudi female English majors have for learning EFL. Further, the current study will shed light on the effect of schooling background, achievement (measured by respondents' GPA), number of languages spoken, and academic year of study on attitudes towards and motivations for learning English as a foreign language.

4. Research questions:

The study seeks to answer the following research questions:

- 1- What kind of attitudes do Saudi female English majors have towards English as a foreign language at Dammam University?
- 2- What kind of attitudes do Saudi female English majors have towards English people and their culture at Dammam University?
- 3- What kind of motivation do Saudi female English majors have for learning English as a foreign language at Dammam University?
- 4- Is there any statistically significant correlation between participants' attitude/motivation, on one hand, and their achievement (measured by their GPAs) and demographic variables (academic year, schooling background, number of languages spoken, and GPA) on the other?

5. Objectives of the study

This study is conducted to explore the types of motivations (instrumental, integrative, or personal) and attitudes Saudi female English majors have towards learning English as a foreign language at Dammam University.

Further, it seeks to investigate the relationship between participants' achievement and their motivation/attitudes towards English as a foreign language.

6. Methodology

6.1 Sample

The study was conducted at the department of English, faculty of arts at Dammam University (recently changed to Imam Abdulrahman Bin Faisal University). A sample of 108 female students was randomly selected; the reason why the sample consists of female students is that the Faculty of Arts is totally allocated to female students following a Saudi Arabian mandatory separation of students by gender into different universities. It has been only recently that any sort of discussion about the necessity and equality of this suggestion has taken place, Hamdan (2005).

6.2 Instrument

For the purpose of this study a five-point Likert scale questionnaire based on Gardner's (1985), Flaitz (1988), and Cooper and Fishman's (1977) was adopted and slightly modified to suit the objective of this study.

The questionnaire consists of three parts: the first part investigates the demographic variables of the respondents (academic level, schooling background, number of languages spoken, and GPA), the second section consists of 13 items reflecting the respondents attitudes towards the English language, on one hand, and the English people and their culture on the other; the third section consists of 17 items concerned with the respondents' motivation (instrument, integrative and personal) for learning English as a foreign language.

In the second and third sections of the questionnaire respondents' answers were rated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

The questionnaire presented to the students was written in English since the respondents are English majors and they are qualified enough to deal with the questionnaire in English; prior to the administration of the questionnaire the researcher explained to the respondents the objectives of the study and showed them the consent of the head of the department of English on the questionnaire's items.

Respondents were asked to reveal their personal feelings towards each item of the first part of the questionnaire and to show their agreement or disagreement with the reasons for learning English reported in the third section of the questionnaire.

The variables assessed, together with items concerned with each variable were as follows:

1. Attitudes towards English language: seven items (1, 3, 4, 6, 8, 10, 12), related to respondents attitudes towards English language. A high mean score on each of the above-mentioned items reflects a positive attitude (except for item 12 which was negatively worded).
2. Attitudes towards English people and culture: six items (2, 5, 7, 9, 11, 13), dealing with respondents' attitudes towards English people and their culture.
3. Instrumental motivation: five items (1, 4, 7, 10, 12), related to instrumental reasons for studying English. A high mean score on each of these items reflects an instrumental motivation.
4. Integrative motivation: six items (2, 5, 8, 11, 14, 17) reflecting integrative reasons for learning English. A high mean score on each of these items reflects an integrative motivation.
5. Personal motivation: six items (3, 6, 13, 9, 15, 16) reflecting personal reasons for learning English. A high mean score on each of these items reflects personal motivation.

6.2.1 Validity and Reliability

To establish validity, the researcher asked experts in the field to read and rate the questionnaire; some modifications were made based on their recommendation prior to administration of the questionnaire.

Concerning reliability of the instrument, the researcher used split-half analysis of Cronbach's alpha; it achieved a high degree of reliability, Cronbach's Alpha, a measure of internal consistency was 0.906.

7. Data Analysis

This study is a quantitative one; the data obtained by the questionnaire were processed using the SPSS package (version 21). In addition to frequencies and percentages used in table No.1 which show the respondents' distribution in terms of the demographic variables (Academic year, schooling background, number of languages spoken, and GPA), the researcher used the following statistical procedures to answer the questions of the study:

1. Means and standard deviations were employed to answer research questions 1, 2 and 3 (see tables 3, 4, 5, and 6).
2. One Way ANOVA model was used to answer research question 4; the purpose is to find out if there is a significant statistical correlation between the respondents' demographic variables and achievement on the one hand, and types of motivation and attitudes Saudi female English majors have.

8. Results and Discussion

8.1. Introduction

The purpose of the current study is to investigate Saudi female English majors motivations and attitudes towards English as foreign language at the department of English/ Dammam University. The department of English is allocated to female students following the mandatory segregation of students according to their gender to different universities.

To answer the research questions, the researcher administrated the questionnaire with the help of a female teaching assistant due to direct contact limitations with the students. These limitations are due to religious and cultural norms that prohibit male instructor to stand in front of female students; usually, female students watch lectures given by male instructors on closed-circuit television (CCTV) with one-way video and a two-way audio broadcast system.

The researcher handed his teaching assistant 110 copies of the questionnaire, of which only 108 copies were distributed to the respondents. All the distributed questionnaires were handed back; prior to the statistical analysis, only one questionnaire was excluded due incompleteness of responses. Thus, only 107 questionnaires were statistically analyzed using SPSS (version 21).

8.2. Distribution of the sample according to the demographic variables.

The first domain of analysis focuses on the distribution of the sample according to the demographic variables (Academic year, languages spoken, schooling background, and GPA).

Table 1. Characteristics of the respondents (n=107)

Characteristics	Number	Percentage
Academic Year		
first	5	4.7%
second	22	20.6%
third	51	47.7%
fourth	29	27.1%
Languages Spoken		
One language	6	5.6%
Two languages	84	78.5%
Three languages	14	13.1%
Four languages	3	2.8%
Schooling Background		
Public	87	81.3%
Private	17	15.9%
International	3	2.8%
GPA		
Less than two	2	1.9%
From 2-2.99	37	34.6%
From 3-3.99	53	49.5%
From 4-5	15	14.0%

Table 1 shows the distribution of the respondents according to the demographic variables. It indicates that (according to academic year) 4.7% of the respondents are in their first year of study; 22% are matriculated in their second year at B.A program of English Language; 47.7% and 27.1% are matriculated in their third and fourth year of study, respectively.

The table also shows that (according to number of languages spoken) the majority of the respondents 78.5% speaks two languages, this means that most of them speak Arabic language in addition to English as a foreign language. On the other hand, 13.1% of the respondents were found to speak three languages; 5.6% of the sample speaks one language and only 3 respondents (2.8%) were found to speak more than three languages.

Concerning the schooling background, 87 students (81.3%) were found to have passed through public schools; 17% of the students were enrolled in private schools and only a small number of the respondents followed international schools (3, 2.8%), where the medium of instruction is English.

Table 1 also shows that (according to GPA) 53 students (49.5%) have achieved a GPA ranging between 3-3.99; 37(34.6%) achieved a GPA ranging between 2-2.99; 15(14%) and 2(1.9%) achieved a GPA ranging between 4-5 and less than two, respectively.

8.2. Discussion of the Results

8.2.1 Attitudes towards English Language

The first research question addressed the types of attitudes Saudi female English majors at Dammam University have towards English as a foreign language.

Table 2. Means and standard deviations for items concerned with respondents' attitudes towards English Language

No.	Item	Mean	Std. Deviation	T	Sig. (2-tailed)
1	English is easier than Arabic to learn.	3.58	0.869	6.896	*0.00
3	I always text my friends in English when I use social media applications.	3.04	1.054	0.367	0.715
4	I usually mix English words with Arabic when I speak to others.	3.52	1.306	4.146	*0.000
6	I feel proud when I speak English.	3.79	1.010	8.043	*0.000
8	English should be the medium of instruction at the university level in KSA.	3.39	1.131	3.591	*0.001
10	I think that English should be taught starting from the first grade.	3.91	1.398	6.709	*0.000
12	English should not be a compulsory subject in secondary schools in KSA.	2.75	1.222	-2.137-	*0.35
	Overall attitudes towards English	3.4246	0.57057	7.697	*0.000

* means are significant at ($\alpha \leq 0.05$)

The means and standard deviations for items concerned with respondents' attitudes towards English are presented in Table 2.

The results reported in Table 2 show that Saudi female students, studying English as a foreign language, have a relatively high positive attitude towards learning English as a foreign language, this is clearly evident from the total mean score (3.42) reported in the table stated above.

The highest mean score was measured in response to item No.10 (mean=3.91). In response to this item, respondents tend to indicate that English should be taught as early as the first grade in public schools. This view reflects a strong-positive attitude towards learning English as a foreign language; a possible explanation of this positive attitude is that they perceive early learning of English in public schools as a chance to achieve a better level of proficiency in English, the late start of learning English will lead to difficulties in mastering English as a foreign language.

Respondents also revealed a positive attitude in response to item 6 (means=3.79); in response to this item respondents expressed their feelings towards English indicating that they feel proud when they speak English. This feeling could be attributed to the classical view the Arab community have towards literate people as being proficient in English, which consequently gives them a social merit.

Unexpectedly, responses to item 1 show that, compared to Arabic language, respondents indicate that they find it easier to learn English (mean=3.58). This could be attributed to respondents' learning experience with Arabic language, where though Arabic is their mother tongue, standard Arabic is not. The diglossic situation of Arabic indicates, beyond doubt, that the Arab students are not to some extent standard Arabic natives, rather they are colloquial native speakers, the variety widely used among people in everyday communications. Thus, the difficulties they encounter when learning standard Arabic grammar are, if not equal to those of English, greater than those of English.

Respondents' favorable attitude towards English language is evident in their responses to item 4 where they indicated that they usually mix English words with Arabic when they speak to others. Code-switching in Saudi Arabian context is truly justified since the country houses millions of expatriate workers from different parts of the world who usually cannot speak Arabic; consequently, for communicative purposes, the Saudi speakers employ code-switching and mixing to interact with those expatriates. Moreover, respondents probably tend to show that they are educated and familiar with English. This lend support to Al-Rawi (2012) who indicated that code-switching is now common in Saudi Arabia that "upper-class and educated middle-class families are proud of raising bilingual children" (cited in Abdulfatah and Ilyas, 2018:80).

Respondents positive attitude toward English is also expressed in response to item 3 (mean=3.04) where they revealed that they always text their friends in English. This preference of English over Arabic could be attributed to willingness to show that they are knowledgeable in English. Respondents, moderate agreement with item 3 indicates that they switch to English only when texting those friends who know English and viewed as being educated, in other words, belonging to the same social class. Ahmed (2014:1) in a study conducted to investigate texting styles of EFL/ESL teachers in Saudi universities revealed that "texting is the process of sending and receiving written messages using a mobile phone..., the texts respondents sent to their friends and relatives also reflected code-switching, which was a beautiful blend of English and Arabic language discourses and hence echoed distinctive socio-cultural and religious features". The subjects disagreed with item 12 (mean=2.75), rejecting the suggestion that English should not be taught as a compulsory subject in secondary schools in KSA. Negative responses to item 12 are consistent with subjects' responses to item 8 and 10 where they agreed that English should be the medium of instruction at the university level and it should be taught from the first grade at public schools.

This is probably due to the benefits one can receive through learning English. Abd AL Hafez (1994) in a study conducted to investigate attitudes towards learning English in Jordan asserted that in Jordan as well as in most Arab countries, job applicants who have a good command of English have better job opportunities.

8.2.2 Attitudes towards culture and community.

The second research question addressed the types of attitudes Saudi female English majors at Dammam University have towards English people and culture.

Table 3. Means and standard deviations for items concerned with respondents' attitudes towards English people and culture.

No.	Item	Mean	Std. Deviation	T	Sig (2-tailed)
2	Most English native speakers are friendly.	3.33	0.762	4.440	*0.000
7	The American and British cultures are fascinating.	3.36	0.993	3.700	*0.000
5	Native English speakers are sociable and kind.	3.34	0.890	3.912	*0.000
9	I should learn English language without adapting any aspects of its culture.	3.07	1.066	0.635	0.527
11	I prefer to send my children to British or American schools.	3.41	1.288	3.302	*0.001
13	I prefer to pursue my graduate studies in America or Britain.	3.66	0.980	7.001	*0.000
	Overall attitudes (Culture and Community)	3.3598	0.50942	7.306	*0.000

Means and standard deviations for items concerned with respondents attitudes towards the English people and their culture are reported in table 3. The results showthat Saudi female English majors at Dammam Universityhave a relatively high positive attitude towards the English people and their culture, the total mean score of items concerned is 3.35.

This positive attitude is reflected in their responses to items concerned (2, 5, 7, 9, 11 and 13). Table 3 reveals that item 13 captures the highest mean score (3.66) where respondents manifest their desire to pursue their graduate studies in America or Britain. This preference indicates that respondents have a positive attitude towards the British and American people.

This affective attitude could be attributed to benefits and gains these communities could provide them with as English majors. Abdel Hafez (1994:40) indicated that this preference, on the part of the respondents, is also attributed to the fact that both countries are "associated with modern advances in many areas like technology, education, business and industry".

In support of these positive attitudes, respondents' responses to item 11 (mean=3.41) show that subjects prefer to send their children to American and British schools. This positive attitude indicates that they are enthusiastic about assimilating their children into English people culture and values. Indeed, this inclination towards the English people and culture is supported by respondents' responses to item 7 (mean=3.36). In response to this item, subjects crystalize that the American and British cultures are fascinating.

Respondents' positive attitudes towards American and British people are also traced in response to item 2 (mean=3.33), where they tend to agree that English native speakers are friendly. This positive attitude seems to be assisted with their responses to item 5 (mean=3.34), where they described English native speakers as being sociable and kind.

In response to item 9 (mean=3.07) subjects tend to disagree with the idea of studying English without adopting aspects of its culture. This proves clearly their desire to assimilate into English people culture. They perceive language and culture as inseparable aspects of learning English as a foreign language. Respondents' relatively moderate attitude towards item 9 suggests that some respondents bear in mind their Islamic values and culture.

These findings, to a certain extent, reject some researches' results in EFL teaching context, e.g., Farahat and Shah (2011). Their study investigated attitudes towards teaching culture in ELT at Government College University, Faisalabad. Their findings showed that learners have an overwhelmingly negative attitude towards English culture; they justified their results indicating that Muslim learners prefer Islamic culture in ELT material.

On the other hand, the results agree with those of Al kaabi (2016) in a study conducted to trace Saudi students' motivations and attitudes towards English as a second language. Her results asserted that the majority of the participants, regardless of their gender, had positive attitudes towards learning English and towards the native English speakers in the U.S. Results, also indicated that though both males and females had positive attitudes towards English people and English language, female students showed higher positive attitudes towards English language and towards native English speakers.

Further, the results are in accord with Al Asmari (2013). His study explored the attitudes of 176 Saudi undergraduate students towards several dynamics of English language, including the culture of English speaking countries. The participants were studying at the English language center at Taif University in Saudi Arabia. The results indicated that most of the students were intrinsically and extrinsically motivated for learning English.

8.3. Motivation for learning EFL

The following section presents the findings related to the students' motivations for learning EFL.

8.3.1 Instrumental Motivation

The third research question addressed the types of motivation Saudi female English majors have towards English as a foreign language at Dammam University.

Table 4. Means and Standard Deviations for items concerned with respondents' instrumental motivation.

No.	Items/reasons for learning English	Mean	Std. Deviation
7	I need it for my future career.	4.05	1.334
4	It will be useful in getting a job.	4.03	1.397
10	It is important for progress in my future career.	3.97	1.232
1	It will help me to search for information on the internet.	3.80	1.077
12	It will help me to get a scholarship to study abroad.	3.64	1.261
	Overall Instrumental Motivation	3.8991	1.04948

The means and standard deviations for items concerned with respondents' instrumental motivation are presented in table 4.

The data tabulated in table 4 indicate that female English majors at Dammam University are irrefutably instrumentally motivated. This is evident from the overall mean score (mean=3.89) for the items concerned with instrumental motivation.

The items reported in table 4 show that the highest mean was measured in response to item 7 (mean=4.05), where respondents indicate their need to learn English to secure their future career. This result is further supported by their responses to item 4 (mean=4.03) and item 10 (mean=3.97), where they stressed the importance of learning English in getting a job and its importance for progress in their future career, respectively. The subjects in this regard, seem to be attracted by the kind of benefits and gains they can get through learning English as a foreign language.

In response to item 1 (mean=3.80), the majority of the respondents tend to indicate that learning English will help them to use internet effectively to search for information. This indicates that they are aware of the importance of English when dealing with internet. Indeed, the statistics of 2015 show that 55.5 of the web contents is published in English (data from web technology surveys).

Moreover, respondents showed their instrumental motivation in response to item 12 (mean=3.64), where they viewed learning English as a means of getting a scholarship. This indicates that most of the respondents are anxious to pursue their graduate studies in native English countries which require them to be proficient in English. Indeed, TOFEL proficiency test and IELTS are crucial requirements for getting a scholarship in most of the Saudi universities, without achieving a high score in these tests, it is unlikely that the student will get a scholarship.

8.3.2 Integrative motivation

Table 5. Means and Standard Deviations for items concerned with respondents' integrative motivation

No.	Items/ reasons for learning English	Mean	Std. Deviation
5	It will give me the chance to integrate with the western culture.	3.95	1.059
14	It will help me to communicate with other people when I travel aboard.	3.94	1.372
11	It will make it easier to contact with native English speakers.	3.93	1.327
17	It will allow me to participate in cultural activities.	3.91	1.120
2	It will help me to understand English arts, literature and history.	3.88	1.155
8	I am interested in English language and culture.	3.84	1.237
	Overall Integrative Motivation	3.9097	0.96839

The means and standard deviations for items concerned with respondents' integrative motivation are presented in table 5.

The data tabulated in table 5 indicate that female English majors at Dammam University are clearly integratively motivated for learning English. The total sum of the mean scores of the items investigated is 3.90.

The highest mean score is measured in response to item 5 (mean=3.95), where most of the respondents asserted that learning English will give them the chance to integrate with the western culture. In fact, item 5 directly asserts the integrative aspect of learning English; thus, it is confirmed that they perceive learning English as a means of being integrated in the native English speakers' society. This integrative perspective is also clearly evident in respondents' responses to items 14 and 11 with a mean score of 3.94 and 3.93, respectively. The subjects, in response to these items, agreed that learning English will help them to communicate and to contact with English people.

Responses on item 17 (mean=3.91) reflect the integrative nature of female English majors at Dammam University; most of the respondents indicated that learning English will allow them to take part in English cultural activities.

Further, the integrative orientation of the subjects is measured in response to items 2 (mean=3.88), and item 8 (mean=3.84); responses to both items revealed that female English majors at Dammam University are integratively motivated to learn English. In fact, they indicated that learning English will help them understand English people's art, culture, literature and history; interest in these aspects of English native speakers' life reflects a deep integrative motivation for learning English.

The results obtained from tables 4 and 5, stated above, showed that Saudi female English majors at Damman University are equally motivated (instrumentally and integratively) to learn English. In fact, figures show that differences between the two motivational constructs are statistically minute to the extent that they do not count. Thus, it is thoroughly legitimate to generalize that female English majors are equally motivated in terms of these two motivational constructs, namely integrative and instrumental.

These results, though inconsistent with many of research findings in the field of foreign/second language learning, still lend support to others in Saudi context. Among these is Al-Otaibi (2004). His quantitative study focused on Saudis' EFL learners' motivations for learning English. The findings of his study asserted that, on average, respondents are both instrumentally as well as integratively motivated to learn English as a foreign language. These results are also consistent with those of Akram and Ghani (2013), where they indicated that female students combine the two types of motivation (instrumental and integrative) to learn English compared to their male counter parts, who tend to be instrumentally motivated to accomplish their personal purposes, such as getting a job, (cited in Al-Harithi, 2016).

On the other hand, the results are inconsistent with many studies conducted to investigate motivations for learning EFL (e.g. Dörnyei and Clement, 2001; Kissan,2006; Mori and Gobel,2006), these studies indicated that female students are more integratively motivated than instrumentally, and they have higher integrative motivation compared to their male counterparts (cited in Al Kaabi, 2016).

In Saudi context, further,the results obtained from tables 4 and 5 contradict also those of Altasan, (2016). In a study conducted to trace attitudes and motivational orientations and their effect on English language learning in Saudi context, he concluded that Saudi students enrolled in two technical colleges in two different cities (Damman and ArRass) are more instrumentally motivated than integratively.

8.3.3 Personal Motivation

The third motivational construct related to reasons for learning English as a foreign language is the personal motivation. This motivational construct is perceived by the researcher as an integral part of the total sum of learner's motivational orientations. Personal motivation in its general outline refers to motivation related to the need for learning a foreign language for "personal developmentand satisfaction". This includes the learner's interests in "doing activities such as watching movies and reading books in English" (Cooper and Fishman, 1977; cited in Al-Tamimi and Shuib, 2009: 41)

Table 6. Means and Standard Deviation for items concerned with respondents' personal motivation.

No.	Items/reasons for learning English	Mean	Std. Deviation
3	I need it for personal development.	3.98	1.259
6	I like learning foreign languages.	3.95	1.239
16	It will enable me to understand English movies and programs.	3.95	1.254
9	Learning English is rewarding.	3.87	1.001
15	It will enhance my status among my friends.	3.47	1.022
13	It will make me gain respect in the society where I live.	3.46	1.118
	Overall Personal Motivation	3.7804	.80179

Table 6 above shows that female English majors at Damman University have a relatively high level of personal motivation; the total sum of mean scoresof their responses on items concerned with personal motivation construct is 3.76.

The highest mean score was measured in response to item 3 (mean=3.98), where students clearly stated that they need to learn English for their personal development. Furthermore, students show their personal enjoyment in their response to item 6 (mean=3.95); this reveals that they perceive learning English as an attractive and pleasant activity. This enjoyment reflects the respondents' inner drive for learning English, i.e., an activity liked for its own sake without any external expectations.

In response to item16(mean=3.95), respondents revealed a high level of personal motivation when they agreed that learning English will enable them to understand programs broadcasted in English. This reflects their desire to enjoy movies and programs in their English context.

A strong positive reaction was also made in response to item 9 (mean=3.87), where most of the respondents indicated that learning English is rewarding for them at the personal level; reward is, indeed, a bifold notion which could range from the most internalized language, internal motives (associated with personal satisfaction), to those external expectancies (e.g. getting a job).

Subjects responses on items 15 (mean=3.47) and 13 (mean=3.46) revealed that they were personally motivated to learn English to achieve innate psychological needs associated with self-perception in society and among friends. Chiew, (2015), asserted that personal motivation is a mental satisfaction which is achieved by others' praise and respect. In regard to this view, Rubio (2007) asserted that self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.

To conclude, the results show that female English majors at Dammam University are motivated at the personal level to learn English as a foreign language. However, comparing the three motivational constructs, namely, instrumental, integrative, and personal, one finds that female English majors' instrumental and integrative motivations are higher than those of the personal motives; the instrumental and integrative motivations were found to be equal.

These results are partially consistent with those of Al-Tamimi and Shuib (2009), who conducted a study to investigate motivation and attitudes towards learning English among Petroleum Engineering undergraduates at Hadramout University of Science and Technology. Their results showed that instrumental motivation was the primary source among respondents for learning English; findings, also showed that personal motives (rated in second position) were regarded important as well. However, their results concerning integrative motivation which was found to be the least to have impact on students' motivation are inconsistent with the results of the current study.

Furthermore, these results are inconsistent with Benson (1991) who surveyed over 300 freshmen to investigate their motivations towards learning English, he stated that integrative and personal reasons for learning English were preferred over instrumental ones(cited in Al-Tamimi and Shuib, 2009).

8.4 Results concerned with differences due toGPA and demographic variables

Research question four deals with the effect of the demographic variables, (GPA, level of study, languages spoken, and schooling background) on the respondents' motivations and attitudes towards learning English as a foreign language.

In this section One Way ANOVA model was used to identify the correlation between the demographic variables, stated above, and respondents' attitudes and motivations(at the level of $\alpha \leq 0.05$).

Table 7. The results of one way ANOVA model for the influence of the level of study on respondents' motivations and attitudes towards English

Overall	Means / Academic Year				F	Sig
	First	Second	Third	Fourth		
Attitudes	3.5692	3.3916	3.3801	3.3926	.281	.839
Instrumental	4.2800	3.8727	3.8941	3.8621	.231	.874
Integrative	4.3667	3.9242	3.8464	3.9310	.443	.723
Personal	4.1333	3.6667	3.7941	3.7816	.468	.705

Table 8. The results of One Way ANOVA model for the influence of the number of languages spoken on respondents' motivations and attitudes towards English

	Means / Languages Spoken				F	Sig
	One	Two	Three	More than 3		
Overall						
Attitudes	3.2821	3.3718	3.5549	3.5128	0.912	0.438
Instrumental	4.2333	3.8405	3.9286	4.7333	0.924	0.432
Integrative	4.0000	3.8869	3.8690	4.5556	0.479	0.698
Personal	4.0556	3.7440	3.8214	4.0556	0.416	0.742

Table 9. The results of One Way ANOVA model for the influence of schooling background on respondents' motivations and attitudes towards English

	Means / schooling background			F	Sig
	Public	Private	International		
Overall					
Attitudes	3.4094	3.3032	3.4872	0.486	0.616
Instrumental	3.9425	3.5765	4.4667	1.325	0.270
Integrative	3.9866	3.4216	4.4444	3.000	0.054
Personal	3.7682	3.7647	4.2222	0.464	0.630

Table 10. The results of One Way ANOVA model for the influence of GPA on respondents' motivations and attitudes towards English

	Means / GPA				F	Sig
	Less than 2	2-2.99	3-3.99	4-5		
Overall						
Attitudes	3.3846	3.3472	3.4630	3.2718	0.977	0.407
Instrumental	3.8000	3.6649	4.0981	3.7867	1.325	0.270
Integrative	3.8333	3.6982	4.0535	3.9333	0.984	0.403
Personal	3.2500	3.6396	3.9088	3.7444	1.139	0.337

Tables 7, 8, 9, and 10 tabulate the data obtained after applying the One Way ANOVA model to trace the effect of the demographic variables (Academic year, languages spoken, schooling background, and GPA) on respondents' responses to research questions (1-3). Unexpectedly, the data obtained demonstrate decisively that there are no statistically significant correlation between attitudes/motivations and the demographic variable, stated above, at the level ($\alpha \leq 0.05$). These results indicate that the demographic variables, reported above, have no effect on Saudi female English majors' motivation (instrumental, integrative, and personal) and attitudes (towards EFL and towards English people and culture) at Dammam University.

The most striking result is the absence of correlation between respondents' GPAs, on the one hand, and their strong positive attitudes and motivational constructs on the other, a result which apparently contradicts many studies conducted to examine the relationship between attitudes/motivation and achievement in foreign language learning. The correlation results are consistent with many other studies conducted for the same purpose. Davis (2009) found that there were no statistically significant correlations between motivation and academic achievement in a sample of African American college students. Indeed, Davis concluded that academic motivation was negatively correlated with GPA. Further, Al-Oliemat (2018), in a study conducted to investigate the relationship between motivations/attitudes and performance among IFL learners in Jordan, found that there was no correlation between participants' motivation/attitude and performance.

On the other hand, the correlation results of the current study are inconsistent with other studies (e.g., Dashtizadeh and Farvardin, 2016; Alsamadni and Ibnian, 2015; Gardner and Glikman, 1982; Gardner and Lambart, 1972). The absence of correlation between students' achievement and motivation/attitudes, in the current study, could be attributed to the fact that respondents study English in a foreign context which limits their learning outcomes; indeed, they are less fortunate than their counterparts who study English in a native language context. In fact, the absence of native language context prevents, necessarily, an extensive language use, i.e., there is a lack of actual interaction with the target language group, Abdel Hafez (1994). In this regard, Oller, Baco and Vigil (1977:174) indicated that "attitudes would probably have a closer relationship to attainment of proficiency in a target language when the context of learning was a SL setting than a FL setting."

9. Conclusions, Implications, Recommendations

This quantitative study was conducted to investigate Saudi female English majors' motivations and attitudes towards learning English as a foreign language at Dammam University. A further secondary objective of the study was to examine the correlation between attitudes and motivations on the one hand and students' achievement (GPA) and demographic variables on the other. The results indicate that Saudi female English majors at Dammam University have positive attitudes towards learning English and English people and culture as well. These results are found to be in accord with Al Kaabi (2016) and AlAsmari (2013), but inconsistent with the findings of Farahat and Shah (2011).

Concerning motivations (instrumental, integrative and personal), participants were found to have an equal and high instrumental and integrative level of motivation. Furthermore, the results assert that participants' personal motives were found to be, though relatively high, lower than the instrumental and integrative ones. The current study also revealed that there was no statistically significant correlation (at the level $\alpha \leq 0.05$) between attitudes and motivations on the one hand, and their academic achievement (measured by their GPAs) on the other.

Furthermore, the results revealed that there was no statistically significant correlation ($\alpha \leq 0.05$) between attitudes /motivations and the demographic variables of the study. These results are traced to be consistent with Davis, (2009), Al-Oliemat, (2018), Teitelbaum, (1975), and Lukmani, (1972).

The results of the current study have implications for language planners, policy makers, instructors and syllabus designers: language planners to plan the status of English in Saudi Arabia, policy makers to adapt and develop legislations to further promote or control the spread of English as a foreign language in Saudi Arabia; instructors to modify, adapt and develop their methods to help reflect these positive attitudes and motivations on students achievement and proficiency in English as a foreign language, and finally for syllabus designers to develop and adapt English courses and materials that would meet the instrumental and integrative needs of the female English majors in Saudi context and further satisfy their personal motives for learning English as a foreign language as well.

In the light of the results of the current study, the researcher recommends the following:

- a. Conducting a further research to investigate Saudi male English majors' attitudes and motivations at different educational settings.
- b. Conducting a further research to examine English majors attitudes/motivations and their proficiency in English as a foreign language at Dammam University, in which an adequate proficiency test should be developed and employed to trace their proficiency in English.

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