

**Saudi Female Students' Motivation to Learn
English as a Foreign Language:
A study of intermediate and secondary school female
students in Saudi Arabia**

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Statement of Authentication

I declare that the work presented in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and that the material has not been submitted either in whole or in part for a degree at this or any other university.

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Publications by the candidate relevant to the thesis

- Al Shaye, R., Yeung, A., Suliman, R. (In press). "Saudi Female Student Learning English: Motivation, Effort, and Anxiety". *The International Journal of Learner Diversity and Identities*.
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Abstract

Motivation has been an important research topic because of its significance in understanding the reasons that drive learners to make certain choices and to devote time and effort in pursuing them. Research targeting motivation in the foreign language learning field has been a significant part of the motivation research area and has indicated that the learner's motivation is a key variable associated with being successful in language learning. The present research aims to address some of the challenges and limitations in the field of English learning motivation, focusing particularly on female students in Saudi Arabia. The focus of the present research has been primarily on *who* studies *what* language and *where*. Thus, this research is expected to add an understanding to the social dimension of research in motivation. This study will also contribute to the methodological form of researching motivation since it adapts a number of motivational theories in order to investigate the factors that influence the Saudi female students' motivational orientations.

Targeting 3rd year Intermediate (9th grade) and 3rd year Secondary (12th grade) Saudi female students, this study examines fourteen scales (integrative motivation, instrumental motivation, task orientation, effort orientation, competition orientation, praise orientation, self-concept, value of learning English language, interest in learning English language, family encouragement, English language teacher evaluation, language use anxiety, general educational aspiration, and career aspiration) and how they differ between grades. Survey data from female students from two schools in Riyadh ($N=200$) were analysed along with classroom observations and semi-structured interviews. Results indicated that 12th graders were higher than 9th graders in instrumental motivation, self-concept, value, task, effort,

interest, praise, general educational aspiration and career aspiration but lower in integrative motivation and language use anxiety. These differential patterns imply that those fourteen scales are significantly related to learners' motivation in learning the English language but these relations can be quite different at various developmental stages when the students' goals of learning change. The findings will lead to a better understanding of developmental issues which are important factors to consider for effective English language instruction. Since motivation has an important influence on foreign language learning, teachers and curriculum designers should consider new methods to develop and maintain these scales to optimise English language learning outcomes for learners such as the Saudi girls in this research.

Introduction

“There are three things to emphasize in education: The first is motivation, the second is motivation, and the third is (you guessed it) motivation.”

Terrel H. Bell, U.S. Secretary of Education, 1981-1985 (Ames, 1990)

Motivation is a significant research topic because of its importance in understanding the actual reasons that drive learners to make certain choices and to devote time and efforts to achieve them. Most language researchers believe that motivation in the field of language learning is a critical factor associated with being successful in second and foreign language learning (Csizer & Dörnyei, 2005a; Dörnyei, 2003; Dörnyei & Schmidt, 2001; Gardner, Masgoret, Tennant, & Mihic, 2004; Haggis, 2004; Lai, 1999; Masgoret & Gardner, 2003; Morris, 2001; Oxford, 2002; Oxford & Shearin, 1994; Rueda & Chen, 2005; Ushida, 2003). Learners’ motivation is one of the most important factors influencing their success or failure in learning a language (McDonough, 1983). It is believed that motivation is the most common answer obtained when people are asked about the factors which influence individual levels of success in language learning (Lifrieri, 2005). Starting from the same conviction, Gardner (2006) presumed that language learners with high levels of motivation would perform better than learners with lower levels. Moreover, he stated that if the learner is motivated, he/she has reasons (motives) for participating in the relevant tasks, spending more effort, showing interest to achieve the goal, enjoying the activities, etc. (Gardner, 2006 cited in Al-Tamimi & Shuib, 2009, p. 32). The present

research aims to address some of the challenges and limitations in the field of English learning motivation, focusing particularly on female students in the Kingdom of Saudi Arabia (KSA). The study aims to add to the body of research, with special regard to the two challenges found in research in motivation which Dörnyei (2001) indicated in his research. First, the challenge of “parallel multiplicity” (p. 13), referring to several goals and efforts that learners focus on at the same time, including inner and social purposes (Covington, 2000; Ford, 1992; Urdan & Maehr, 1995). The second challenge is the context, referring to the complexity of dealing with socio-cultural and contextual impacts on learning behaviour (Dörnyei, 2001). Recent research has focused on this (Gardner, 2006; McGroarty, 2001), but research on new specific contexts such as Saudi female schools is needed in this area. This study will investigate the Saudi female students’ motivational orientations in order to raise learners’ and teachers’ awareness of the importance of the role of motivation for successful foreign language learning and teaching. Moreover, focusing on teachers and the family as a source of motivation, the current research will also raise awareness among the Saudi community of the important role of teachers and the family in creating successful language learners.

Significance of the Study

As English is becoming more widely used and considered an international language, it has attracted an increasingly large body of research to improve its practice and outcomes, particularly in non-English speaking countries. The current study contributes to our understanding of English language learning motivation in several ways. In theory, motivation in second and foreign language learning is a well-researched area. However, the focus of the existing research has been primarily on

who studies *what* language and *where*. Thus, the study aims to add an understanding to the social dimension of research in motivation in terms of *when* and *how* motivation is investigated in the context of *where* English language is learned.

The study will also contribute to the methodological form of researching motivation since it adapts a number of motivational theories in order to investigate the factors that influence the Saudi female students' motivational orientations. The study will be conducted in female schools in Saudi Arabia, where English language is considered as a foreign language. While most such studies employ statistics, this study will combine quantitative and qualitative methodologies.

In Saudi Arabia, the study is expected to contribute to the area of teaching/learning English as a foreign language, enhance its implementation in public schools and subsequently improve the learning outcomes. It is expected to raise students' awareness of the importance of the role of motivation in successful foreign language learning. It is hoped that findings from the study will inform teachers and educators of the importance of considering innovative teaching methodologies, which will ensure students' motivation as well as that of parents, and raise awareness in the community about the influence of social and cultural factors in motivating students to learn English, which will likely increase parents' own motivation to help and support their children to obtain success.

Outline of the Thesis

The thesis starts with the current, introductory chapter which states the significance of the study. Chapter One presents an overview of the research context, the Saudi

system of education and the current status of the English language in Saudi Arabia. It also discusses the status of teaching English in the country. Chapter Two presents a review of the literature and the theories which will be adapted for and drawn on in the study. Chapter Three explicates the rationale and objectives of the study, and the research questions, research design and data collection instruments employed in the study. Chapter Four provides a detailed account of the interview questionnaire and Likert-type scales used. Chapter Five discusses the data collected in the interviews and classroom observations. Finally, Chapter Six presents the discussion of findings, conclusions, implications for theory, implications for teaching and learning practice and recommendations for future research.

The next chapter presents the context of this study, including a description of the education system and Girls' Education in Saudi Arabia. Further, it discusses the status of English and of English language teaching in Saudi Arabia.

Chapter One – Research Context

This chapter gives an account of the context of the present study, beginning with a description of the education system in Saudi Arabia, specifically of Girls Education. This is followed by a discussion of the status of English in Saudi Arabia, and an overview of the teaching of English in Secondary Schools. The chapter ends with conclusions drawn from the accounts given in this chapter.

Education System in Saudi Arabia

Saudi Arabia has dramatically improved in education system in the last seven decades. When the Kingdom of Saudi Arabia was established in 1932, there was widespread illiteracy due to a lack of schools, universities and colleges. Education was exclusive to a very small number of people, most of whom were the children of royal and wealthy families living in main cities. The ruler, King Abdul Aziz, was aware of the importance of a well-educated population. Therefore, one of his main plans was to fight illiteracy. In 1960, 22% of males and 2% of females, aged from five to eighteen, were enrolled in formal education (Ministry of Education, 2004). Today, education is available to all Saudis. Children attend school compulsorily until they complete the Secondary School level. The government funds education, which is provided free of charge to all Saudis and non-Saudi residents. Holding Islamic studies at its heart, the current Saudi educational system offers valuable instruction in various educational fields of modern and traditional arts and contemporary science. This variety of course offerings assists to meet the country's increasing needs for

highly educated citizens to keep up with the fast changing society (Ministry of Education, 2004).

The education system's administration in Saudi Arabia is extremely centralised, being under the direct control and supervision of the government and the Ministry of Education. There are five divisions in the Saudi education system: Kindergarten (children aged 3-5 years), Elementary School (6-11 years), Intermediate School (12-14 years), Secondary School (15-18 years), and University level (typically 19-22 years, depending on the major studied) (Ministry of Education, 2004). The three main authorities in charge of education in the Saudi Arabia are the Ministry of Education, the Ministry of Higher Education, and the General Organisation of Technical Education and Vocational Training (Ministry of Education, 2004).

Girls' Education in Saudi Arabia

Prior to the 1960s, there was no formal public education for females in Saudi Arabia (Al Rawaf & Simmons, 1991). Private tutors used to be responsible for educating the daughters of royal and rich families while the vast majority of the female population had no educational opportunities other than what they learnt at home. Madrasat Al-Banat Al-Ahliyah was the first private school for females. It commenced in Mecca in 1941 and was followed by new schools in Mecca (1947), Jeddah (1956) and Riyadh (1955). Soon afterwards, in 1955, the three daughters of King Saud established and supervised the Moparat (Foundation) of King Saud in Riyadh. The Moparat (Foundation) of King Saud offered for the first time the curriculum of the Ministry of Education, which was the boys' curriculum with additional subjects such as home economics and embroidery. In 1960, King Saud established the General Presidency

of Girls' Education (GPGE). In the following year, fifteen elementary schools were established and the number of schools for girls has greatly increased since then. With goals similar to those of the elementary schools, the first four government intermediate schools were established for women in 1964. The first secondary school was also established in the same year aiming to provide the girls with different skills to be ready for university studies (Al Rawaf & Simmons, 1991). Until 2002, the GPGE continued to supervise girls' education at all levels except the universities programs. Since 2002, the girls schools became part of the Ministry of Education along with the boys schools (Ministry of Education, 2005).

English Language in Saudi Arabia

English language is spoken as a foreign language (EFL) in Saudi Arabia. To comprehend this in a better way, one might consider Kachru's idea of "three concentric circles" which are a representation of "the types of spread, the patterns of acquisition and the functional domains in which English is used around the world" (1985, p. 12). Countries like the UK, the US, Canada, Australia and New Zealand, which use English as a primary language are in the "inner circle". Countries where English is widely spoken for internal purposes like Singapore and India are in the "outer circle". The "expanding circle", i.e. the third circle, includes Saudi Arabia, an EFL country, where English is used as a language for commerce, communication, diplomacy, travel, as well as the medium of instruction in higher education (Kachru, 1985).

In Saudi Arabia, the medium of instruction is English for many subjects at the university level (e.g. Science, Medicine, and Engineering). Proficiency in this

language is a condition for admission to Medicine and most science schools. The role of the English language is also affected by economic factors. The Kingdom has developed economically quite rapidly over the last four decades, moving away from its sole dependency on oil reserves, which has helped the country earn a place of interest and reverence internationally (Al-Shumaimeri, 2003) .

Due to the reasons mentioned above, the government of Saudi Arabia recognised the importance of teaching English language and introduced the English language as a compulsory subject from the primary level (Grade 6) to the secondary level.

Teaching English at Intermediate and Secondary Stages in Kingdom of Saudi Arabia

Since this study is concerned with students in the third (final) year of the Intermediate School and third (final) year of Secondary School (equivalent to Year 9 and 12 of high school in western education systems), this section will focus in more detail on the Intermediate and Secondary stages of the education system in Saudi Arabia.

The Intermediate stage consists of three grades, 7th grade to 9th grade. Students attend the Intermediate stage between the ages of 13 and 15 years. The secondary stage is a three-year period that follows the intermediate stage. It is the final stage of the general education in the Saudi schooling system. Only after obtaining the Intermediate stage certificate, can the students be admitted to this stage where the students' ages range between 16-18 years. This stage is regarded as the most

important one in the Saudi students' educational life, as after it they become eligible for admission to higher education.

According to the overall English Language syllabus for the Intermediate and Secondary years the general aims are:

1. To afford the students a window on the world by introducing English Language.
2. To give the students an enjoyable experience through reading samples of English in both arts and sciences that have universal appeal.
3. To promote the students' critical thinking as a by-product of intelligent reading of English texts.
4. To fire the students' imagination by means of imagery in poetry and visualisation of characters.
5. To provide the students who intend to enter the university or other higher institutions with an adequate knowledge of English to help them in their future studies.
6. To give the students who complete their formal education in the third year of secondary education sufficient knowledge of the language to help them in their career (Ministry of Education, 2004).

The following three specific objectives of teaching English in Intermediate and Secondary School have the purpose of helping students attain a standard which will enable them to make ready use of desired material in English, enabling them to communicate their needs satisfactorily in both spoken and written English:

1. To help students gain proficiency in the four language skills:

- Listening and comprehending spoken English;
 - Speaking English language correctly;
 - Reading and understanding English texts;
 - Writing a consistent passage on a subject of a descriptive or a discursive nature.
2. To emphasize the instrumental value of learning a foreign language as a useful means of communication for cultural, social and economic purposes.
 3. To encourage the students to read and write to make them ready for their future field of specialisation (Ministry of Education, 2004).

Based on these objectives, textbooks were designed, which over the years have been revised and updated. The current edition is called “English for Saudi Arabia” (Al-Shumaimeri, 2003).

The English Language curriculum designed for the Intermediate stage involves introducing the language to the students and building the students’ vocabulary and language comprehension. The English Language curriculum designed for the Secondary school students involves practice in listening, speaking, reading and writing throughout the whole course (Ministry of Education, 2005). Each year of the course focuses on one or two skills as follows:

Secondary School Year One emphasises listening and speaking. In the second year, the emphasis is on reading, both intensive (short) and extensive (long) passages. There is a separate book for the longer passages. During this year, the students are expected to become better at reading passages they have never seen before. Year Three focuses on writing. By the end of the third year, it is expected that students

should have a good basis for any English writing required when they are admitted to University (Ministry of Education, 2005).

However, the English curriculum may be criticised for its tendency to treat language skills in isolation from each other. This teaching plan appears to be insufficient because it seems that, for example, third year students focusing intensively on writing may lose the oral skills acquired in the first year, for lack of practice. Thus, it is questionable whether this approach is conducive to the promoted aim of maximum improvement in the four language skills by the end of the secondary stage. In this respect, it may be doubted whether the approach to teaching English is likely to achieve the objectives of enabling language learners to demonstrate sufficient command of the language to meet their future study and career needs.

There are also problems with delivering the curriculum, for example, there is a lack of authentic pronunciation models. This is related to a lack of teaching aids; in teaching a foreign language, the use of tape recordings and films featuring native speakers of English language can play an important role in familiarising students with correct pronunciation and intonation, but they are not always available. Another problem in many schools is the lack of sufficient quantity and variety of materials for extensive reading. Indeed, a problem encountered in the English language classroom is that the dependence on centrally prepared lessons, using standard texts, makes little or no provision for individual differences in interests and abilities.

Conclusion

This chapter has attempted to provide the reader with a general understanding of the education system in Saudi Arabia, the status of the English language in Saudi Arabia

and the teaching of English with particular reference to the Intermediate and Secondary stages.

It has been seen that although the current system of education in Saudi Arabia is relatively new, it has witnessed rapid development. Although the English teaching program aims to prepare Saudi students for further studies and for different professional careers, many of the objectives officially laid down for teaching English are very broad and abstract in nature and do not appear to be motivational. Moreover, the curriculum tends to be theoretical and inflexible, and delivered mostly through standard texts and lectures. Thus, there seems to be insufficient scope for taking into account the different interests, abilities and needs of students.

The next chapter presents the literature review on motivation and language learning.

Chapter Two – Motivation and Language Learning

The aims of this study are to explore factors that may contribute to the motivation of Saudi female students learning English in Saudi Arabia, to examine the relationships between these factors, and to investigate students' perceptions of how the teacher and the family influence their motivation. A review of literature relevant to these topics is presented in this chapter. The chapter tracks the development of motivation in second and foreign language learning theory, in particular the socio-educational theory of second and foreign language learning motivation, achievement goal theory, expectancy-value theory and self-concept model. The literature review will also shed light on high school motivation and second language in addition to foreign language learning. The chapter also reviews studies on motivation to learn English in Arab countries and specifically in Saudi Arabia, and the role of the family and the English language teacher in foreign language learning motivation. The chapter begins with an overview of motivation in language learning.

Overview

Improving performance in English teaching and learning is a continuing concern for researchers and educators due to the dynamic and progressive nature of second and foreign language teaching and learning, which is continuously discovering new aspects about the ways in which language is learned. Such aspects include the application of different methods in teaching a second or foreign language, the use of new techniques in the language classroom, being open to new theories in language learning and new understandings of how a foreign language is learned, and the issues

of applying new theories in teaching practice in Saudi Arabia. In changing language learning circumstances, it has been apparent that some students learn languages better than others (Bilyeu, 1982). In the 1970s, research started focusing on students as the centre of teaching and learning (Oller & Richards, 1973; Rubin, 1975). Since that time the focus on the students as the centre of the teaching and learning process has become an important new consideration for researchers and educators. Student motivation was found to be one of the important variables associated with being successful in language learning. For some researchers, motivation is one of the main determining factors for the successful development of second or foreign language learning (Csizer & Dörnyei, 2005a; Dörnyei, 2003; Dörnyei & Schmidt, 2001; Gardner et al., 2004; Haggis, 2004; Lai, 1999; Lepper, Corpus, & Iyengar, 2005; Liando, 2007; Masgoret & Gardner, 2003; Morris, 2001; Oxford, 2002; Oxford & Shearin, 1994; Rueda & Chen, 2005; Ushida, 2003).

Since motivation is considered an important factor in the study of a second or foreign language, the literature review begins by reviewing studies focusing on the relationship between motivation and second/foreign language learning. Spolsky (1989) distinguished between learning a language in a natural context and learning it in a formal context such as the classroom. He described natural language learning as the case where the learner learns the target language with native speakers, and the main reason to learn the language is to communicate with others (Spolsky, 1989). Oxford and Shearin (1994) extended this explanation by differentiating between second and foreign language learning. They clarified that a second language (SL) is a language learned in a context where the language is typically used as a *lingua franca*, for example English in Singapore or Hong Kong. On the other hand, a foreign language (FL) is a language taught only in the school context, for instance English in

Saudi Arabia and other Arab countries, or French in the United States. In the formal classroom the foreign language is used only as a curriculum subject; it is taught by teachers who may or may not be fluent in it, and the learning is situated within the four walls of the classroom. In the context of Saudi Arabia, where English language learning is conducted in formal classrooms, not only do the teachers need to be well qualified, and classrooms equipped with sufficient teaching facilities in order to produce successful language learning, but the most important factor is that the language learners themselves need to be strongly motivated to learn and succeed, since their success depends on classroom-based learning.

Second/Foreign Language Learning Motivation

Learners' motivation has been recognised as a significant factor in success in the learning process. Researchers have defined motivation in different ways. Keller (1983), for instance, states that “[m]otivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect” (p. 389). Brown (1994) summarised the definition of motivation from different sources as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 34).

Originally, the term motivation was used in educational psychology where motivation for language learning was viewed within two paradigms: cognitive psychology and social psychology. From a cognitive psychology perspective, learners' own decision making and internal aspirations are more highly valued than external forces. According to Dörnyei (1998), motivation is a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no

other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached” (p. 118). Williams and Burden (1997) argued that

motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal[s]. (1997, p. 120)

On the other hand, social psychology emphasises the social nature of language learning. From this point of view, learning is enhanced by interacting with other groups of people and by social encouragement, positive attitudes to the target language and the language speakers as well as having the desire to “know more of the culture and values of the language group... to make contact with the speakers of the languages... to live in the country concerned” (Gardner, 1983, p. 203). Brown (1994) summarised the definition of motivation as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 34). Crystal (1997) argued that motivation is an essential factor in successful second language learning. Based on these definitions, motivation is investigated in this study through the combination of individual, social and institutional involvement in foreign language learning.

However, although they agree on the importance of motivation for the learning process, language learning experts do not agree on one specific definition of motivation (Oxford & Shearin, 1994). There is little agreement in the literature regarding the precise meaning of motivation, although it is a term commonly used in both academic and research contexts (Dörnyei, 1998, p.117 cited in Keblawi, 2009,

p.24). Gardner (2006, p. 242) states that, “motivation is a very complex phenomenon with many facets... Thus, it is not possible to give a simple definition.”

Earlier studies, e.g. Harris (1940), found that motivation was the most important non-intellectual reason for success and achieving higher grades. Anderson (1961) considered motivation a main factor that correlated with high academic performance and success.

The majority of language researchers consider that motivation is a critical factor for success or failure in the language learning process. Williams et al. (2002, p. 506) stated that, “the motivation to learn a second or foreign language is even more complex than in many other aspects of learning”. According to Dörnyei (1998), “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning” (p. 117).

Motivation in second and foreign language learning has attracted the researchers' attention and has become a major focus of research. Yet, many researchers investigated language learning motivation without taking into account the unique social contexts where it takes place. In this study, motivation is investigated through the combination of individual and social involvement in foreign language learning, adapting a number of motivation theories in order to have a better understanding of Saudi female students' motivation to learn English. The following section focuses on theories which have examined motivation in relation to foreign and second language learning.

Theories on Second/Foreign Language Motivation

In second and foreign language research, a number of theories have emerged that try to explain the importance of motivation and its influence on language learning outcomes. In this study four influential theories will be adapted in order to investigate English language motivation in the Saudi context: Socio-educational Model, Achievement Goal Theory, Expectancy-value Theory and Self-concept Model. These will be reviewed below.

Gardner's Socio-educational Model

In the area of second language learning motivation, the socio-educational model of second language acquisition proposed by Robert Gardner is amongst the most influential models. This model has made a great contribution towards our comprehension of the motivational features that influence the process of learning a foreign language (Semmar, 2005). Gardner investigated the motivation of high school students learning French and English as a foreign language in different contexts (Gardner, 1958, 1968, 1972, 1983, 1985a, 1985b, 1988, 1990, 2001, 2004, 2006; Gardner & Clement, 1990; Gardner & Lambert, 1959; Gardner & Smythe, 1975). Gardner's several studies in foreign language learning motivation laid the foundation for the socio-educational model. In this model Gardner (1985b) identified a number of significant factors influencing learning a second or foreign language. Distinct from other studies carried out in the area, Gardner's model focuses on learning the language in a structured classroom setting. The model compares the correlations of four factors in language acquisition. These factors include the social and cultural background, individual learner differences, the context where the

learning takes place and linguistic outcomes. Gardner, in his model, examines two types of motivation: integrative and instrumental, with special attention to the former. According to the author, integrative motivation refers to the learners' desire to communicate or integrate with the speakers of the language being learned, while instrumental motivation refers to more practical reasons for learning the language, which include obtaining a better job, a higher salary or succeeding in an examination (Gardner, 1985b).

However, there have been challenges to this model from other researchers who have criticised and refined the model, for example Au (1988) and Gardner (1988) himself. Au (1988) developed a comprehensive and detailed evaluation of Gardner's model. Accordingly, Au determined five propositions that identified essential elements of Gardner's model. These propositions were (1) the integrative motive hypothesis where integrative motivation correlated positively with second language achievement; (2) the cultural belief hypothesis which maintained that cultural beliefs influenced the development of integrative motivation, and the level to which integrative motivation and second language achievement were correlated; (3) the active learner hypothesis, which identified that learners who were integratively motivated became successful because they were active learners; (4) the causality hypothesis which assumed that integrative motivation was the cause and second language achievement was the effect; and (5) the two-process hypothesis which proposed that integrative motivation and language aptitude were independent factors in second language learning. In Au's critical review of Gardner's model, every possible relationship between various measures of integrative motivation and measures of proficiency was clearly shown. Gardner (1988) argued that the findings

from various studies (Brophy, 1987; Gardner, 1985a; Laine, 1988; Svanes, 1987) had shown relative instability in the patterns of relationships between attitudinal and motivational variables and learning outcomes. However, he concluded that it was not essential to change the entire model because it was still valid for use in the context of second language acquisition. Therefore, Gardner (2001) presented a revised version of this model. In this modified model, he added a new dimension to the fundamental socio-educational model. Category (a) “External influences” replaces that of the “Social Milieu” in the earlier version. External influences include History (personal and family background information, socio-cultural situation, and the family support) and the Motivators (educators). Category (b) “Individual Differences” lists a number of variables: integrative motivation, instrumental motivation, attitudes toward the learning situation, the ability to develop learning strategies, and affecting motivation; the latter comprises three factors: effort, desire and positive affect. Category (c) “Language Acquisition Context” comprises formal and informal contexts. Category (d) “Outcomes” comprises linguistic and non-linguistic outcomes. Gardner used this revised model in an EFL context to prove that the socio-educational model is valid and ready to be used in different contexts (Bernaus & Gardner, 2008).

As a result of a series of studies, an Attitude/Motivation Test Battery (AMTB) was developed by Gardner (1985a) to measure students’ motivation when learning a second language and to be used in the socio-educational model. The AMTB used variables such as attitudes toward the environment in which the language is taught, attitudes toward the target language, interest in learning the foreign language, instrumental and integrative orientations, family encouragement, and general classroom anxiety (Gardner, 2001). The AMTB was revised by Gardner to overcome some of its shortcomings, such as not paying enough attention to the teachers’ role in

motivation (Gardner, 2004). Although Gardner's research was originally conducted in a Canadian context, the model and the AMTB test eventually spread all over the world and have been used for both second and foreign language learning. In this study, the socio-educational model will be adapted to investigate the female Saudi students' integrative and instrumental motivation to learn English as a foreign language and to measure their anxiety in the language classroom.

Achievement goal theory

The achievement goal theory is a significant theory in the field of learning motivation as it explains the relationship between the learners' motivation and their achievement at school, while considering the cultural context and exploring the relations between these factors (McInerney, 2003). The achievement goal theory of motivation suggests that learning motivation and achievement outcomes for a student are the results of a number of goals which are influenced by personal, family and cultural values (McInerney & Marsh, 1997). Personal goals are understood here as cognitive demonstrations of the different reasons the students may have in different contexts, which are believed to drive the students' behaviour, cognition and involvement toward the school work (Ames, 1992; Ames & Ames, 1984; Blumenfeld, 1992; Dweck & Elliot, 1983; Elliot & Dweck, 1988; McInerney, Roche, McInerney & Marsh, 1997; Pintrich, Marx, & Boyle, 1993; Wentzel, 1991).

The students' achievement goals explain the fundamental and significant question: Why am I motivated to do this school work? To answer this question, students' achievement goals lead and control their behaviours and cognition as they participate in learning tasks. Hence, the achievement results are expected to be linked to the

achievement goals. Therefore, educational and career aspirations are significant outcomes as a function of achievement goals (Yeung & McInerney, 2005). The “Why” part has been specifically addressed by the achievement goal theories. Students who hold a mastery (or task-related) goal orientation participate in immediate tasks mainly to improve their level of efficiency and understanding. On the other hand, students who have a performance (or ego-related) goal orientation participate in immediate tasks mainly to demonstrate their competence in relation to others or to achieve academic outcomes, such as grades (Yeung & McInerney, 2005). Specifically, performance goals focus on assessments of relative skills (Ames, 1992), self-worth (Covington, 2004), and on achieving positive judgments from others rather than focusing on effort. Researchers who studied achievement goal theory have consistently indicated that students who hold mastery goals have positive achievement outcomes (McInerney, 2003). Students implement mastery goals when accomplishment of future goals is believed to be related to competence or understanding, as is the case, for instance, when they identify the future value of the school tasks to their educational or career aspirations. Individuals who adopt mastery and performance goals at the same time are very likely to do so because they identify a relationship between goal achievement and high competence relative to other competitors (e.g., competitive recruitment, competitive admissions to further education) (Yeung & McInerney, 2005).

In order to extend achievement goal theory, McInerney, Marsh, and Yeung (2003) and McInerney, Yeung, and McInerney (2001) validated a multidimensional model of motivation which investigated the motivational correlates of school achievement among different cultural groups. This model of motivation has been developed from

personal investment theory, which consists of three main parts: personal goals, sense of self and facilitating conditions (Maehr & Braskamp, 1986; Maehr & McInerney, 2004; Yeung & McInerney, 2005).

As Yeung & McInerney (2005) assert, each part is assumed to influence participation in school tasks and therefore has a significant role in affecting the student's behaviour toward his/her academic achievement (Ford, 1992; Pervin, 1983; Wentzel, 1998), and may also clarify why students strive to accomplish in schoolwork (Ames, 1992; Wentzel, 1998). Among these goals, this study has adopted four motivational factors: two mastery goals (effort and task), one extrinsic goal (praise), and one performance goal (competition). This choice was made based on earlier research which suggested that students do not accept social control or token reward goals, which are not related to achievement outcomes across a number of groups studied (McInerney, 2003; Yeung & McInerney, 2005).

It is believed that during the years of high school, "motivational goals develop together with experiences of success and failure in schoolwork" (Yeung & McInerney, 2005). Therefore, it is important for the present study to examine the Saudi female students' goal orientations in their process of learning English and identify developmental trends, if any, to find out the achievement-related orientations and how they are associated with students' aspirations for education and career.

Self-concept

Self-concept refers not only to what an individual believes about him/herself and his/her capability but also to how that individual evaluates his/her own beliefs,

efforts, and achievements (Mercer, 2011). Research on student psychology acknowledged that self-concept has a significant impact on different types of learning context (Denissen, Zarrett, & Eccles, 2007; Hattie, 1992; Marsh & Yeung, 1997, Mercer, 2011). As Pajares and Schunk (2005) assert, it is widely accepted among researchers into learning motivation that the students' self-beliefs (also known as self-concepts) play an essential role in their academic achievement. Educators and researchers believe that self-concept and academic outcomes are significantly related and that a positive self-concept enhances the learning motivation, which consequently improves academic achievement (Marsh & Craven, 1997; Marsh & Yeung, 1998). In earlier studies, researchers observed the lack of theoretical models defining and describing self-concept (e.g., Burns, 1979; Shavelson, Hubner, & Stanton, 1976; Wells & Marwell, 1976; Wylie, 1974, 1979, Marsh & Scalas, 2011). In order to fill this gap, Shavelson et al. (1976) presented a theoretical explanation of learners' self-concept as well as a model of self-concept which had a significant impact on later research (Marsh & Hau, 2004).

Shavelson et al's (1976) self-concept model included academic self-concept, which is divided into self-concepts in specific subjects such as mathematics and English. In order to validate the self-concept factor in the Shavelson et al. model, the correlation between academic achievement and the academic elements of self-concept need to be higher than between academic achievement and the non-academic elements of self-concept. Marsh (1993) summarised previous research, demonstrating that the field of academic self-concept is even greater than expected. For instance, Marsh, Byrne, and Shavelson's (1988) study revealed that correlations between mathematics and English self-concepts derived from three different self-concept instruments were

almost zero, that maths achievement was significantly correlated with the specific mathematics self-concept but not English self-concept, and that English achievement was significantly correlated with English self-concept but not with mathematics self-concept (Marsh, 2005).

Although these results strongly support Shavelson et al.'s model, Harter (1983, 1985), emphasising a developmental perspective, suggested that self-concept changes as the student get older, moving from simple descriptions of behaviour in early childhood to different psychological factors (e.g., popular, smart, good looking) in middle childhood and to more complex factors in adolescence. The author emphasised the distinction between academic and non-academic elements of self-concept, how they were linked to other factors such as academic outcomes and learning motivation, and how they were integrated to form a global self-concept. In this study, Saudi female students' self-concept will be investigated in order to find the relationship between self-concept and other motivational factors and how they correlate.

Expectancy-value theory

One of the significant theories regarding achievement motivation is expectancy-value theory, which started with Atkinson's (1957) research and developed with the work of Battle (1965, 1966) and more recently the research done by Eccles, Wigfield and their colleagues (e.g., Eccles et al., 1983; Wigfield, 1994; Wigfield & Eccles, 1992). Theorists contend that students' decisions, determination, motivation and performance can be accounted for by understanding the beliefs they hold about how they will perform on a given activity and how much they value that activity

(Atkinson, 1957; Eccles et al., 1983; Wigfield, 1994; Wigfield & Eccles, 1992). Related to this is the concept of self-efficacy, which is defined as having confidence about one's ability to accomplish a certain task, and which is generally measured by asking how confident the individual is that he or she can do the task (Bandura, 1977, 1997; Schunk & Pajares, 2009). Eccles and colleagues set up an expectancy-value model of academic choice where expectations of success and task value outline the foundation of consequent academic choice (Eccles, 1987; Eccles, Adler, & Meece, 1984; Eccles, Wigfield, Harold, & Blumenfeld, 1993; Parsons & Ruble, 1977; Wigfield, 1994; Wigfield, Eccles, MacIver, Reuman, & Midgley, 1991). From this expectancy-value perspective, Eccles has emphasised the distinctiveness of expectations of success and task value associated with different school subjects, including English and maths (Eccles, 1987). On the basis of a review of previous research with students from different age groups and a confirmatory factor analysis (CFA) study, Eccles and Wigfield (1995, p. 222) found that there is "little evidence to justify distinguishing among their ratings of their ability, their current levels of performance, and their expectations regarding their future levels of performance, even using CFA". This convergence of constructs based on the self-concept theory emphasised here and the substantial body of research based on expectancy-value theory has important implications for a better understanding of the overlapping issues that have been the focus of each area of research.

In this study, two components of the expectancy-value theory (value and interest) will be utilised in order to explore Saudi female students' motivational orientations. The adaptation of different significant motivational theories will enrich this study and therefore contribute to the growing body of research, particularly to the foreign language motivation field. The following section focuses on studies which have

examined motivation in relation to second language learning with high school students.

High School Students' Motivation and Second Language Learning

There have been a number of studies exploring the motivation of high school students and second language learning (Abu-Rabia, 1997; Gardner, & Smythe 1974; Clement, Gardner, & Smythe, 1977; Csizer & Dörnyei, 2005b; Gardner & Lambert, 1959, 1972; Greene, Miller, Crowson, Duke, & Akey, 2004). These studies have focused on exploring integrative and instrumental motivation. Findings of these studies suggest that both integrative and instrumental motivation, together with other factors such as language aptitude and attitude toward the target language community, have proved to be significant in the attainment of the language learners.

The distinction between integrative and instrumental motivations introduced by Gardner and Lambert (1959) is distinguished by the main motivation of the learner. Learners are described as having integrative motivation when they show positive attitudes toward the target language and enthusiasm to integrate within the culture of the target language group and become part of that society. Learners who are willing to learn another language for practical reasons such as to get a better job, to pass required examinations, to gain social recognition or some other practical goals, are described as having instrumental motivation. Gardner and Lambert's early studies (1959, 1972) found that learners who are integratively motivated are expected to be more successful in learning the target language. Gardner and Lambert (1959, 1972) used a battery of tests including measures of linguistic aptitude, verbal intelligence and various attitudinal and motivational factors to investigate 75 Grade 11 English-

speaking high school students learning French in Montreal. The findings revealed that students with integrative motivation, planning to learn more about other communities, tended to be more successful in learning French than those whose motivation to learn the target language was for having a better education or career (instrumentally motivated). Gardner (1972) then extended this research by investigating the learners' French language skills and their associations with 30 factors including motivation orientation and motivational intensity. This study included 90 Grade 10 English-speaking students. Among the significant findings was that integrative motivation and language aptitude are important factors associated with success in second language learning (Liando, 2005). These studies recognised integrative motivation as important in second language acquisition for Grade 10 and Grade 11 students.

Gardner's preliminary research has been extended by a series of research studies. For example, Gardner, Smythe, Kirby, & Bramwell (1974) explored the factors promoting second language learning in two French programs: a secondary school French program, and a second language program in London and Ontario. The study suggested a number of other significant factors influencing second language learning motivation, such as the learners' attitudes towards the target language speakers, the French course, their teachers, their interest in other languages, their desire to learn the target language, their desire to succeed and their parents' support. In a similar study, Clement et al. (1977) recognized the significance of integrative motivation. The motivational characteristics of 304 French-speaking students learning English as a second language in Grades 10 and 11 were investigated using the AMTB. The findings showed that there are significant positive correlations between the student's motivation to learn a second language and positive attitudes

toward the target language community, which can be interpreted as integrative motivation.

In response to a large number of studies in motivation and second language learning, Abu-Rabia (1997) conducted a study to investigate whether similar results to the previous studies would emerge when he investigated the influence of motivation on second language learning of 52 Arab immigrant Grade 8 students living in Canada. A questionnaire was completed by the students to examine their attitudes toward learning English. Besides the questionnaire, a semi-structured interview was also conducted with students and their families. The analysis results indicated that there was an important interaction between type of motivation and gender. The results of this study showed a strong link between integrative motivation and second language learning. The findings of the study also indicated that female students' motivation to learn English as a second language was more integrative than that of male students (Abu-Rabia, 1997).

Although most studies in second language learning reported that students tend to be integratively motivated, several studies have suggested otherwise. Key findings from these studies revealed that besides integrative motivation, instrumental motivation was a proven predictor of success in second language learning. For instance, Belmechri and Hummel (1998) explored the association among integrative and instrumental motivation and social and cultural orientation towards language learning in a monolingual context which replicated an earlier study by Clement and Kruidenier (1983). Ninety-three Grade 11 high school students learning English as a second language in Quebec completed a questionnaire adapted from the AMTB. The findings indicated that instrumental motivation was a good predictor of students' motivation.

The studies presented in this section have shown that there are several factors which have proven to be important predictors of second language learning. Among these factors, integrative and instrumental motivations were proven to be important variables in successful second language learning. Most of these studies focused on high school students in years 10 or 11. However, none of them investigated the motivation of final-year high school students learning a second language. Therefore, this suggests a need for research to investigate the motivation of students at this particular critical level of high school in order to extend the understanding of the motivational factors contributing to students' language learning.

High School Students' Motivation and Foreign Language Learning

Research on learning motivation has been expanded to explore foreign language learning motivational orientations. In these research studies, foreign language learning motivation has been examined with respect to a number of significant factors such as integrative and instrumental motivations, attitudes and persistence of language study. Major findings suggested that students learning a foreign language have different reasons and motives to learn the foreign language. The majority of these studies have indicated the importance of both integrative and instrumental motivations of students in the process of learning a foreign language. Laine (1978) conducted a research study which focused on the motivation of 845 secondary and basic school students in Finland toward English. The results indicated that variables such as interest in foreign languages, instrumental and integrative goals and parental encouragement proved to be significant for increasing the learners' motivation to learn English as a foreign language. Similarly, a study by Morris (2001) examining the motivation to learn English among first-year Puerto Rican high school students

revealed the significant influence of two motivation clusters resembling instrumental and integrative motivation. The findings of these studies showed that both students' integrative and instrumental motivations were considerable factors in their foreign language learning.

Research conducted in Asia indicated that both integrative and instrumental motivations have an important role in learning English as a foreign language. For instance, Kang (1999) investigated the motivations and attitudes of 80 Korean high school students toward American and British English when learning English as a foreign language (EFL). The study found that their language learning motives and their use of the language were predominantly instrumental (Kang, 1990). Extending his earlier work, Kang (2000) surveyed 192 Korean high school students to investigate their motivation for language learning. The results showed that integrative and instrumental motivations existed in relation to learning English as a foreign language along with other factors such as self-confidence. The students in this study were instrumentally oriented toward learning English and that instrumental motivation appeared to be a better predictor of achievement than an integrative motivation. Tamba (1993) studied the motivational orientations of more than 1000 French-speaking Cameroonian students learning English as a foreign language in 11 secondary schools. He found that instrumental motives were more significant than integrative ones. Considering English to be essential for trade and technology was one of the main reasons that motivated the students instrumentally.

Oxford, Park-Oh, Ito, & Sumrall (1993) carried out a study of high school students learning Japanese through the medium of satellite television. They investigated factors that influenced students' achievement in Japanese. Their findings showed that

instrumental motivation was the best factor affecting the students' Japanese language achievement in foreign language learning. Clement, Dörnyei, & Noels (1994) investigated the attitudes and motivational orientations of 301 Hungarian high school students learning English as a foreign language. Major findings of their survey indicated that instrumental motivation was a significant factor influencing the students' motivation to learn English. In the same context, Dörnyei (1998) carried out a questionnaire to 134 students learning English as a foreign language in Hungary in order to explore the characteristics of integrative and instrumental motivations in foreign language learning. The findings of Dörnyei's study indicated that instrumental motivation played an important role in enhancing the learners' motivation to learn English as a foreign language. A study by Liando (2007) exploring the attitudes and motivation of high school Indonesian students learning English as a foreign language produced similar findings, namely that Indonesian students are instrumentally motivated. The study suggested that whenever the students were highly motivated they would work harder to improve their academic achievements.

Motivation was also found to be associated with students' preferences for continuing their foreign language studies. When investigating factors affecting high school students' determination to study a foreign language, Speiller (1988) found that students who continued the study of French and Spanish did so for practical and functional reasons, i.e. they were instrumentally motivated. To investigate the predictive ability of motivational and attitudinal factors in high school students' continuation of foreign language studies, Ramage (1990) administered a questionnaire to 138 students of second level French and Spanish from three

different US high schools. She found that both motivation and attitude factors distinguished between students who wanted to continue and those who did not.

The research studies reported in this section have presented significant findings suggesting that the learners' motivational orientations play a significant role in foreign language learning. Key findings revealed that both integrative and instrumental motivation orientations considerably contribute to the success of second and foreign language learning. Other findings also show a relationship between motivation and students' willingness to continue studying a foreign language. Having reviewed the literature on high school students learning English as a second and foreign language, the various findings do not address the particular circumstances found in each local context. Therefore, there is a need to examine the influence of integrative and instrumental motivation in learning English as a foreign language in high school in Saudi Arabia. The next section reviews the literature on high school students learning English as a foreign language in Saudi Arabia and other Arab countries.

Motivation to learn English in Saudi Arabia and other Arab

Countries

With the aim of presenting a more comprehensive overview of relevant research in the field of motivation in EFL learning, a number of studies conducted in the context of the Arab world in general and in Saudi Arabia in particular are reviewed below. An early study by Alshalabi (1982) investigated Kuwaiti university students' motivation to study English as a foreign language. He found that most of the students tended to have instrumental motivation in learning the English language. Musa

(1985) conducted a survey targeting 357 secondary school students in the United Arab Emirates. The author indicated that more than 75% of these students believed that English was of a great value because of its significant role as a language of teaching and learning in most graduate programs in addition to the vital need for it to maintain contact with educated people. Al-Bassam (1987) conducted the first Saudi study investigating Saudi high school female students' achievement in English subject and motivation, attitudes, parental support and satisfaction with the English program. Moreover, the researcher investigated the students' motivational orientations and whether the students were integratively or instrumentally motivated. The results revealed that the Saudi female students' achievement in English subject was considerably associated with their attitudes, motivation, parental support and satisfaction with the English program. The results also showed that learners were more integratively motivated than instrumentally motivated. Alam, Husain, and Khan (1988) examined Saudi public school students' goals in learning English language. The study found that the majority of Saudi students were learning English because they believed that it is the language of business and further education. Al-Mutawa (1994) investigated the motivational orientations among secondary school students in Kuwait and found that more than 75% do not believe that English is a tool to know and learn a foreign culture. Kyriacou and Benmansour (1997) explored the motivation and learning preferences of 336 high school students in Morocco. Their results showed that students' motivation was consistent with their learning preferences. The results from this study suggested the importance of student motivation in learning a second or foreign language. Al-Amr (1998), in his study on high school and university students' motivation, found that Saudi male students are instrumentally motivated to learn English as a foreign language. He acknowledged

that there are a number of factors which explain the reasons why instrumental motivation would be much more applicable in the Saudi setting than integrative motivation, one simple reason being that English language is learned away from the English language speakers and their community.

Shaaban & Ghaith (2000) conducted a study examining the motivation of Lebanese students learning English as a foreign language. The findings revealed that successful students appeared integratively motivated to learn English as a foreign language in Lebanon. They concluded that if students demonstrate integrative orientation toward the target language and community, they will make more effort to achieve success in learning the language.

Dhaif-Allah (2005) examined the Saudi students' integrative and instrumental motivation to learn English as a foreign language and found that intermediate school students were both integratively and instrumentally motivated. It worth noting that the results of this study match Brown's (2000) results, which indicated that learners hardly select one type of motivation when learning a second language. Al-Zahrani (2008) carried out a study to assess the attitudes and motivation of Saudi secondary school male students towards English learning. The results showed that the majority of the participants are highly motivated and have positive \ interest to learn English as a foreign language. Qashoa (2006) studied secondary school students' motivation to learn English language in Dubai. The study looked at the students' instrumental and integrative motivation to learn English, and the factors influencing the learners' motivation. The results showed that the students are instrumentality motivated to learn English language.

Moskovsky & Alrabai (2009) designed a study to determine levels of intrinsic motivation in learners of English as a Foreign Language in Saudi Arabia. Based on the results from the analysis, the majority of second language learners demonstrated very positive attitudes towards learning English as a foreign language. An important finding of this study with regards to intrinsic motivation is that it seemed one of the main motivational factors that influence the learner's achievement in learning English as a foreign language.

Al-Otaibi (2004) conducted a questionnaire study of the motivation of Saudi learners of English as a foreign language which, quite remarkably, found that the students held relatively high consideration for both instrumental and integrative motivation.

The studies presented in the last two sections have shown that there are variables which have proven to be important in the process of foreign language learning. Of these variables, integrative and instrumental motivations were shown to be significant factors in successful second language learning. Most of these studies focused on high school students in Years 10 or 11. However, none of the studies investigated the motivation of final year high school students in learning a foreign language. Therefore, this suggests a need for research to investigate the motivation of students at this particular level of high school in order to extend the understanding of the motivational factors contributing to students' language learning. In addition, most studies have relied on self-report questionnaires to collect data. This limited the possibility to gain in-depth information about the issue under investigation. However, some recent studies have combined both questionnaires and interviews as their primary data sources and this combination provided an opportunity to gain more in-depth information. This suggests that the use of a questionnaire adapted

from Gardner's (2004) Socio-educational Model, Achievement Goal Theory, Expectancy-value Theory and Self-concept Model, together with interviews and classroom observation, would provide a good combination to explore the role of motivation in successful learning of English as a foreign language in Saudi Arabia.

Change in Motivation Over Time

Midgley and Edelin's (1998) review of literature since the 1980s states that the students "experienced a deterioration in perceptions of self, affect, motivation, and performance during early adolescence and in particular, when they moved to middle-level schools" (p. 195). At childhood, students go through a process of shaping and reshaping aspects of their identity (Skaalvik & Valas, 1999); yet, it is only during adolescence that formal operational thought starts to appear (Alsaker & Olweus, 2002) and clear consideration to both self and others occurs (Midgley & Edelin, 1998). At this age adolescents start to wonder and ask questions about their identity, position, goals and aspirations. It is therefore reasonable to believe that adolescence is a stage in life "when motivational values, goal orientations and sense of self are being redefined, challenged, adopted or changed" (Yeung & McInerney, 2005).

The majority of the research on motivation and age indicates that it is common for learning motivation to decline during adolescence (Anderman, Maehr, & Midgley, 1999; Kurita & Zarbatany, 1991; Midgley & Edelin, 1998; Murphy & Alexander, 2000). Nevertheless, Bouffard, Vezeau, and Bordeleau (1998) point out that better attainment and improved motivation may happen after achieving a differentiated concept of the self in early adolescence. Moreover, while Kurita and Zarbatany (1991) agree that the deterioration in learning motivation takes place in early

adolescence, findings from their study indicate that decline in learning motivation occurs only until Grade 9 (Yeung & McInerney, 2005). A major reason for this decline in motivation is a less interesting learning atmosphere in high school (Feldlaufer, Midgley, & Eccles, 1988; Midgley, Feldlaufer, & Eccles, 1988). Thus, improving the classroom environment may reduce the deterioration in learning motivation (Yeung & McInerney, 2005). Most of the research focusing on motivational orientation over the high school stage was done in Western contexts. In the present study, the researcher attempts to find whether there is any noteworthy trend in the development of Saudi female students' motivational orientation over the final years of Intermediate and Secondary schools in Saudi Arabia.

The Role of the Family

A number of studies have suggested that parents play an important role in their children's learning of a foreign language. Gardner's (1985b) definition of motivation indicates that, beside integrative and instrumental factors, there are other important factors that affect the learner's motivation for language learning, which are the teachers and the parents. In a number of Gardner's studies, parental encouragement was found to be significantly correlated with language learners' motivation (Gardner, 1983, 1990; Gardner et al., 1974). According to Le Blanc (1997), positive perceptions of language learning in the community, especially among parents, are one of the primary factors supporting language learning. Ryan, Stiller and Lynch (1994, p. 231) argued that, "the quality of relatedness depicted in parental representations may influence the motivational and affective resources a child brings to the classroom". Other studies including parental encouragement as a variable,

discussed below, also indicated the important role of parents in students' achievement in learning a foreign language

Tremblay and Gardner (1995) conducted a study of secondary school students with administering a range of motivational and attitudinal measures such as persistence, attention, goal specificity and causal attribution. The motivational measures showed that students' language learning achievement was influenced by the roles of parents and teachers. In Chou's (2005) study examining factors affecting English learning among university students in Taiwan, the impact of parental encouragement and support was also examined. The findings suggested that parental encouragement had a major influence on the learners' achievement and motivation in studying English. This study also found strong evidence indicating that parents with a higher economic status and a higher level of education promote higher levels of achievement and provide stronger financial and educational support to their children.

Family involvement in education can lead to increased student motivation, achievement and self-esteem while having a positive impact on behaviour and attendance at school (Wiseman, 2009). In her study on students' motivation, Hussain (2007) indicates that the level of parental education has a significant and positive impact on students' motivation and their academic achievement, just as parents' involvement appears to have a significant influence on students' achievement. Fan and Chen (2001) conducted a meta-analysis study to explore the influence of parental support and students' academic attainment. They found parental aspirations and expectations to be the most significant factor in students' academic success.

Alam, Husain, and Khan (1988) conducted a study in Saudi Arabia with parents of learners of English as a foreign language at intermediate and high school level. Parents thought it was good to learn a foreign language. Most of the parents agreed that English was a very important language to learn. However, this study does not tell us much beyond the percentage of parents who encourage their children to learn English. In her early study exploring female secondary students' motivation to learn English in Saudi Arabia, Al-Bassam (1987) found that students' achievement in learning English is significantly correlated with parental encouragement. This study is one of the few studies found dealing with Saudi female students' motivation. However, it was conducted 22 years ago and there is a need for an up-to-date comprehensive study to explore Saudi female students' motivation to learn English.

The Role of the Teacher

Improving practices in English teaching and learning is an ongoing concern for educators due to the dynamic and progressive nature of language teaching and learning which is continuously discovering “new” approaches. These approaches include employing different motivating techniques in teaching second or foreign languages, using new teaching aids in the classroom, introducing the latest theories on how a foreign language is learned, and applying new theories to teaching practice in Saudi Arabia and many other non-English-speaking countries.

In a foreign language learning context, the language is taught in school just for a few hours a week, and has no status as a daily medium of communication. Therefore, classroom experience will be one of the influential determinants of the quality of learners' learning experience, which in turn will affect their motivation. The teacher

is the prime source of the new language, in contrast with the natural setting where exposure is often genuinely situational. Indeed, the teacher is a complex and key figure who influences the motivational quality of learning (Dörnyei, 2003).

In the EFL classroom setting, the teacher plays different roles in the learning process. He/she is the leader who presents goals and guidelines that help the students to achieve academic success. The teacher is the model and the cheerleader who encourages the learners to work and try their best in order to succeed and meet their goals. Harmer (1991) believed that “a teacher is a motivator, prompter, participant and a feedback provider” (p. 19). Therefore, the teacher is expected to create a comfortable and anxiety-free learning environment to help the learner achieve academic success.

Poole (1992) carried out a study on classrooms of English as a foreign language. In her classroom observations, Poole found that the verbal behaviour of the teacher, for example “*good work you guys! I’m impressed...etc*” (p. 605), worked very well as a motivator for the learners. Gorham and Christophel (1992) examined students’ views of teachers’ behaviour as motivating and de-motivating factors in college classes. Questionnaires were administered to 308 undergraduate students at South-western University in the US. The findings suggested that students believed that teachers’ behaviour contributes to their overall motivation to do their best in learning.

In his study on Saudi English language teachers and learners, Surur (1981) found that the teacher’s personality could create in the language learner a favourable or adverse attitude toward the target language. Alam et al. (1988) believed that “the negative attitude of the learner can be changed by the teacher’s optimistic views”. In their study of 600 Saudi male language learners, 60 per cent of the students stated that the

teachers' enthusiasm about teaching English kept them motivated. In the Japanese context, a study conducted by Potee (2002) on English as a foreign language classroom explored the influence of both verbal and nonverbal teacher behaviour on student motivation. Potee stated that "... teachers who lack enthusiasm for the subject or course being taught can have negative effects on their students' motives to learn that subject" (p. 212). Another study indicating the important role that the teacher plays was conducted by Suliman (2001). Data collected through questionnaires administered to Lebanese Year 9 students learning English at three high schools in South-western Sydney indicated that teacher support and encouragement were strong positive predictors of the achievement of this group of students learning English.

Bell (2005) conducted a study investigating the teachers' perceptions concerning teaching behaviours and attitudes that contributed to effective foreign language teaching and learning. A questionnaire was administered to 457 postsecondary foreign language teachers of French, German and Spanish. The results suggested that there were a number of teacher behaviours and attitudes that contributed to the learning process. These findings showed that in preparing foreign language teachers there is a need to reflect behaviours and attitudes of foreign language teaching which enhance the learners' motivation and participation in foreign language learning. Arishi (1984) investigated the role of the teachers' behaviour in EFL classes in Saudi Arabia. Based on observation of 30 intermediate school teachers, Arishi found that regular correction and criticism of students' errors affect the learners' achievement negatively. However, in this study the learners' ideas and points of view were not taken into consideration.

Moskovsky and Alrabai (2009) designed a study to explore intrinsic motivation of students learning English as a Foreign Language in Saudi Arabia. They stated that when English language teachers employed motivating and challenging learning activities, students' motivation improved considerably. The findings also indicated that engaging the students in group and pair work activities made them more relaxed, and that enhancing the students sense of confidence may develop learners' motivation to learn the English language.

As research on family and teacher roles were reviewed in relation to foreign language learning and academic performance, a further examination needs to be conducted in order to explore whether these factors correlate with academic performance and female students' motivation in the context of Saudi Arabia. The studies reviewed have also shown the significant role of teachers in students' motivation in language learning. However, although quite a number of studies on teachers' behaviours have been conducted, most of those highlighted in this section had an American or Canadian cultural context, and involved tertiary students. Therefore, there is a need to examine the influence teachers' behaviour has on female students' motivation in the Saudi context.

Summary

The research studies reviewed in this chapter have shown that motivational orientations such as integrative and instrumental motivations are important in learning second or foreign languages. Several studies, including those by Gardner et al. (1974), Masgoret and Gardner (2003) and Oxford et al. (1993) have reported that there is a significant association between motivation and academic achievement.

However, none of the studies adopted a comprehensive focus on high school female students' motivation, attitudes and achievement. This suggests that future research needs to focus both on the individual attributes mentioned above and involve high school students as interesting results may emerge to explain the motivational orientations of the students at this stage.

Most studies have relied solely on self-report questionnaires to collect data. This limited the possibility to obtain in-depth information about the issue under investigation. This suggests that the use of a questionnaire adapted from Gardner (1985a) together with semi-structured interviews and classroom observation would provide a good combination to explore the motivation of Saudi female students at this particular level of high school in order to extend the understanding of the motivational factors contributing to students' language learning. The next chapter presents the methodology of the present research into motivation and foreign language learning.

Chapter Three – Research Methodology

This chapter presents the research methodology of the study. The chapter begins with the rationale for the study, followed by the research objectives and the research questions. This is followed by setting out the methods and their rationale, and a discussion of the procedures and data collection methods. The chapter concludes by discussing how the data was analysed in relation to the research questions.

Rationale for the Study

English has been implemented in Saudi schools as a compulsory subject at the intermediate and secondary school stages (all equivalent to high school). During this implementation, the English curriculum has changed several times. One of the reasons for the change in the curriculum focus was the unsatisfactory results achieved by students since English was first introduced in formal education in Saudi Arabia. A number of research studies have been conducted to find a solution for this failure (Al Abed Al Haq & Smadi, 1996a, 1996b; Elyas & Picard, 2010). Consequently, a number of solutions, both theoretically-based as well as practically oriented, have been tried at the curriculum level, and at the teacher and student level, but the problems remain.

In response to this long-term and ongoing problem faced by the schools in Saudi Arabia, and the still existing need to improve standards of English teaching and learning in the country, the current study investigated motivational factors that may

contribute to individuals' motivation and success in learning English and therefore improving the educational standards.

The main aims of the study are:

1. To expand the framework for understanding motivation in foreign language learning by adding a new context, EFL learning in Saudi Arabia, and to investigate motivation as a key factor in determining students' attainment and success in High School.
2. To investigate students' motivation to study English through the adaptation of a number of theories in order to have a full understanding of the factors that shape Saudi female students' motivational orientations.
3. To explore social and cultural factors which influence students as they learn English as a foreign language. This means investigating a range of factors such as integrative motivation and parental encouragement which may have an effect on the learning process.
4. To examine the relationship between the teachers' verbal and nonverbal behaviour and the students' motivation. In addition, the study will also investigate students' perceptions of factors that characterise proficient teachers.

Objectives of the Study

The objectives of this study are:

- To investigate what motivational factors influence Saudi female high school students learning English as a foreign language.

- To compare the similarities and differences between the motivational factors for Year 9 and Year 12 students studying English.
- To examine whether age is a significant predictor of English language motivation.
- To explore whether there are any noteworthy developmental changes in Saudi female students' learning motivation over the years of High School.
- To investigate whether family and teacher effects are significantly related to students' motivation to learn English.
- To investigate the qualities of teachers in the context of English as a foreign language from the students' perspectives.
- To investigate the motivating and de-motivating factors in learning English as a foreign language from the Saudi female students' perspectives.

Research Questions

The following research questions direct the study:

1. How are motivational goals (instrumental and integrative) associated with other motivational factors?
2. How similar or different are the motivational goals (instrumental and integrative) of Saudi female students in Grades 9 and 12?
3. How does family encouragement contribute to the Saudi female students' motivation to learn English in Saudi Arabia?
4. How do teachers contribute to improving academic motivation and learning practices?

Research Design

The study combined quantitative and qualitative methods in order to answer the research questions, with a questionnaire representing the quantitative method and classroom observations and interviews representing the qualitative methods. The combined use of these tools generates a comprehensive understanding of how the learners develop their knowledge about the foreign language, and what their attitudes and motivational orientations are. Moreover, it will give a clear view of the students' motivation orientations and how teacher and family affect the learning process. Silverman (1993, p. 22) argued that when undertaking research "there are no principled grounds to be either qualitative or quantitative in approach", and that each researcher should employ methods which are appropriate to their research. This means that the methods chosen should fit the purpose of the study. Moreover, the sampling approach is also significant as "the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (Cohen, Manion, & Morrison, 2000, p. 92). Borg and Gall (1979, pp. 194-5) suggested that comparative research requires a sample size of no fewer than 30 participants; and that survey research should have no fewer than 100 participants in each major subgroup and 20 to 50 in every minor subgroup (Liando et al., 2004). The current study employed both survey and comparative types of research which satisfied these conditions with 200 participants, i.e. 100 participants for each major subgroup.

Many studies (e.g., Abu-Rabia, 1997; Bacon & Finneman, 1990; Belmechri & Hummel, 1998; Ely, 1986; Kang, 1999; Kyriacou & Benmansour, 1997; Laine, 1978; Mantle-Bromley, 1995; Niederhauser, 1997; Ramage, 1990) have used

correlational research when investigating the relationships between variables related to motivation and academic achievement.

To complement the quantitative data collection, qualitative interviews were undertaken. Interviews were used to get more details, enrich data, verify some of the information collected via the questionnaire and to help answer the research questions. Flick (2002) defined qualitative research as research “analysing concrete cases in their temporal and local particularity, and starting from people’s expressions and activities in their local contexts” (p. 13). He then continued to explain that, “qualitative research takes into account that viewpoints and practices in the field are different because of the different subjective perspectives and social background related to them” (p. 6). Flick’s definition fits the purpose of this study, as it investigates the factors influencing the Saudi female students’ motivation through individual attributes, social and cultural background and roles of teachers. Several studies in this field (for instance, Abu-Rabia, 1997; Cabral, 2005; Gan, Humphreys, & Hamp-Lyons, 2004; Lai, 1999; Macaro & Wingate, 2004; Ushida, 2003; Williams, Burden, & Lanvers, 2002) have used interviews as an instrument for data collection in investigating motivation. In these studies, interviews were used to gather information which could not be obtained quantitatively. Using interviews in the current study helps explain and support some quantitative data in order to answer the research questions.

To validate data collected from different sources, the method of triangulation was employed. Triangulation consists of “comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another” (Silverman, 1993: 156). It is a research

strategy that involves using different kinds of methods to reveal several dimensions or aspects of the same subject of study (Silverman, 1993). Flick (2002) described it as the combination of qualitative and quantitative methods. The employment of several sources of information and different data collection methods produces data that complements each other in a single study. Triangulation in the current study included:

- A combination of qualitative and quantitative methods – questionnaire and interviews;
- Methodological triangulation, also referred to as between-method and defined by Denzin (1989) as conducting the same research instruments to the same participants; in the current study, the interview participants also completed the questionnaire; and
- Data triangulation where the data are collected from different sources, in the current study questionnaires, interviews and classroom observation.

The study investigated individual motivational factors, social and cultural backgrounds and teachers' influence on motivation in learning English as a foreign language. It aims to explore the motivational orientations of Saudi female students at Years 9 and 12, and to examine whether motivation is significantly correlated with age, and whether family and teachers influence motivation to learn English as a foreign language in Saudi Arabia. In addition, students' perceptions were sought in regard to motivating and de-motivating factors in the English as a foreign language classrooms. English classrooms will be observed in order to have a full view of the environment where English is being taught in Saudi Arabia.

Research Sites

Ethical clearance (Appendix 1) was obtained from the Research Ethics Committee at the University of Western Sydney before this study commenced. The research was conducted in 4 schools (2 Intermediate and 2 Secondary Schools) in Riyadh, Saudi Arabia. Approval to access these schools was obtained from the Girls' Education Agency in the Ministry of Education.

Participants

This study involved a total of 200 female students, 100 at Year 9 and another 100 at Year 12, who completed a questionnaire. Twenty students from each year were interviewed as well. The students were mostly from families of middle socio-economic status. Grade 9 is the final year of Intermediate School and Grade 12 the final year of Secondary School, which is the final stage of general education in Saudi Arabia. Year 12 is believed to be the most crucial period in general education as students who successfully finish this stage are entitled to pursue university education. Four randomly chosen Saudi female teachers teaching English as a foreign language were observed in four different classrooms: 2 x Year 9 and 2 x Year 12. The teachers were permanent staff who hold a bachelor degree in English language and literature. They were between the age of 25 and 40 with a teaching experience between 1 to 15 years. Due to gender segregation in the Saudi schooling system, for religious and cultural reasons, the participants in this study were all females. The selection of the participants is based on the responses to previous research elaborated in the literature review which aims to extend the focus of the research to both final year students of Intermediate School and Secondary School studying English in Saudi Arabia.

Material

The study focused on investigating the significance of a number of factors influencing the Saudi female students' motivation to learn English as a foreign language. The students were asked to rate two components of their language learning motivation orientations (integrative and instrumental), task orientation, effort orientation, competition orientation, praise orientation, self-concept, value of learning English language, interest in learning English language, family encouragement, English language teacher evaluation, language use anxiety, general educational aspiration and career aspiration. There were a total of 68 items forming the fourteen factors listed below (Appendix 2):

Integrative motivation. One of the main components of the Socio-educational theory (comprising six items) was adapted from the AMTB scale (Gardner, 2004).

Instrumental motivation. A main component of the Socio-educational theory (comprising six items) was adapted from the AMTB scale (Gardner, 2004).

Task orientations. Four items were adapted from the Achievement Goal Theory instrument (Yeung & McInerney, 2005).

Effort orientations. Four items were adapted from the Achievement Goal Theory instrument (Yeung & McInerney, 2005).

Competition Orientation. Five items were adapted from the Achievement Goal Theory instrument (Yeung & McInerney, 2005).

Praise Orientation. Five items were adapted from the Achievement Goal Theory instrument (Yeung & McInerney, 2005).

Self-concept. Five items were adapted from Self-concept theory instrument (Marsh & Yeung, 1998).

Value of Learning English Language. Four items were adapted from Expectancy value theory instrument (Eccles et al., 1983)

Interest in Learning English Language. Four items were adapted from Expectancy value theory instrument (Eccles et al., 1983)

Family Encouragement. A component of the Socio-educational theory (comprising five items) was adapted from the AMTB scale (Gardner, 2004).

English Language Teacher Evaluation. A component of the Socio-educational theory (comprising five items) was adapted from the AMTB scale (Gardner, 2004).

General Educational Aspiration. A Four-items factor was created to explore the students' educational goals in general.

Anxiety. A component of the Socio-educational theory (comprising six items) was adapted from the AMTB scale (Gardner, 2004).

Career Aspiration. A Four-items factor was created to explore the students' future career goals and plans.

Based on the review of the literature (Chapter 2), these factors were selected for this study because they are considered appropriate to answer the research questions. The adaptation of the theories mentioned in this section will give the study an in-depth

view of the factors that influence the motivation of the Saudi female students to learn English as a foreign language. Questionnaires, interviews and classroom observations were the instruments used in collecting data for this study.

Research Instruments

Questionnaires

The questionnaire instrument was chosen since it is an effective method for collecting data from a large number of participants (Judd, Smith, & Kidder, 1991). Informed consent was obtained from the school principal and the parents before gathering the data in the first half of the school year. The survey was initially designed in English (Appendix3) and later translated into Arabic and administered in normal classrooms by the researcher with the help of a teacher from February to April 2011. The students responded to the 68 survey items on a 6-point Likert-type scale (1=*strongly disagree* to 6=*strongly agree*).

Interviews

Semi-structured interviews are used in this study (Appendix 4) as they “give(s) the interviewer a great deal of flexibility” (Nunan, 1992, p. 150) as well as “allow(s) respondents to express themselves at some length, but offer(s) enough shape to prevent aimless rambling” (Wragg, as cited in Bell, 1984, p. 184). The interviews aim to obtain more detailed information which was not well captured in the questionnaire. The interview technique also allows the researcher to ask for an explanation of motivation issues noted during the classroom observations. Students

who took part in the one-on-one interviews were selected randomly. The interviews took place in the school library. To maintain confidentiality, participants were identified by numbers and letters.

The interviews were tape-recorded, transcribed, and translated into English. Data from the interviews were checked and categorised according to the research questions of this study. The classroom observations and interviews complemented and enriched the quantitative data in order to more thoroughly answer the research questions.

Classroom Observations

Classroom observations were undertaken in order to carry out a preliminary investigation into teachers' behaviours. Because the context of this study was different from other studies that employed the instruments measuring teachers' behaviour (mostly in the US and Japan), and because there was no research literature reporting this phenomenon in the Saudi context, classroom observation was considered important to verify whether the responses obtained on the student questionnaire were consistent with observed teacher behaviour. The purpose of classroom observations was to investigate the teachers' verbal and nonverbal behaviours that might be perceived by students to be a source of motivation in the classroom context. A classroom observation checklist was developed based on the scales adapted from Thompson and Joshua-Shearer (2002), Gorham (1988) and Richmond, Gorham, & McCroskey (1987) as a guide for the observation (Tables 5 and 6). The items in the adapted verbal and nonverbal checklists were chosen to suit

the Saudi English classroom and to help exploring the differences between year 9 and year 12 english teachers' verbal and nonverbal behaviours.

Data Analysis Procedures

Responses from the questionnaire were entered into spreadsheets and then analysed using SPSS version 20. Item-scale analysis was first performed on each scale in order to check the reliability of these scales. Then using SPSS version 20, basic descriptive statistics were performed in order to obtain a general overview of the data and how the data spread out throughout the whole group. The steps of analysis are explained based on the research questions.

Fourteen scales were included in this analysis: integrative motivation, instrumental motivation, task orientation, effort orientation, competition orientation, praise orientation, self-concept, value of learning English language, interest in learning English language, family encouragement, English language teacher evaluation, language use anxiety, general educational aspiration and career aspiration. Factor analysis was performed to examine whether these fourteen scales, although relatively independent, were correlated with each other. In order to find out what motivational factors were unique to each group, *t*-tests were computed. This made it easier to identify the responses for each scale and how they differed from one scale to another. The mean scores of each scale for each group were calculated. Explanations were provided as to why and how the motivational factors of Year 9 and Year 12 students differ. The mean and standard deviations were calculated based on students' age to see whether there was a significant difference between Year 9 and Year 12 students. Information gathered from the interviews and the classroom observations will be

reported and discussed in Chapter 5. Information collected from questionnaires, interviews and classroom observation was analysed in order to discover the implications of these motivational factors.

Summary

This chapter has provided the rationale, objectives and research questions for the study and has outlined the methodology of the research, providing detailed information regarding the research design and data collection methods for the study. The chapter concluded by discussing the analysis procedures utilised to interpret the data. It was explained how the research questions were answered following certain methods and procedures. The next chapter will discuss in detail the results of the data collected quantitatively.

Chapter Four – Questionnaire Analysis

This chapter presents the results of the analyses of quantitative data collected using a questionnaire survey. The chapter begins by describing the participants based on the demographic information provided by them. Next, it presents the analysis of differences between groups (Year 9 and Year 12), and the correlations of the two sets of factors used in this study. To establish the integrity of the measurement, first the alpha estimate of internal consistency of each scale was examined. Then, principal components analysis was conducted to test the ability of the items to form the fourteen factors. To the extent that the fourteen factors were established, the scores of the items within each factor were averaged to form a factor score for group comparisons. A range of *t*-tests was conducted by grade (9th grade vs. 12th grade) in order to test the differences between the two groups. A comparison of the means and standard deviations would reveal whether there were any significant differences between Year 9 and Year 12 students. All statistical analyses were conducted with the SPSS statistical tool (Hills, 2008).

Participants

This study involved a total of 200 female students who completed the questionnaire, 100 Year 9 students and 100 Year 12 students. All the students were from families of middle socio-economic status and similar educational background. All participants spoke Arabic as their mother language, and Arabic was the language spoken at home. Year 9 is the final year of Intermediate School and Year 12 the final year of Secondary School, which is the final stage of general education in Saudi Arabia.

Year 12 is believed to be the most crucial stage in the Saudi general education as students who successfully complete this stage are qualified to join the University. Due to gender segregation in the Saudi schooling system, for religious and cultural reasons, the participants in this study were all females. Overall, the demographic background of students suggested that the members of the two groups were similar in their socio-economic status, gender, mother language and educational background. It was assumed that the similarity in their demographics would enhance the interpretation of findings by minimising any differences in the responses due to background variables other than grade level, which was the focus of the questionnaire survey.

The Scales' Reliability

As discussed in the previous chapter, the questionnaire consisted of fourteen scales. These fourteen scales were: integrative motivation, instrumental motivation, task, effort, competition, praise, self-concept, value of learning English language, interest in learning English language, family encouragement, English language teacher evaluation, language use anxiety, general educational aspiration, and career aspiration. The students responded to the 68 survey items in a randomised order on a 6-point scale (1= strongly disagree to 6= strongly agree).

The alpha reliability of each scale is reasonably good (alpha=.97, .97, .91, .97, .96, .92, .98, .92, .90, .93,.93,.94, .98, and .96, respectively for integrative, instrumental, task, effort, competition, praise, self-concept, value, interest, family, teacher, language use anxiety, educational aspiration, and career aspiration). Hence there was preliminary support for the fourteen factors (Appendix 1).

Table 1: Factor Analysis of 14 factors or scales (N=200)

| | <u>Integ</u> | <u>Instru</u> | <u>Task</u> | <u>Effort</u> | <u>Compet</u> | <u>Praise</u> | <u>Self</u> | <u>Value</u> | <u>interest</u> | <u>Family</u> | <u>Teacher</u> | <u>Anxiety</u> | <u>Edu</u> | <u>Career</u> |
|--------|--------------|---------------|-------------|---------------|---------------|---------------|-------------|--------------|-----------------|---------------|----------------|----------------|------------|---------------|
| Item 1 | .86 | .92 | .87 | .87 | .83 | .86 | .76 | .80 | .83 | .80 | .65 | .66 | .96 | .93 |
| Item 2 | .84 | .90 | .95 | .91 | .87 | .88 | .60 | .94 | .94 | .84 | .88 | .84 | .94 | .97 |
| Item 3 | .87 | .83 | .91 | .82 | .87 | .77 | .73 | .91 | .90 | .89 | .92 | .78 | .94 | .92 |
| Item 4 | .92 | .88 | .87 | .89 | .85 | .86 | .73 | .77 | .93 | .90 | .91 | .83 | .96 | .96 |
| Item 5 | .89 | .85 | -- | -- | .83 | .85 | .91 | -- | .90 | .92 | .79 | .90 | -- | -- |
| Item6 | .90 | .88 | -- | -- | -- | -- | -- | -- | -- | -- | -- | .93 | -- | -- |

Integ = Integrative
Instru = Instrumental
Compet= Competition

Self = Self-concept
Edu = Education

Principal components analysis yielded the factors as predicted, explaining 91.0% of variance. The factor loadings were substantial, ranging from .60 to .93 (Table 1). These results provided support for the measurement of the 14 factors on which subsequent group comparisons were based.

Group Comparisons

In order to test the differences between the two groups, a *t*-test was conducted with the scale scores for each of the 14 factors. The means and standard deviations for Year 9 and Year 12 students are presented in Table 2. Significant grade differences in these factors would have important implications for learning and teaching English as a foreign language in the Saudi context.

Table 2: Group Comparisons

| | <u>Year 9</u> | <u>Year 12</u> | <u>t-value</u> |
|---------------|-------------------|-------------------|------------------|
| | (<i>n</i> =100) | (<i>n</i> =100) | (198 <i>df</i>) |
| <u>Factor</u> | Mean(<i>SD</i>) | Mean(<i>SD</i>) | |
| Integrative | 5.69 (0.44) | 4.50 (0.98) | 11.02*** |
| Instrumental | 4.21(0.38) | 5.63 (0.42) | -24.85*** |
| Task | 3.90 (0.70) | 4.93 (0.44) | -12.23*** |
| Effort | 3.64 (0.78) | 4.98 (0.67) | -12.95*** |
| Competition | 3.79 (0.81) | 5.03 (0.63) | -11.99*** |
| Praise | 3.77 (0.97) | 4.73 (0.56) | -8.50*** |
| Self | 2.95 (1.17) | 3.97(0.81) | -7.20*** |
| Value | 4.69 (0.56) | 5.35 (0.43) | -9.37*** |
| Interest | 3.49 (1.08) | 4.88 (0.72) | -10.69*** |
| Family | 4.16 (0.87) | 4.33 (0.50) | -1.72 |
| Teacher | 3.30 (0.58) | 3.08 (0.58) | 2.59* |
| Anxiety | 4.68 (0.95) | 4.21 (0.49) | 4.38*** |
| Education | 3.65 (0.47) | 5.50 (0.51) | -26.32*** |
| Career | 4.51 (0.38) | 5.67 (0.46) | -19.14*** |

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

As can be seen in Table 2, although Year 12 students had relatively lower integrative motivation, English language teacher evaluation and anxiety than Year 9 students, they had relatively higher instrumental motivation, task orientation, effort orientation, competition orientation, praise orientation, self-concept, value of learning English, interest in learning English, family encouragement, general educational aspiration, career aspiration, English language teacher evaluation, competition orientation, praise orientation, and task orientation.

Overall, strong effects were found for all 14 factors, with grade as an independent variable. This pattern reflects that Year 9 and Year 12 students were significantly different in most of the factors of interest in this study. Specifically, with $df=198$, the main effect of grade was statistically significant for:

1. Integrative, t -value=11.02, $p<.001$, indicating relatively higher scores for 9th graders ($M=5.69$) than 12th graders ($M=4.50$).
2. Instrumental, t -value=-24.85, $p<.001$, indicating relatively higher scores for 12th graders ($M=5.63$) than 9th graders ($M=4.21$).
3. Task, t -value=-12.23, $p<.001$, indicating relatively higher scores for 12th graders ($M=4.93$) than 9th graders ($M=3.90$).
4. Effort, t -value=-12.95, $p<.001$, indicating relatively higher scores for 12th graders ($M=4.98$) than 9th graders ($M=3.64$).
5. Competition, t -value=-11.99, $p<.001$, indicating relatively higher scores for 12th graders ($M=5.03$) than 9th graders ($M=3.79$).
6. Praise, t -value=-8.50, $p<.001$, indicating relatively higher scores for 12th graders ($M=4.73$) than 9th graders ($M=3.77$).
7. Self-concept, t -value=-7.20, $p<.001$, indicating relatively higher scores for 12th graders ($M=3.97$) than 9th graders ($M=2.95$).
8. Value, t -value=-9.37, $p<.001$, indicating relatively higher scores for 12th graders ($M=5.35$) than 9th graders ($M=4.69$).
9. Interest, t -value=-10.69, $p<.001$, indicating relatively higher scores for 12th graders ($M=4.88$) than 9th graders ($M=3.49$).
10. Teacher, t -value=2.59, $p<.05$, indicating that 9th graders were slightly higher ($M=3.30$) than 12th graders ($M=3.08$).
11. Anxiety, t -value=4.38, $p<.001$, indicating higher scores for 9th graders ($M=4.68$) than 12th graders ($M=4.21$).
12. Education, t -value=-26.32, $p<.001$, indicating relatively higher scores for 12th graders ($M=5.50$) than 9th graders ($M=3.65$).

13. Career, t -value=-19.14, $p<.001$, indicating relatively higher scores for 12th graders ($M=5.67$) than 9th graders ($M=4.51$).

However, for the Family factor, t -value=-1.72, which was not statistically significant ($p>.05$), indicating that although 12th graders ($M=4.33$) seemed to be slightly higher than 9th graders ($M=4.16$) in this factor, the difference may not be noteworthy.

The results indicated that the scale scores for Year 12 students were higher than those for Year 9 students on ten of the fourteen scales except for integrative motivation, teacher evaluation, language use anxiety, and family encouragement. For family encouragement, the scale scores for both 9th and 12th graders were similar ($M_s > 4$ on a 6-point scale). The consistently higher scores for 12th graders in instrumental, task, effort, competition, praise, self-concept, value, interest, educational aspiration, and career aspiration scales shed light on the actual reasons that motivate mature students with strong future expectations. On the other hand, the apparently higher scale scores for 9th graders in integrative motivation, teacher evaluation and language use anxiety indicate that the factors that significantly influence their motivational orientations are not necessarily future-oriented.

Based on these t -tests (Table 2), there were more differences than similarities between Year 9 and Year 12 students in general. These results suggest that Year 12 students were motivated to learn English for instrumental reasons, which makes them show more interest in learning English, expend effort to learn the language and feel ready to accept extra tasks with positive views of their educational and career aspirations. Such positive responses could be attributed to their awareness of the significance of learning outcomes to them other than language learning per se.

Compared to Year 12 students, Year 9 students had lower scores for instrumental motivation, task and effort orientations, competition orientation, praise orientation, self-concept, value of learning English, interest in learning English, general educational aspiration and career aspiration. This suggests that Year 9 students are in general integratively motivated to learn English as a foreign language and learn English for more integrative reasons than instrumental ones, as indicated in the higher scores in integrative motivation for Year 9 students. Year 9 students were also higher in the teacher evaluation factor indicating that 9th graders were more concerned about the evaluation of their English language teacher. The relatively lower scores for 12th graders may also imply that these students, whose goal was more related to external indicators of success in language learning (e.g., external exam scores), are not as concerned about teachers' internal assessment of their proficiency. In any case, the finding for Year 9 students shows that integrative motivation at a younger age may be related to teacher assessment and feedback, which could influence younger secondary students' EFL learning.

Nevertheless, in general Year 9 students also displayed slightly higher anxiety in English language use than Year 12 students, indicating that they tended to have some kind of anxiety in communicating with English-speaking people. The only factor in which no significant difference was found between year levels was family, suggesting that both Year 9 and Year 12 students received similar levels of family encouragement in respect of learning English as a foreign language.

Factor Correlations

Analyses were conducted separately for 9th and 12th graders of the correlations between integrative and instrumental motivation and their associations with the remaining factors. The results are presented in Tables 3 and 4.

Between integrative and instrumental motivation. For both 9th and 12th graders, the correlation between the instrumental and integrative motivational constructs was negative ($r=-.78$ and $-.23$, respectively; Tables 3 and 4). This indicates that for many Saudi female EFL learners, the motivation to learn the language is either instrumental or integrative. That is, a learner who learns for the purpose of gaining better opportunities (i.e., instrumental) is unlikely to also do so for the purpose of social affiliation (i.e., integrative). However, this clear distinction between the two motivation constructs seems to become weaker in 12th grade when the students are more mature (i.e., the correlation, $-.23$, was less negative in 12th grade than in 9th grade, $-.78$).

Table 3: Correlations among Factors for Year 9

| | Integ | Instru | Task | Effort | Compet | Praise | Self | Value | Interest | Family | Teacher | Anxiety | Edu | Career |
|----------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|-------|--------|
| Integ | 1 | | | | | | | | | | | | | |
| Instru | -.78** | 1 | | | | | | | | | | | | |
| Task | .27** | .12 | 1 | | | | | | | | | | | |
| Effort | .50** | -.08 | .94** | 1 | | | | | | | | | | |
| Comp | .28** | .10 | .93** | .96** | 1 | | | | | | | | | |
| Praise | .35** | -.06 | .79** | .90** | .95** | 1 | | | | | | | | |
| Self | .25* | .07 | .96** | .95** | .99** | .92** | 1 | | | | | | | |
| Value | .10 | .51** | .79** | .74** | .73** | .55** | .61** | 1 | | | | | | |
| Interest | .36** | .00 | .99** | .97** | .95** | .85** | .98** | .72** | 1 | | | | | |
| Family | .07 | .39** | .55** | .66** | .75** | .78** | .66** | .71** | .55** | 1 | | | | |
| Teacher | .50** | -.02 | .50** | .73** | .71** | .79** | .51** | .51** | .55** | .88** | 1 | | | |
| Anxiety | -.09 | -.07 | -.91** | -.83** | -.90** | -.82** | -.95** | -.54** | -.93** | -.46** | -.35** | 1 | | |
| Edu | -.23* | .73** | .68** | .61** | .72** | .59** | .67** | .90** | .61** | .83** | .57** | -.56** | 1 | |
| Career | -.17 | .67** | .79** | .69** | .77** | .60** | .75** | .94** | .72** | .76** | .52** | -.66** | .98** | 1 |

Note: * $p < .05$. ** $p < .01$

Integ = Integrative
 Instru = Instrumental
 Compet = Competition

Self = Self-concept
 Edu = Education

Table 4: Correlations among Factors for Year 12

| | Integ | Instru | Task | Effort | Compet | Praise | Self | Value | Interest | Family | Teacher | Anxiety | Edu | Career |
|----------|--------|--------|--------|--------|--------|--------|--------|-------|----------|--------|---------|---------|-------|--------|
| Integ | 1 | | | | | | | | | | | | | |
| Instr | -.23* | 1 | | | | | | | | | | | | |
| Task | -.48** | .70** | 1 | | | | | | | | | | | |
| Effort | -.46** | .51** | .96** | 1 | | | | | | | | | | |
| Compet | -.30** | .48** | .87** | .86** | 1 | | | | | | | | | |
| Praise | -.31** | .75** | .59** | .39** | .58** | 1 | | | | | | | | |
| Self | -.53** | .32** | .77** | .77** | .86** | .48** | 1 | | | | | | | |
| Value | -.48** | .79** | .83** | .69** | .51** | .71** | .41** | 1 | | | | | | |
| Interest | -.41** | .77** | .94** | .85** | .86** | .75** | .69** | .89** | 1 | | | | | |
| Family | .38** | .50** | .17 | -.03 | .11 | .37** | -.14 | .41** | .31** | 1 | | | | |
| Teacher | -.01 | .65** | .66** | .61** | .75** | .66** | .58** | .40** | .71** | .15 | 1 | | | |
| Anxiety | .13 | -.36** | -.40** | -.27** | -.58** | -.68** | -.71** | -.21* | -.46** | -.27** | -.60** | 1 | | |
| Edu | -.24* | .78** | .73** | .55** | .73** | .91** | .59** | .79** | .86** | .58** | .65** | -.72** | 1 | |
| Career | -.20* | .95** | .60** | .41** | .28** | .59** | .10 | .80** | .67** | .54** | .44** | -.10 | .64** | 1 |

Note: * $p < .05$. ** $p < .01$

Integ = Integrative
 Instru = Instrumental
 Compet = Competition

Self = Self-concept
 Edu = Education

Association of Motivation with other Variables

Between motivation and task. In considering the relations between motivation and task orientation, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, task was found to be positively associated with integrative motivation ($r=.27$) whereas a positive association was found between task and instrumental motivation for 12th graders ($r=.70$) instead. This reversed pattern implies that younger students (Year 9) tended to accept extra tasks for an integrative purpose whereas more mature students (Year 12) tended to accept extra tasks for an instrumental purpose. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, task was negatively associated with integrative motivation ($r=-.48$; Table 4), indicating that students with higher integrative motivation would accept extra tasks. For 9th graders, the correlation between task and instrumental motivation was not statistically significant ($r=.12$; Table 3), which indicates that instrumental motivation had a negligible relation to 9th graders' task orientation in EFL learning.

Between motivation and effort. In considering the relations between motivation and effort, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, effort was found to be positively associated with integrative motivation ($r=.50$) whereas positive association was found between effort and instrumental motivation for 12th graders ($r=.51$). This reversed pattern implies that younger students (Year 9) tended to invest their efforts in tasks with an integrative purpose whereas more mature students (Year 12) tended to invest their efforts in tasks with an instrumental purpose. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, effort was negatively associated

with integrative motivation ($r=-.46$; Table 4), indicating that students with higher integrative motivation would invest less effort learning English language. For 9th graders, the correlation between effort and instrumental motivation was close to zero ($r=-.08$; Table 3), which indicates that instrumental motivation had almost no relation to 9th graders' effort in EFL learning.

Between motivation and competition. In considering the relations between motivation and competition, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, competition was found to be positively associated with integrative motivation ($r=.28$) whereas positive association was found between competition and instrumental motivation for 12th graders ($r=.48$). This reversed pattern implies that younger students (Year 9) tended to endorse a competition orientation for an integrative purpose whereas more mature students (Year 12) tended to endorse a competition orientation for an instrumental purpose. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, competition was negatively associated with integrative motivation ($r=-.30$; Table 4), indicating that students with higher integrative motivation would invest less in competition. For 9th graders, the correlation between competition and instrumental motivation was close to zero ($r=-.08$; Table 3), which indicates that instrumental motivation had almost no relation to 9th graders' competition orientation in EFL learning.

Between motivation and praise. In considering the relations between motivation and praise, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, praise was found to be positively associated with integrative motivation ($r=.35$) whereas a positive association was found between praise and

instrumental motivation for 12th graders ($r=.75$). This reversed pattern implies that younger students (Year 9) tended to relate the praise they received to EFL learning with an integrative purpose whereas more mature students (Year 12) tended to relate the praise they received to an instrumental purpose. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, praise was negatively associated with integrative motivation ($r=-.31$; Table 4), indicating that students with higher integrative motivation hold lower praise orientation. For 9th graders, the correlation between praise and instrumental motivation was not statistically significant ($r=-.06$; Table 3), which indicates that instrumental motivation had a negligible relation to 9th graders' EFL learning.

Between motivation and self-concept. In considering the relations between motivation and self-concept, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, self-concept was found to be positively associated with integrative motivation ($r=.25$) whereas a positive association was found between self-concept and instrumental motivation for 12th graders ($r=.32$). This reversed pattern implies that younger students (Year 9) may have a higher self-concept when it comes to integrative purposes whereas more mature students (Year 12) tend to have a higher self-concept when it comes to instrumental purposes. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, self-concept was negatively associated with integrative motivation ($r=-.53$; Table 4), indicating that students with higher integrative motivation had a lower self-concept. For 9th graders, the correlation between self-concept and instrumental motivation was close to zero ($r=.07$; Table 3), which indicates that instrumental motivation had almost no relation to 9th graders' EFL learning.

Between motivation and value. In considering the relations between motivation and value of learning English, there were some differences found between 9th and 12th graders (Tables 3 and 4). For 9th graders, value had a small positive correlation with integrative motivation ($r=.10$), while a negative association was found between the value of learning English and integrative motivation for 12th graders ($r=-.48$; Table 4), indicating that students with higher integrative motivation valued English learning less. On the other hand, a significant positive association was found between value and instrumental motivation for 12th graders ($r=.79$). This indicates that more mature students (Year 12) tended to place a higher value on learning English when it comes to instrumental purposes. Similar to 12th graders, the correlation between the value of learning English and instrumental motivation for 9th graders was significantly positive ($r=.51$; Table 3), which indicates that instrumental motivation had a noteworthy relation also to 9th graders when it comes to the value of learning English.

Between motivation and interest. In considering the relations between motivation and interest in learning English, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, interest was found to be positively associated with integrative motivation ($r=.36$) whereas a positive association was found between interest in learning English and instrumental motivation for 12th graders ($r=.77$). This reversed pattern implies that younger students (Year 9) have a higher interest in learning English when it comes to integrative purposes whereas more mature students (Year 12) tended to have a higher interest in learning English when it comes to instrumental purposes. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, interest in learning English was negatively associated with integrative motivation ($r=-.41$; Table 4),

indicating that students with higher integrative motivation would have less interest in learning English. For 9th graders, the correlation between interest in learning English and instrumental motivation was zero ($r=.00$; Table 3), which indicates that instrumental motivation had no relation to 9th graders' interest in EFL learning.

Between motivation and family encouragement. In considering the relations between motivation and family encouragement, there were some similarities found between 9th and 12th graders (Tables 3 and 4). Similar for 9th and 12th graders, the correlation between family encouragement and instrumental motivation was high ($r=.39$ for 9th grade; Table 3) ($r=.50$ for 12th grade; Table 4), which indicates that students receive more family encouragement in regard to the students' instrumental motivation in learning English as a foreign language. On the other hand, there was also a major difference. For 9th graders, the correlation between family encouragement and integrative motivation was close to zero ($r=.07$) while for 12th graders, family encouragement was positively associated with integrative motivation ($r=.38$; Table 4). This pattern implies that younger students (Year 9) tended to receive lower family encouragement associated with integrative purposes whereas more mature students (Year 12) tended to receive higher family encouragement for their integrative purpose to learn English as a foreign language, as well as for their instrumental purposes.

Between motivation and English language teacher evaluation. In considering the relations between motivation and English language teacher evaluation, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders, English language teacher evaluation was found to be positively associated with integrative motivation ($r=.50$) whereas positive association was found between

English language teacher evaluation and instrumental motivation for 12th graders ($r=.65$). This reversed pattern implies that younger students (Year 9) evaluated the teachers more highly when it comes to integrative purposes whereas more mature students (Year 12) evaluated the teachers more highly when it comes to instrumental purposes. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, the correlation between English language teacher evaluation and integrative motivation was close to zero ($r=-.01$; Table 4), indicating that integrative motivation had almost no relation to 12th graders' English language teacher evaluation. For 9th graders, the correlation between English language teacher evaluation and instrumental motivation was not significant ($r=-.02$; Table 3), which indicates that instrumental motivation had a negligible relation to 9th graders' teachers evaluation in EFL learning.

Between motivation and anxiety. Anxiety had almost no relation with either integrative or instrumental motivation for the 9th graders ($r=-.09$ and $-.07$, respectively, which were not statistically significant; Table 3). However, anxiety was found to be negatively associated with instrumental motivation for 12th graders ($r=-.36$) whereas the small positive correlation with integrative motivation ($r=.13$; Table 4) was not statistically significant. The negative correlation between anxiety and instrumental motivation ($r=-.36$) suggests that students who were higher in instrumental motivation tended to have lower anxiety in communicating with English-speaking people.

Between motivation and general educational aspiration. In considering the relations between motivation and general educational aspiration, there was a clear difference found between 9th and 12th graders (Tables 3 and 4). For 9th graders,

general educational aspiration was found to be negatively associated with integrative motivation ($r=-.23$) whereas a positive association was found between general educational aspiration and instrumental motivation for 12th graders ($r=.78$). This reversed pattern implies that younger students (Year 9) have low general educational aspiration when it comes to integrative purposes whereas more mature students (Year 12) tended to score high for general educational aspiration when it comes to instrumental purposes. There was also a reversed pattern of non-positive correlations across the subsamples. For 12th graders, general educational aspiration was negatively associated with integrative motivation ($r=-.24$; Table 4), indicating that students with higher integrative motivation would score lower on general educational aspiration. However, for 9th graders, the correlation between general educational aspiration and instrumental motivation was positive ($r=.73$; Table 3), which indicates that Year 9 students have a positive instrumental motivation when it comes to general educational aspiration.

Between motivation and career aspiration. In considering the relations between motivation and career aspiration, there were similarities found between 9th and 12th graders (Tables 3 and 4). For 9th graders, career aspiration was found to be negatively associated with integrative motivation ($r=-.17$), implying that younger students (Year 9) score low on career aspiration when it comes to integrative purposes. Correspondingly, for 12th graders, career aspiration was negatively associated with integrative motivation ($r=-.20$; Table 4), also indicating that students with higher integrative motivation would score low on career aspiration. On the other hand, a highly significant positive association was found between career aspiration and instrumental motivation for 12th graders ($r=.95$). This indicates that more mature students (Year 12) tended to have very high career aspirations when it comes to

instrumental purposes. Similarly, for 9th graders, the correlation between career aspiration and instrumental motivation was also high ($r=.67$; Table 3), which indicates that Year 9 students have instrumental motivation when it comes to career aspiration. These high correlations are logical and reasonable as instrumental motivation is primarily about future success in terms of tangible outcomes. Nevertheless, the near perfect correlation ($r=.95$) for Year 12 students suggests that instrumental motivation for these students can be taken basically as equivalent to career aspiration.

Summary

This chapter has presented results from the analyses of data collected via questionnaires. The purpose was to examine the relations between motivational factors and whether female Saudi students at different grade levels differed in these factors. It started by validating the fourteen factors that are generally considered important in the EFL learning process (Eccles et al., 1983; Gardner, 2004; Marsh & Yeung, 1998; Yeung & McInerney, 2005). Two components of language learning motivation (Integrative and Instrumental) were examined together with Task, Effort, Competition, Praise, Self-concept, Value of learning English language, Interest in learning English language, Family encouragement, English language Teacher evaluation, General educational aspiration, Language use anxiety, and Career aspiration were examined via reliability tests and factor analysis to provide support for the integrity of the measurement.

Mean scores were compared using *t*-tests, and factor correlations were examined across Year 9 and Year 12 subsamples to determine whether these Saudi female

students differed on motivational factors in terms of learning English as a foreign language. The results of these tests suggested that there were more differences than similarities between the two groups.

Overall, Year 12 students scored higher than Year 9 students on most of the scales (ten out of fourteen). The only exceptions were integrative motivation, teacher evaluation, and anxiety in which Year 9 students scored higher; and family encouragement in which both Year 9 and Year 12 students scored similarly high. The comparisons of means suggested that Year 12 students were motivated to learn English for instrumental reasons which could be attributed to their awareness of the importance to them of learning English. However, Year 9 students' lower scores for instrumental motivation, task and effort orientations, competition orientation, praise orientation, self-concept, value of learning English, interest in learning English, general educational aspiration, and career aspiration suggest that they hold more integrative reasons than instrumental ones in EFL learning. The correlation analyses also illuminated the relations between EFL learning motivation and other variables, further supporting the relatively stronger integrative motivation of Year 9 learners and stronger instrumental motivation of Year 12 learners in the Saudi EFL context.

The next chapter presents students' quotations on motivation from the interviews and also classroom observations which support the results discussed in this chapter.

Chapter Five – Students’ Discourses on Motivation and Classroom Observations

This chapter presents the qualitative results obtained from the interviews conducted with the participating students and the English language classroom observations. These qualitative results will verify and enrich the quantitative data and also will help answer the research questions.

Students’ Interviews

Ten students each from Year 9 and Year 12 took part in the one-on-one semi-structured interviews. The Year 9 students were coded as 1, 2, 3... and the Year 12 students as A, B, C.... The interviews took place after the participants had completed the questionnaire. Data obtained from interviews were matched and presented according to the fourteen motivational factors in order to relate the results of the interviews to the framework of this study.

Student interview data

The interviews were conducted in order to identify the Saudi female students’ motivational orientation to learn English (Appendix 4). The students gave various responses when asked why it was important for them to study English. Their responses regarding factors contributing to their success in learning English

suggested that motivation played a significant role in their ability to learn English and thus their success.

Integrative motivation

The students gave various responses when asked why it was important for them to learn English. Their responses regarding integrative factors contributing to their motivation in learning English indicated that motivation played a significant role in their success. All Year 9 students mentioned the importance of having the ability to speak with people from around the world and of having the opportunity to have new friends. Student (1) from Year 9 mentioned that learning English will offer her the opportunity to go to English-speaking countries in order to speak and interact directly with the people as well as to learn more about their culture.

Student (2) spoke about being part of this global world:

“For me, learning English is very important not because it is a compulsory subject in school but more due to the fact that with English we can establish networks with people around the world. I am seeing myself not just as a citizen of Saudi Arabia but also as part of this global world. And English, for me, is a tool to reach my goal.”

Students (6) mentioned establishing friendship relations with native speakers of English:

“English will help me having new friends from U.K and the U.S.”

On the other hand, Year 12 students showed less interest in integrating with English speakers.

“At this stage I have to think about my education and career more than anything else.” (Student A)

“When I have a good career, I’ll be able to have foreigner friends and need to establish networks.” (Student F)

These students’ responses support the results of the statistical analysis, which showed that for Year 9 students integrative orientations had a significant positive correlation with English language motivation while Year 12 students are less integratively motivated to learn English as a foreign language.

Instrumental motivation, General Educational Aspiration, and Career

Aspiration

Besides showing integrative motivation, students also mentioned things related to their instrumental motivation as well as educational and career aspirations. Year 12 Student (C) said that getting a well-paid job was another reason for her to study English, and Student (F) mentioned getting a good grade and other external reasons:

“My motivation in learning English is to achieve a satisfactory academic performance. This will give me an opportunity to study medicine and make my dream come true.”

These students described instances of instrumental motivation which would help them to gain a higher education and a good career. The students’ views supported the

results of the statistical analysis, which showed that for Year 12 students instrumental orientations, the value of getting a higher education and a better job, had a significant positive correlation with English language motivation.

One the other hand, Year 9 students showed less concern regarding instrumental motivation as well as educational and career aspirations:

“My parents are concerned about my future, I think it is early to think about my higher education and career.” (Student 2)

“I haven’t started thinking of the university or my job yet.” (Student 5)

These examples show that for Year 9 students instrumental orientations, value of higher education and career had a negative correlation with English language motivation.

Interest in learning English

Interest in learning English is a significant factor that influences the language learners’ motivation. Students from Year 12 show greater interest in learning English, with Students (D) and (F) clearly thinking it was important to have an interest in learning English.

“Someone has to have a strong interest in English in order to encourage him/her to work hard. This will allow him/her to gain success, in this case, to obtain successful and satisfactory academic results.” (Student D)

Student (F) also mentioned that having an interest in learning will make a person interested in taking in-depth study more seriously:

“... having interest in learning English made me serious to gain good results.”

(Student F)

Year 9 students showed less interest in learning English:

“I wish that learning English is not compulsory.” (Student 6)

“It is not my choice to learn English.” (Student 4)

These students’ views described instances of instrumental motivation which would help them to gain a higher education and a good career. The students’ views supported the results of the statistical analysis, which showed that Year 12 students are more interested in learning English than Year 9 students.

Self-concept, effort, and value of English language learning

Self-concept, effort orientations, and value of English language learning are factors which correlate with English language learning motivation. Participants were asked what influenced their academic achievement in learning English. Their responses focused on their own self-concept, effort and desire to learn English. The students from Year 12 when asked about influences on their academic achievement in English gave similar responses:

“Our own motivation to be successful will push us to work hard; high motivation will push someone to study hard in order to succeed.” (Student A)

“Self-confidence as well as working hard are the most influential factors in being successful.” (Student B)

Student (D) supported these students' opinions:

“We need to have good spirit to study as well as have high motivation to learn English because it is very important to us and our future.” (Student D)

Students (C) emphasised that being internally motivated was essential to success:

“The most important thing is the internal motivation, motivation from ourselves to be successful, and then support from the parents and teachers ... If someone values the importance of learning English, he/she would be interested to study hard.” (Student C)

On the other hand, Year 9 students showed less self-concept and effort and placed less value on English:

“I always have low marks in English grammar, it is a very difficult subject and I wish I did not have to study English.” (Student 3)

“No matter how hard I study... I always get low marks.” (Student 5)

These students' accounts supported the results of the statistical analysis, which showed that Year 12 students have higher self-concept, make more effort and value English language learning, which significantly correlates with English language motivation.

Family encouragement

External factors influencing the student's motivation to learn English were also found to contribute to success in learning English according to the quantitative data.

The quantitative data showed that some factors of motivation such as family and teacher influence had some impact on students' learning.

To explore further whether the questionnaire responses were similar to the individual responses given in the interviews, participants were asked about the influence of their families on their motivation to learn English.

All student participants agreed that, to some extent, parents have substantial influence on whether their children study English as a foreign language. All agreed that it was better for parents to be supportive and to set a good example for their children. However, they believed that parental influence should be limited to giving verbal support and providing facilities. From Year 9 students, the following comments were typical of the kind of support parents should provide:

“For me, parents are very influential in giving me support to study hard so I can get success and change my life. That’s why I feel pushed to take my studies seriously so I can finish on time.” (Student 2)

“My father always asks about my marks in English. I try to study harder to make him happy.” (Student 9)

The same kinds of opinions were evident in Year 12 students' comments about family influence.

“As I come from a big family, my older brother and sister are very influential in supporting my learning and helping me when I face difficulties in learning. They always encourage me to get high marks and go to university.” (Student F)

“My parents encourage me all the time to study harder to get excellent marks.”

(Student I)

Overall, all students mentioned family as an important factor in English language learning, giving them support and helping them accomplish their learning tasks. Their opinions corroborated the results from the questionnaire data, where language learning motivation was positively and significantly correlated with family encouragement.

English language teacher evaluation

As stated above, results from the quantitative data suggested that teachers' behaviours, competition orientation, praise orientation and task orientation had a significant influence on the students' motivation. To further explore the findings from the questionnaire survey, students were asked their opinions about their English teachers' academic and non-academic behaviours. Various responses were given by students when they were asked about their perception of positive characteristics of an English teacher:

“Smart, fluent in English ... creates an interesting learning atmosphere ... makes the students compete to do their best.” (Student 1)

“Care and concern about us.” (Student 3)

“Mastery, able to transfer knowledge, strong in character but friendly... praises even the weak students when they do a good job.” (Student A)

“Understands her students, able to create a good atmosphere to study, disciplined and firm.” (Student C)

“Able to understand the students, having maximum ability in his field to teach the students... creates additional interesting tasks for students to make sure they understand everything.” (Student B)

“Able to establish good relationships with students, friendly but firm and master in own field ..., must be able to become a role model to show the students his/her mastery of subject, in particular spoken English ... if the teacher shows enthusiastic attitudes while teaching, the students will automatically be interested to study more seriously.” (Student D)

These responses reinforced the questionnaire results about the role of the teachers in influencing the students' motivation to learn English. It can be argued that their opinions were more personalised compared to the general list provided on the questionnaire. For example, being smart, fluent in English, having mastery of English, having maximum ability in this field to teach the students, creating additional interesting tasks, and being able to transfer the knowledge being explained are representative of what the students expected from their English teachers in relation to their academic capability.

Responses such as understanding their students, being able to establish rapport with students, being friendly, praising students, providing discipline and firm guidance represented the personal traits students expected from their teacher. Overall, students' accounts emphasised the need for the teacher to model positive academic as well as personal behaviours.

Competition orientation

Competition in the classroom environment is considered a significant factor that creates an atmosphere of enthusiasm and therefore highly motivated students. With regard to competition orientation in learning English, Year 12 students showed a high spirit of competition compared to Year 9 students.

“I am doing my best this year because I want to be the winner in the school English contest.” (Student D)

“I’ll be very happy if I get the highest mark in English this semester.” (Student H)

On the other hand, Year 9 students said:

“It is not important for me to be the best in class....” (Student 6)

“I hate it when the students start to compete with each others.” (Student 10)

These responses reinforced the questionnaire results concerning the students’ orientation to competition and its influence on language learning motivation.

Praise orientation

Praising students in the classroom is considered one of the main factors that positively stimulate learning motivation. With regard to praise orientation, all students agreed that such praise is an important factor motivating students to learn English.

“When my teacher praises me in the classroom I become more confident and enthusiastic.” (Student 1)

“I like my previous teacher because she used to praise me in the class.”
(Student 9)

“Although I am 18, my teacher’s praise make me pleased and it encourages me to do better.” (Student I)

“My teachers’ praise make me more confident.” (Student G)

These opinions enriched the questionnaire results concerning praise orientation and its influence on the students’ language learning integrative and instrumental motivation.

Task orientation

The amount of engagement in classroom tasks is believed to be one of the factors that influences English language learning motivation. In relation to task orientation students from Year 9 and Year 12 had different points of view. While most Year 9 students showed less interest in having extra tasks, all Year 12 students expressed the view that they do not mind having reasonable extra tasks provided they improved their achievements.

“I am not interested in doing any extra tasks to improve my English; I have other subjects to study too.” (Student 8)

“English subject home work is too much, I think we do not need to do that

much.” (Student 10)

“I have enrolled in an English institute to improve my language and be ready for University... I think that the English curriculum at school is not enough.”

(Student A)

“I don’t mind when the English teacher gives us extra homework... I know it is good for us.” (Student F)

These views supplement the questionnaire results about the task orientation which indicated that for 9th graders, the correlation between task and instrumental motivation was not statistically significant, while task correlated significantly with instrumental motivation for 12th graders.

Language use anxiety

One of the main factors that hinders the students’ motivation to learn and use English is language use anxiety. Results from the interview data suggested that Year 9 and Year 12 students expressed some concerns when using English language.

“I always refuse to read in English in front of the class... it is very embarrassing.” (Student 5)

“I hate it when I need to order food in English.” (Student 6)

“I am good in English but I always feel anxious when I have to talk with native speakers.” (Student I)

“I find it embarrassing to speak in English in front of people.” (Student G)

These views corroborate the quantitative results about classroom anxiety which suggested that Year 9 and Year 12 students both tended to have levels of anxiety when communicating with English-speaking people.

Classroom Observation

This section presents the observations of English language classrooms. These will confirm and enrich the quantitative data obtained from the questionnaire survey and also will help to answer the research questions.

In this study, classroom observations were undertaken as part of an investigation into teachers’ behaviours. Because the context of this study was different from other studies that employed instruments measuring teachers’ characteristics and behaviours (mostly in the US and in Japan), and because there was no research literature reporting teachers’ classroom behaviours in the Saudi context, classroom observation was considered important to confirm whether the responses obtained from student questionnaires matched observed teacher behaviour. The main reason for conducting classroom observations was to investigate the teachers’ verbal and nonverbal behaviours that might be perceived by students to be sources of motivation in the English language classroom context. A classroom observation checklist was developed based on the scales adapted from Thompson and Joshua-Shearer (2002), Gorham (1988), and Richmond et al. (1987) as a guideline for the observation.

Teachers' behaviours

Classroom observations were conducted in order to identify the verbal and nonverbal behaviours of teachers in class. Although there have been studies in this area, they were mostly conducted in Western societies (Christophel, 1990; Gorham, 1988; Gorham & Christophel, 1992; Gorham & Millette, 1997; Gorham & Zakahi, 1990; Potee, 2002), and in Japan (Potee, 2002). There has not been literature reporting this phenomenon in the Saudi context. Data collected during the observations was adapted from the instruments established by Richmond et al. (1987) and Gorham (1988). These observations were performed prior to administering the questionnaire to students to identify whether there were items which were not suitable or applicable for use in the research in this particular context. Initially, the nonverbal behaviour scale consisted of 13 items and the verbal behaviour scale of 11 items. Observation occurred in four different classrooms: 2 x Year 9 and 2 x Year 12, with four randomly chosen Saudi female teachers teaching English as a foreign language. In the classroom, teachers' verbal and nonverbal behaviours were observed using the scale adapted from Richmond et al. (1987) and Gorham (1988). Table 5 summarises the classroom observation checklists for thirteen nonverbal behaviours for each location while Table 6 summarises the classroom observation checklists for eleven verbal behaviours for each location.

Table 5: Summary Checklist of 13 Nonverbal Behaviours Scale

| Variables | Year 9 | Year 9 | Year 12 | Year 12 |
|---|---------------|---------------|----------------|----------------|
| Sits behind desk when teaching | X | X | X | X |
| Gestures when talking to the class | √ | √ | √ | √ |
| Uses monotone/dull voice when talking to the class | √ | √ | X | X |
| Looks at the class when talking | √ | √ | √ | √ |
| Smiles at the class as a whole, not just individual students | X | X | √ | √ |
| Has a very tense body position when talking to the class | √ | X | X | X |
| Touches students in the class | X | X | X | X |
| Moves around the classroom when teaching | √ | √ | √ | √ |
| Looks at board or notes when talking to the class | √ | √ | X | X |
| Stands behind podium or desk when teaching | √ | √ | √ | √ |
| Has a very relaxed body position when talking to the class | √ | X | √ | √ |
| Smiles at individual students in the class | √ | X | √ | √ |
| Uses a variety of vocal expressions when talking to the class | X | X | √ | √ |

Based on the observations in classrooms, there were differences between Year 9 and Year 12 teachers' nonverbal behaviours. For example, Year 12 teachers when talking to the class used gestures, had a variety of vocal expressions and a very relaxed body position, and smiled at the class as a whole. Such nonverbal behaviours make the classroom a relaxed environment where the students can be more motivated to learn English. On the other hand, Year 9 teachers' behaviour was found to be less supportive for the students. For instance, the two Year 9 teachers used a monotone voice when teaching the class; and one of them had a stressed body position when talking to the class and did not smile at the class as a whole.

Table 6: Summary Checklist of 11 Verbal Behaviours Scale

| Variables | Year 9 | Year 9 | Year 12 | Year 12 |
|--|---------------|---------------|----------------|----------------|
| Asks questions or encourages students to talk | X | X | √ | √ |
| Gets into discussions based on something a student brings up even when this doesn't seem to be part of her teaching plan | X | X | √ | √ |
| Uses humour in class | X | X | √ | √ |
| Gets involved in conversations with individual students before or after class | X | X | X | √ |
| Refers to class as "our" class | X | √ | √ | √ |
| Provides feedback on individual work through comments on papers, oral discussions, etc | √ | √ | √ | √ |
| Calls on students to answer questions even if they have not indicated they want to talk | X | X | √ | √ |
| Asks how students feel about an assignment, due date or discussion topic | X | X | √ | √ |
| Invites students to telephone or meet with her outside of class if they have questions or want to discuss something | X | X | X | X |
| Asks questions that solicit viewpoints or opinions | X | X | √ | √ |
| Will have discussions about things unrelated to class with individual students or with the class as a whole | X | X | √ | √ |

The classroom observations showed there were differences between teachers' verbal behaviours as well. The two Year 12 teachers demonstrated a more engaging verbal behaviour in class. For example, they asked questions to encourage students to talk, engaged in discussions based on something a student brought up even when this did not seem to be part of the teacher's teaching plan, asked questions that solicited viewpoints or opinions, had discussions about things unrelated to class, and used humour in class. Such verbal behaviours make the classroom a place where the students can discuss different issues with their teacher using the English language. Such conversations expose the students further to the foreign language and may motivate them to learn more. On the other hand, Year 9 teachers' verbal behaviour

was found to be less encouraging for the students. For instance, Year 9 teachers did not ask how students felt about an assignment, never used humour in class, and neither asked questions nor encouraged students to talk.

Summary

The results from the interviews with students were presented in this chapter. The data obtained from the interviews were congruent with the results of the questionnaire thus adding clarity and verification while enriching the findings from the quantitative data. They also clearly supported the findings from the questionnaire concerning the fourteen influential factors.

In the interviews, the participants' views generally reinforced the questionnaire results about the role of these factors in influencing the students' motivation to learn English as a foreign language. It can be argued that their opinions were more personalised compared to the general list provided on the questionnaire. These findings confirmed that from the interviewees' point of view, motivation was the factor underpinning learning success, linked directly or indirectly to each factor of this study.

From the observations of teachers' behaviours in the English language classrooms, most of the items on the nonverbal and verbal scales were confirmed to be displayed by the teachers. According to the nonverbal behaviours' checklist, consisting of thirteen items, the two Year 12 English language teachers seemed more relaxed and demonstrated a more encouraging attitude through their nonverbal behaviour. In addition, according to the verbal behaviour checklist, consisting of eleven items, Year 12 English language teachers demonstrated a more engaging teaching style and

a more motivating rapport with the students. The main purpose of classroom observation was to examine the teachers' verbal and nonverbal behaviours that might be perceived by students to be a source of motivation in the classroom context. Findings from these observations add more to our understanding of the English language classroom in the Saudi context and how the Saudi English teacher acts in the classroom.

In the next chapter, all of the quantitative and qualitative data presented in Chapter 4 and in this chapter are discussed in relation to the research questions. The chapter concludes by suggesting the implications of this study for practice and future research.

Chapter 6 – Discussion and Conclusion

This chapter discusses the findings of the study. In part one the chapter first discusses the major findings under each of the research questions, beginning with the motivational factors of Saudi female students learning English and how are motivational goals (instrumental and integrative) associated with other motivational factors, followed by the similarity and differences of the motivational goals of Saudi female students in grades 9 and 12. The influence of family encouragement in motivating the students is also discussed, followed by the role of the teacher in reinforcing the students' motivation. In part two the chapter first discusses the perceptions of students regarding factors affecting their motivation in the EFL classroom, followed by the classroom observations and how teachers' behaviours relate to an improvement of EFL practices. In part three the chapter outlines the implications of the study for theory and practice. A discussion of the limitations of the study and its implications for further research conclude the thesis.

Students' Motivation in Learning EFL

This section discusses the first research question – How are motivational goals (instrumental and integrative) associated with other motivational factors? The study found that the relations between motivation (integrative or instrument) to the other motivational constructs were quite different for Saudi female EFL learners at different grade levels.

For 9th graders, task and effort orientations were found to be positively associated with integrative motivation, whereas a positive association was found between task and effort orientations and instrumental motivation for 12th graders. These results imply that 9th graders tend to accept extra tasks and put in an effort to learn English primarily for integrative purposes whereas 12th graders' acceptance of extra tasks and putting in an effort in EFL learning is more oriented towards an instrumental end. In fact, for 12th graders, task and effort were even negatively associated with integrative motivation, which indicates clearly that the purpose of 12th graders in EFL is definitely instrumental. This is not surprising considering the focus of 12th graders at this particular and crucial stage of high school is on getting good marks at the final examinations to be able to get into the university. Accepting extra tasks and making additional efforts show clearly how 12th graders are aware of their needs and what enhances their achievement.

Similar results were found for the competition of 9th graders which was positively associated with integrative motivation, whereas a positive association was found between competition and instrumental motivation for 12th graders. These results suggest that 9th graders tend to have a competitive orientation towards learning English primarily for an integrative purpose whereas 12th graders' competitive orientation towards EFL is more towards an instrumental end. Competition was even negatively associated with integrative motivation for 12th graders, which indicates clearly that the purpose of 12th graders in EFL is instrumental, and integrative motivation for these students is unlikely to encourage them to be competitive in learning English. Such expected results show clearly that for 12th graders competition is focused on their education and career targets. At this level of high school, 12th

graders tend to be competitive in order to get the highest marks and thus admission to the major they seek to study at the university.

The relation of praise to the motivation factors appeared to be quite different for 9th and 12th graders. For 9th graders, praise was found to be positively associated with integrative motivation whereas a positive association was found between praise and instrumental motivation for 12th graders. These results suggest that 9th graders' expectation of praise regarding English learning is primarily related to an integrative purpose whereas 12th graders may expect praise more when English learning is more towards an instrumental end. For 12th graders, praise has no association with integrative motivation, which indicates clearly that the purpose of 12th graders in EFL is definitely instrumental, and integrative motivation for these students is unlikely to be enhanced by praise in the EFL classroom. The similar patterns of correlations across a range of orientations (task, effort, competition and praise) together with the consistently reversed patterns of correlations across 9th and 12th grades (Tables 3 and 4, respectively) clearly show that students at different developmental stages may not have the same motivation in learning EFL. The patterns suggest that younger students' goal orientations are primarily related to integrative motivation whereas more mature students' goal orientations are more related to instrumental motivation. That is, younger students tend to focus on the task, invest their effort, compete with others, and expect praise from people when their motivation is to know more about English and the people who speak it. In contrast, more mature students tend to display the same goal orientations when their motivation is to have a better future, probably through obtaining better results in public examinations and entering tertiary education. Perhaps also due to their expectations for the future, the 12th graders also displayed relatively higher scores in

all these four goal orientations ($M_s = 4.93, 4.98, 5.03$ and 4.73 , respectively for task, effort, competition and praise) than 9th graders ($M_s = 3.90, 3.64, 3.79$ and 3.77 , respectively; see Table 6).

For 9th graders, an interest in learning English and valuing the learning of English were found to be positively associated with integrative motivation whereas a positive association was found between interest and instrumental motivation for 12th graders. These results suggest that 9th graders tend to have an interest in learning English and value the learning of English primarily for an integrative purpose whereas for them the correlation between the value of learning English and instrumental motivation was positive, which indicates that instrumental motivation had a relation to the 9th graders' regarding the value of learning English. 12th graders, interest in learning English language and value of learning English language are primarily for instrumental purposes but they have no relation associated with integrative motivation. These results indicate clearly that the purpose of 12th graders in EFL is instrumental. Such results are expected, knowing that 12th graders' interest in learning English was mainly to help them gain better marks to enter the university and giving them a chance to have the job they wish for. On the other hand, younger students do not think in the same practical way. 9th graders interest in learning English is mainly for the reasons of having new friends and having a chance to communicate with English-speaking people.

For 9th graders, self-concept was found to be positively associated with integrative motivation, whereas a positive association was found between self-concept and instrumental motivation for 12th graders. These results suggest that 9th graders tend to have a high self-concept to learn English primarily for an integrative purpose

whereas 12th graders have a higher self-concept to learn English primarily for an instrumental purpose. For 12th graders, self-concept has no relation associated with integrative motivation, which indicates clearly that the purpose of 12th graders in EFL is absolutely instrumental. Since self-concept refers to what one believes about oneself, and to one's strength in a specific field, and also to how one feels about oneself. The results of this study show that 12th graders' self-concept included not only the belief about the students themselves but even their view of the future. This is expected since 12th graders are at a critical level in school where they will have to make decisions regarding their higher education and career.

Slightly different results emerged from the correlations of motivation with value of learning English language, general educational aspiration, language use anxiety, and career aspiration as shown below.

Value of learning English language was found to be positively associated with integrative motivation for 9th graders, whereas a positive association was found between value of learning English language and instrumental motivation for 12th graders. These results suggest that 9th graders' valuing of learning English was high primarily for an integrative purpose whereas 12th graders' valuing of learning English was high primarily for an instrumental purpose. In fact, the 12th graders' valuing of learning English has a negative association with integrative motivation, which indicates clearly that the purpose of 12th graders in EFL is absolutely instrumental, and integrative motivation for these students is unlikely to be a reason for the high value of learning English language. However, for 9th graders, the correlation between value of learning English language and instrumental motivation was also positive, which indicates that instrumental motivation had relation to 9th

graders' when it comes to value of learning English language. These results indicate that both 9th and 12th graders understand the importance of English language for their education and career.

Anxiety had almost no relation with either integrative or instrumental motivation for the 9th graders. However, anxiety was found to be negatively associated with instrumental motivation for 12th graders, whereas the small positive correlation with integrative motivation was not statistically significant. The negative correlation between anxiety and instrumental motivation for year 12 students suggests that students are worried about getting good marks and having a bright future. On the other hand, the positive correlation between anxiety and integrative motivation for 12th graders indicates that they have high levels of confidence in using English and communicating with English-speaking people. Having the ability to communicate properly gives Year 12 students an opportunity to use the language with ease.

General educational aspiration was found to be negatively associated with integrative motivation for 9th graders, whereas a positive association was found between general educational aspiration and instrumental motivation for 12th graders. These results suggest that 9th graders' general educational aspiration had no influence on their learning English for integrative purposes whereas, as for 12th graders, general educational aspiration was high mainly for instrumental purposes. On the other hand, 12th graders' general educational aspiration has a negative association with integrative motivation, which indicates that 12th graders had low general educational aspiration in relation to their integrative motivation too. However, for 9th graders, the correlation between general educational aspiration and instrumental motivation was positive, which indicates that students' general educational aspiration was high

in regard to the students' instrumental motivation to learn English as a foreign language. This indicated that both young and mature students express an instrumental motivation regarding their educational goals. Both groups are aware of the importance of their education in general.

In considering the relation between motivation and career aspiration, there were similarities between 9th and 12th graders. For 9th graders, career aspiration was found to be negatively associated with integrative motivation, suggesting that younger students (Year 9) have low career aspiration when it comes to integrative purposes. Similarly, for 12th graders, career aspiration was negatively associated with integrative motivation, also indicating that students with higher integrative motivation would have less career aspiration. On the other hand, a highly significant positive association was found between career aspiration and instrumental motivation for 12th graders. This indicates that more mature students (Year 12) tended to have very high career aspirations when it comes to instrumental purposes. Similarly, for 9th graders, the correlation between career aspiration and instrumental motivation was also high, which indicates that Year 9 students have instrumental motivation when it comes to career aspiration. These similar high correlations are logical since instrumental motivation is primarily about future career and success. However, the near-perfect correlation for Year 12 students suggests that instrumental motivation for these students can be taken basically as equivalent to career aspiration.

As mentioned above, the correlations between task and instrumental motivation, effort and instrumental motivation, interest and instrumental motivation, self-concept and instrumental motivation, praise and instrumental motivation, competition and instrumental motivation, and anxiety and instrumental motivation were close to zero

for 9th graders, which indicates that instrumental motivation is unlikely to influence EFL learning for 9th graders. Hence the essential difference between 9th and 12th graders is that the younger students learn EFL for fun, for knowing more about the language and the people speaking it, and the purpose is therefore primarily integrative (Gardner, 1983, 2006).

In contrast, the correlations between task and instrumental motivation, effort and instrumental motivation, interest and instrumental motivation, value and instrumental motivation, self-concept and instrumental motivation, praise and instrumental motivation, competition and instrumental motivation, educational aspiration and instrumental motivation, and career aspiration and instrumental motivation were all high for Year 12 students, which indicates that instrumental motivation highly influences EFL learning for 12th graders. It is not surprising that during this period of time, students' motivation for EFL learning changes from one focus to another as they grow up (Yeung & McInerney, 2005). For 12th graders, who are mature and have stronger future expectations, accepting extra tasks in order to improve their EFL learning has a clear instrumental purpose. As such, the way teachers attempt to motivate students at different ages and grade levels should be appropriately adjusted to target the specific learning motivation of learners. In essence, we may expect better effects by emphasising to younger learners the fun of learning English and using it as a socialising tool, but to older learners by emphasising the benefit of mastery of EFL for better prospects. In this sense, the findings of the present study have shed light on some useful directions for EFL teachers and researchers.

An interesting finding from the correlation analysis is that anxiety had almost no relation with either integrative or instrumental motivation for the 9th graders. This

implies that EFL instruction may be less likely to cause psychological distress for younger learners, and so it may be advisable to start EFL instruction at earlier stages when students are less likely to suffer from anxiety. For 12th graders, however, anxiety was found to be negatively associated with instrumental motivation. Given the known pressure for achievement in high-stake assessments and public examinations for tertiary education, intuitively, students who emphasise an instrumental focus would be expected to experience higher anxiety. However, because anxiety here refers to the anxiety related to communicative use of EFL, it seems that with an increased focus on instrumental goals, the anxiety related to communicative use would be actually reduced. Nevertheless, this pattern should be further examined with male students to explicate whether there would be gender differences. This result has important implications for teachers and practitioners working with students at the final level of secondary education. For many of the students at this stage of schooling, the focus is probably on passing the final examination to enter university, and for others on gaining easier access to future opportunities (Gardner, 1983, 2006).

Instrumental and Integrative Motivations

For research question 2 – How similar or different are the motivational goals (instrumental and integrative) of Saudi female students in grades 9 and 12? – both 9th and 12th grade students displayed a negative correlation between integrative and instrumental motivation. This implies that integrative and instrumental purposes are clearly distinct motivation types that are unlikely to go together. Clearly, 12th grade students were instrumentally motivated while 9th grade students were integratively motivated (Tables 3 and 4). For both younger and older students, a learner with a

strong integrative motivation is unlikely to also display a strong instrumental motivation. This leads to an important practical implication, namely that the two types of motivation are subject to change at different age and grade levels depending on the needs of the learners. Most of the research on motivation and age suggests that there is a common deterioration in learning motivation throughout adolescence (Anderman et al., 1999; Midgley & Edelin, 1998; Murphy & Alexander, 2000). Yet, this study found that only integrative motivation declines during adolescence. On the other hand, instrumental motivation increases during the adolescence and as the students mature. Kurita and Zarbatany (1991) agree that the deterioration in learning motivation takes place in early adolescence. However, findings from their study indicate that decline in learning motivation occurs only until Grade 9. It is during this age that the student starts to be concerned about self, position, goals and aspirations. Thus, it is reasonable to presume that adolescence is an age when motivational beliefs, goals, and self-consideration are being defined, challenged, changed or neglected (Yeung & McInerney, 2005). These findings are therefore useful for EFL teachers to be aware of this critical time in any student's life, and to consider ways to motivate their students in a manner that suits their developmental stage.

Family Encouragement

For research question 3 – How does family encouragement contribute to the Saudi female students' motivation to learn English in Saudi Arabia? – the results showed that there were some similarities between 9th and 12th graders regarding family encouragement. Similar to 9th graders, 12th graders' correlation between family encouragement and instrumental motivation was high which indicates that students receive more family encouragement in regard to the students' instrumental

motivation in learning English as a foreign language. On the other hand, there was a major difference. For 9th graders, the correlation between family encouragement and integrative motivation was not significant while for 12th graders, family encouragement was positively associated with integrative motivation. This indicates that younger students (Year 9) tended to receive lower family encouragement associated with their integrative purposes whereas more mature students (Year 12) tended to receive higher family encouragement for their integrative purposes to learn English as a foreign language, as well as for their instrumental purposes. A possible explanation for such results can be found in the Saudi families being conservative. Saudi parents normally would not encourage their young daughters to communicate with strangers while they might be less conservative if their daughter is more mature. Such results show how influential the family's role is in motivating the Saudi female students to learn English.

English Language Teacher's Role

For research question 4 – How do teachers contribute to improving academic motivation and learning practices? – the student questionnaire results showed that for 9th graders, English language teacher evaluation was found to be positively associated with integrative motivation, whereas a positive association was found between English language teacher evaluation and instrumental motivation for 12th graders. These results suggest that 9th graders' evaluation for English language teacher was high primarily for an integrative purpose, whereas 12th graders' evaluation for English language teacher was high primarily for an instrumental purpose. However, looking at the mean when comparing the English language teacher evaluation factor between 9th graders (3.30) and 12th graders (3.08) it is clear

that there were no significant differences between the two groups. This indicates that students in each group had a unique evaluation of and attitudes toward their English teachers. A possible explanation is that Year 9 English teachers stress acquiring the foreign language in general while Year 12 English teachers stress more the importance of working harder at this particular level which determines the future of the students. Another explanation is that the relationships between Year 12 students and the teachers are adult-like, where the students trust the teachers' advice to take their studies more seriously.

The pivotal and powerful position of teachers in the Saudi context means that they play a significant role in the education process, and this was also evident in the findings from this study. As early as 1972, Gardner and Lambert argued that "teachers' personalities can certainly affect the attitudes and motivation of students" (p. 9). The current study showed that students' motivation and teachers' behaviours were indeed related to each other. In a context such as Saudi Arabia, where teaching practices lean towards teacher-centred approaches, the teacher still has a dominant role in the classroom setting.

Students' Interviews

The semi-structured interviews conducted with the students aimed to obtain relatively more open and spontaneous views of the motivational factors and to match their views with the motivational factors used in the questionnaire. The data obtained from the interviews were congruent with the results of the questionnaire, thus adding clarity and verification while enriching the findings from the quantitative data. They also clearly supported the findings from the questionnaire about the fourteen

influential factors. In the interviews, the participants' views generally reinforced the questionnaire results about the role of the above-mentioned factors in influencing the students' motivation to learn English as a foreign language. It can be argued that their opinions were more personalised compared to the general list provided on the questionnaire. These findings confirmed that from the interviewees' point of view, motivation was the underpinning factor, linked directly or indirectly to every aspect in each factor in this study.

The responses of the students in the interview were consistent with their responses in the questionnaire. Year 9 students showed a high level of integrative motivation. On the other hand, Year 12 students expressed higher instrumental motivation, self-concept, effort, task, competition, praise, interest in learning English, value of English language learning, general education aspiration and career aspiration. Both groups admitted being anxious while using the English language. Year 9 students' anxiety was related to the use of English in general, while Year 12 students' anxiety was related to their concern about the final national exams and their ability to gain good marks. The interviews also supported the qualitative results regarding family encouragement as both groups mentioned family as an important factor in English language learning, which gave them support and helped them accomplish their learning tasks. Such results show how influential the family's role is in motivating the Saudi female students to learn English. Moreover, in relation to teachers' behaviours, all interviewed participants agreed that teachers' behaviours could influence students' motivation in learning. Therefore it could be argued that teachers' behaviours were an important element in students' success in learning English. The responses of the students in the interview reinforced the questionnaire results about the role of the teachers in influencing the students' motivation to learn English.

Overall, students' accounts emphasized the need for the teacher to model positive academic as well as personal behaviours, although opinions were more personalized compared to the general list provided on the questionnaire, for example, being smart and fluent in English, which is representative of what the students expected from their English teachers in relation to their academic capability.

The different responses expressed by Year 9 and 12 students demonstrate how these two groups' motivational goals are different. Year 9 students appeared to be less serious regarding the importance of English language to their education and life in general. On the other hand, Year 12 students were very mature and serious when talking about their further education and future career. Such results can help educators understand the real needs of the students at different age levels and therefore help them to create a curriculum and learning atmosphere that look after their special needs.

Classroom Observation

The classroom observations of verbal and nonverbal teacher behaviours gave a clear idea of the importance of teachers' behaviours in the classroom. The purpose of classroom observations was to investigate the teachers' verbal and nonverbal behaviours that might be perceived by students to be a source of motivation in the classroom context. The data obtained from the observations were corresponding with the results of the questionnaire, thus enriching the findings from the quantitative data. They also clearly supported the findings from the questionnaire about the English language evaluation factor. The findings indicated that Year 9 and Year 12 English teachers displayed different verbal and nonverbal behaviours. Year 12

teachers' verbal and nonverbal behaviours were found to be more professional and relaxed most of the time. English teachers' verbal and nonverbal behaviours are very important in class interactions, as the students felt better if they were given more attention by the teachers. A positive influence on the students' academic achievement could be expected when the students feel more comfortable and enjoy their learning in the classroom setting.

According to the classroom observations, there were differences between teachers' nonverbal behaviours. It was found that Year 12 teachers were better in their nonverbal behaviour. For example, Year 12 teachers used gestures when talking to the class, with a very relaxed body position, used a variety of vocal expressions and smiled at the class as a whole. Such nonverbal behaviours make the classroom a relaxed environment where students can be more motivated to learn English. On the other hand, the nonverbal behaviour of Year 9 teachers was found to be less likely to promote the students' learning. For instance, Year 9 teachers used a monotone voice when talking to the class, with a very tense body position, and did not smile at the class as a whole.

A possible explanation for this is that the English teachers teaching Year 12 who participated in this study, in particular those whose classes were chosen for the observation, were not first-time teachers as they had been teaching for more than 10 years. Maintaining contact with students while teaching, such as looking at the class when talking, or moving around the classroom, also occurred more frequently in all observed classrooms. This means that these English teachers made efforts to establish effective interactions with students through these nonverbal behaviours.

Classroom observation revealed there were differences between teachers' verbal behaviours in the two school levels as well. It was found that Year 12 teachers showed better verbal behaviour. For instance, Year 12 teachers asked questions, encouraged students to talk, engaged in discussions based on something a student brought up even when this did not seem to be part of her teaching plan, asked questions that solicited viewpoints or opinions, had discussions about issues unrelated to class, and used humour in class. Such verbal behaviours make the classroom a relaxed environment where the students can discuss different issues with their teacher using English language with ease. Such conversations make the students familiar with the foreign language and therefore more motivated to learn. On the other hand, Year 9 teachers' verbal behaviour was found to be less enhancing for the students. For instance, Year 9 teachers did not ask how students felt about an assignment, used less humour in class, and did not ask questions or encouraged students to talk during the observed lessons. A possible explanation of this is that the English teachers always try to be formal with younger students because of a common belief that young adolescent students do not take classes seriously if the teacher is not formal. On the other hand, teacher-students relationships were found to be less formal in Year 12 classrooms, as the students are considered mature, serious and expected to be more motivated. The investigation of the teachers' behaviour complements the results of the questionnaire particularly regarding the teacher evaluation factor. Furthermore, the observation of the teachers' behaviour expands our understanding of the specific characteristics that might enhance the students' motivation, especially in the Saudi context.

The findings of this study showed that there were aspects in teachers' verbal and nonverbal behaviours which potentially influence students' motivation to learn English. These results support those of Christophel (1990), who reported that there was a noteworthy correlation between teacher behaviour and student motivation and subsequently between teacher behaviour and learning. Also, these findings support the study conducted by Liando (2007), who reported a positive significant correlation between teachers' behaviours and students' motivation in the Indonesian context.

Measuring teachers' behaviours using the scales developed by Gorham (1988) and Richmond, Gorham, and McCroskey (1987) provided a new variable in motivation research. This study has initiated the investigation of teachers' immediacy behaviours in the Saudi context, particularly in EFL classrooms. Since teaching EFL involves a lot of direct contact between teacher and students, teacher behaviours, whether verbal or nonverbal, were considered to have a significant influence in the teaching and learning process. This study demonstrates the effectiveness of this variable in the context of motivation and suggests that if students have positive attitudes toward the teacher's behaviour, they enjoy the class and consequently their learning achievements improve.

From the findings of this study it is clear that the many previous research studies on motivation and foreign/second language learning that suggest that students' motivation plays a significant role in success are borne out by this study, which also finds a significant correlation between motivation and academic success (Bruinsma, 2004; Csizer & Dörnyei, 2005a; Dörnyei, 2003; Eccles et al., 1983; Gardner et al., 2004; Macaro & Wingate, 2004; Marsh & Yeung, 1998; Masgoret & Gardner, 2003; Moyer, 2005; Rueda & Chen, 2005; Semmar, 2005; Ushida, 2003; Yeung &

McInerney, 2005). However, much of the previous research had focussed on either English or French as the second language in North American, European or Asian contexts. Evidence from the Saudi context extends the scope of the earlier studies. Findings from this study suggest that teachers and school faculties should encourage students to be highly motivated in order to achieve more satisfactory results.

Implications for Theory

In second and foreign language research, theories have emerged in order to explain the significance of language learning motivation. In this study four influential theories have been adapted in order to explore English language motivation in the Saudi context: Socio-educational Model (Gardner, 2004), Achievement Goal Theory (Yeung & McInerney, 2005), Expectancy-value Theory (Eccles et al., 1983) and Self-concept Model (Marsh & Yeung, 1998). The adaptation of such combination of theories provided the study with an in-depth view of the motivational factors that influence the motivation of the Saudi female students to learn English and thus helped answering its research questions.

For future research, it would be useful to add and test more different theories in language learning in order to find more interesting results related to language learning motivation. This would enrich the understanding of the students' motivation to learn English as a second/foreign language. It would also be possible to test other learning theories to test the relations of students' learning motivation with other factors contributing to learning such as classroom environment and curriculum. This would enhance the research of language learning motivation and potentially contribute to improving EFL practices.

Implications for Practice

This study has implications for teaching English as a foreign language in the Saudi context. For the Saudi Ministry of Education, this study is expected to inform those who are in charge of designing a syllabus which enhances the students' motivation to learn English. This new syllabus should let teachers to be flexible to generate tasks or activities which promote students to enjoy learning English. The results of this study, which highlighted teachers' behaviours as a significant predictor in students' motivation to learn English, indicate that it is important to include aspects of teachers' behaviours in the syllabus for pre-service preparation and in-service training.

Preparing teachers only with knowledge of subject content and pedagogy is not adequate. The results show that it is important to encourage these teachers to develop positive attitudes about English so that when they enter the teaching profession they can pass along their enthusiasm to their students. In teacher education programs, a course which addresses issues such as student-teacher relationships, teachers' attitudes and personality in the classroom, motivating students, and verbal and nonverbal interactions with students, should be designed to ensure that pre-service teachers are aware of these elements in teaching, and to prepare them with sufficient knowledge and practice to implement these positive behaviours in the classroom. The findings from this study suggest that teachers could improve their English teaching to accommodate activities or lessons which promote student motivation. For in-service teachers, providing professional development that focuses on the awareness of positive attitudes toward English and the importance of teachers'

behaviours will complement their teaching practice, develop teachers confidence in interacting with their students, and improve their relationships with the students.

For schools, being supplied with sufficient information about the significance of students' motivation and teachers' behaviours as essential in creating an encouraging and enjoyable learning atmosphere, would help teachers in offering a motivating classroom environment for English language learners. Moreover, it would assist teachers in creating motivating classroom activities and help schools to construct an encouraging environment for students to learn new things and to interact positively.

For students, knowing how important it is to be motivated in order to gain success together with constant verbal encouragement from teachers and parents will make them aware of the importance of being dedicated to their learning, in particular their EFL learning. This would lead to increased academic achievement and may be useful in coping with the demands in their future education and careers. For parents, this study demonstrated that parental encouragement and influence from other family members were important to students' success.

Limitations of the Study and Implications for Further Research

This study has provided detailed information about the context of English as a foreign language in Saudi Arabia. However, findings from this study may not be generalised to other educational settings within the Saudi context because this study was conducted in a particular region – Riyadh does not represent all the population of Year 9 and Year 12 school students in Saudi Arabia, and therefore different samples from different locations should be further explored. Also, because private schools may have a different English curriculum, it would be useful to test in future

research whether the findings can be replicated in different school types. This would enrich the awareness of what, how and why the motivation of students at other levels influences their learning achievement. It would also be possible to test for the significance of other contributing factors such as social cultural backgrounds in EFL practices. This would enhance current knowledge of the role of motivation and other individual differences in foreign language learning. Another major limitation of this study is that the participants are all females. Due to gender segregation in the Saudi schooling system, for religious and cultural reasons, female researchers are not allowed to carry out studies at boys' schools. Generalisation of the current findings will therefore benefit from drawing samples from both boys and girls. Therefore expanding this study into different settings within the Saudi context would also afford different perspectives which would then enhance the knowledge of foreign language teaching and learning activities.

Further investigation involving more schools and students from different levels would deepen the conception of what constitutes successful foreign language learning. This would then allow researchers to produce a more thorough review of EFL teaching, helping teachers to improve the educational process. Furthermore, such studies could also be conducted in different provinces which eventually would contribute to a more appropriate national policy on EFL learning.

In investigating the teachers' roles, this study only focussed on teachers' verbal and nonverbal behaviours. Further research might need to incorporate other roles of teachers such as teaching strategies, teachers' beliefs, managing classrooms or preparing materials for teaching. Given the importance of the roles of teachers in the Saudi context, an investigation about how teachers' behaviours relate to other roles

would be necessary to help teachers improve their practices. Further investigation, from a student perspective, of the frequency of these behaviours and their impacts on learning would help the teachers understand how to act in the classroom to enhance student motivation. The study of teachers' behaviours could also be broadened by comparing EFL teachers to other subject-based teachers to find out whether the subject being taught influences their classroom behaviours.

Further research might also investigate the associations between motivation and other factors such as students' individual differences and students' learning strategies in order to have a deep understanding of the complexity of the EFL learning process, since there has been limited studies in this area in the Saudi context.

Studying the relationships between English language teachers and the students in the classroom would also assist to introduce effective changes to the learning process, which would ultimately enhance learning outcomes. Future research is recommended in order to explore the prevalence of these behaviours in the classroom and to establish a more in-depth understanding of the impact of teachers' behaviours, verbal and nonverbal, in Saudi classrooms.

Finally, since this study only relied on self-reports, future research which utilises classroom research would be highly recommended in order to obtain a more complete picture of the on-going interactions between teachers and students in the classroom. Such an investigation could help us to recognize the complexity of the EFL learning process. This would enrich current knowledge of the role of motivation and other individual differences in a foreign language learning context.

Conclusion

This study has shown that English as a foreign language teaching and learning process is complex and situational. The results suggest that high school students possess different motivational factors. Year 12 Saudi female students were found to be motivated to learn English for instrumental reasons which could be attributed to their awareness of the significance of learning English language to them. However, Year 9 students' lower scores for instrumental motivation, task and effort orientations, competition Orientation, praise Orientation, self-concept, value of learning English language, interest in learning English language, general Educational Aspiration, and career aspiration suggest that they hold more integrative reasons than instrumental ones in EFL learning. The findings from this study showed that in the Saudi context, as well as student motivation, teachers' behaviours had a direct relations with students' academic achievement. It showed that teachers' verbal and nonverbal behaviours were important in the teaching and learning process and for relationships between teachers and students in the classroom.

In conclusion, this study has extended the theoretical frameworks provided by Gardner (2004), Yeung and McInerney (2005), Marsh and Yeung (1998) and Eccles et al. (1983) into the Saudi context, where motivational orientations have added to our understanding of the factors which are essential to foreign language learning motivation. Therefore, the development of English language teaching and learning practice and the enhancement of the female students' motivation to learn English in Saudi Arabia, who rely on the efforts of government, represented by the Ministry of Education as policy makers and schools as the front line to provide quality teaching and learning experiences to students, must be strengthened. It is hoped that these findings will inform educators and parents about the influence of motivational factors

in affecting the foreign language learning process, specifically in the learning of English, which will then increase their awareness to help and support their children to obtain success. It is important to remember that students, as the hope of future generations, deserve the best possible education.

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Appendices

Appendix 1: Human Research Ethics Committee Approval

Locked Bag 1797
Penrith NSW 2751 Australia
Office of Research Services

ORS Reference: H8413 10/010476



HUMAN RESEARCH ETHICS COMMITTEE

14 November 2013

Doctor Rosemary Suliman
School of Humanities and Communication Arts

Dear Rosemary,

I wish to formally advise you that the Human Research Ethics Committee has approved your research proposal H8413 "Saudi Female Students' Motivation to Learn English as a Foreign Language: A study of secondary school female students in Saudi Arabia", until 31 December 2013 with the provision of a progress report annually and a final report on completion.

Conditions of Approval

1. A progress report will be due annually on the anniversary of your approval date.
2. A final report will be due at the expiration of your approval period as detailed in the approval letter.
3. Any amendments to the project must be approved by the Human Research Ethics Committee prior to the project continuing. Amendments must be requested using the HREC Amendment Request Form:
http://www.uws.edu.au/_data/assets/pdf_file/0018/491130/HREC_Amendment_Request_Form.pdf
4. Any serious or unexpected adverse events on participants must be reported to the Human Ethics Committee as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the Committee as a matter of priority
6. Consent forms are to be retained within the archives of the School or Research Institute and made available to the Committee upon request

Please quote the registration number and title as indicated above in the subject line on all future correspondence related to this project. All correspondence should be sent to the email address humanethics@uws.edu.au.

This protocol covers the following researchers:
Rosemary Suliman, Rasha Al Shaye

Yours sincerely

A black rectangular redaction box covering a signature.A black rectangular redaction box covering a signature.

A/Professors Debbie Horsfall and Federico Giroi

Deputy Chairs,
Human Researcher Ethics Committee

Appendix 2: Response Items for Fourteen Factors

Integrative (Alpha=.97)

1. Studying English is important because it will allow me to meet and converse with new people
2. Native English speakers are very sociable and kind
3. Studying English is important because it will allow me to be more at ease with people who speak English
4. I wish I could have many native English speaking friends
5. Studying English is important because I will be able to interact more easily with speakers of English
6. I would like to know more native English speakers

Instrumental (Alpha=.97)

1. English will help me a lot in university studies
2. I will have better chances in future if I am good at English
3. English will allow me to get a job with high salary
4. English language will add a lot to my CV
5. Studying English is important because it will be useful in getting a good job
6. My chance to find an excellent job will rise if I am good in English

Task orientations (Alpha=.91)

1. I like to see that I am improving in learning English
2. I try harder with interesting work in English
3. I like being given the chance to do something again to make my English better
4. I need to know that I am getting somewhere with my English learning

Effort (Alpha=.97)

1. I try hard at school because I am interested in learning English language
2. I work hard to try to understand every new English word
3. I don't mind studying a long time to acquire more English
4. I always try to do better in learning English

Competition (Alpha=.96)

1. I like to show I am better in English compared to others
2. I am happy only when I am one of the best in English
3. Winning is important to me when it comes to English language
4. Coming first in English is very important to me
5. I work harder in English if I'm trying to be better than others

Praise (Alpha=.92)

1. I want to be praised for my high English attainment
2. Praise from my parents for good achievement in English is important to me
3. I work best in English when I am praised
4. Praise from my friends for my English achievement is important to me
5. Praise from my English teacher is important to me

Self-concept (Alpha=.98)

1. I have always done well in English
2. I get good marks in English
3. I am good at English
4. Speaking English is easy for me
5. I learn things quickly in English

Value of Learning English Language (Alpha=.92)

1. English is an important language for me to learn
2. Learning English enables me to read a lot more newspapers and magazines
3. Learning English will help me understand movies and songs
4. I believe that English language is an international language which I have to learn

Interest in Learning English Language (Alpha=.90)

1. I enjoy learning English
2. I am interested in English
3. I wish learning English is optional
4. I would really like to learn
5. Work in English is interesting

Family Encouragement (Alpha=.93)

1. My parents encourage me to practice my English as much as possible
2. My parents have stressed the importance English will have for me when I leave school
3. My parents are very interested in everything I do in my English class
4. My parents think I should devote more time to studying English
5. My parents try to help me to learn English

English Language Teacher Evaluation (Alpha=.93)

1. My English teacher has a dynamic and interesting teaching style
2. My English teacher is better than any of my other teachers
3. My English teacher is very helpful
4. My English teacher is a great source of inspiration to me
5. I really like my English teacher

Anxiety (Alpha=.94)

1. I would feel uncomfortable speaking English anywhere outside the classroom
2. I would feel calm and sure of myself if I had to order a meal in English (reverse coded)
3. I feel anxious if someone asks me something in English
4. Speaking English makes me feel worried
5. It doesn't bother me at all to speak English (reverse coded)
6. I would feel quite relaxed if I had to give street directions in English (reverse coded)

General Educational Aspiration (Alpha=.98)

1. I hope I can have advanced education
2. I will continue with higher education after Secondary school
3. I am eager to do some advanced courses
4. I want to go on to college or university education

Career Aspiration (Alpha=.96)

1. I hope I will find desirable employment in future
2. I hope to get a good salary when I am employed
3. I wish to occupy a high position in the future
4. I wish to get a good job

Note: Items were arranged in a random order in the survey. Students responded to the items on a 6-point scale (1=disagree strongly to 6=agree strongly).

Appendix 3: Questionnaire

Dear student:

Below are statements with which some people agree and others disagree. There is no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement by ticking the boxes below which best indicates the extent to which you disagree or agree with that statement.

| Statement | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-------------------|----------|-------------------|----------------|-------|----------------|
| 1. Studying English is important because it will allow me to meet and converse with new people | | | | | | |
| 2. I don't mind studying a long time to acquire more English | | | | | | |
| 3. Studying English is important because it will be useful in getting a good job | | | | | | |
| 4. I am happy only when I am one of the best in English | | | | | | |
| 5. I want to be praised for my high English attainment | | | | | | |
| 6. I have always done well in English | | | | | | |
| 7. English is an important language for me to learn | | | | | | |
| 8. Native English speakers are very sociable and kind | | | | | | |
| 9. I enjoy learning English | | | | | | |
| 10. I try harder with interesting work in English | | | | | | |
| 11. I get good marks in English | | | | | | |
| 12. My parents encourage me to practice my English as much as | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| possible | | | | | | |
| 13. My chance to find an excellent job will rise if I am good in English | | | | | | |
| 14. I like to see that I am improving in learning English | | | | | | |
| 15. Studying English is important because it will allow me to be more at ease with people who speak English | | | | | | |
| 16. Learning English enables me to read a lot more newspapers and magazines | | | | | | |
| 17. I like to show I am better in English compared to others | | | | | | |
| 18. Praise from my parents for good achievement in English is important to me | | | | | | |
| 19. I always try to do better in learning English | | | | | | |
| 20. My parents have stressed the importance English will have for me when I leave school | | | | | | |
| 21. I wish I could have many native English speaking friends | | | | | | |
| 22. I am good at English | | | | | | |
| 23. I am interested in English | | | | | | |
| 24. English will allow me to get a job with high salary | | | | | | |
| 25. Learning English will help me understand movies and songs | | | | | | |
| 26. Speaking English is easy for me | | | | | | |
| 27. English language will add a lot to my CV | | | | | | |
| 28. I work hard to try to understand every new English word | | | | | | |
| 29. I would feel uncomfortable | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| speaking English anywhere outside the classroom | | | | | | |
| 30. I work best in English when I am praised | | | | | | |
| 31. Studying English is important because I will be able to interact more easily with speakers of English | | | | | | |
| 32. My English teacher has a dynamic and interesting teaching style | | | | | | |
| 33. I will have better chances in future if I am good at English | | | | | | |
| 34. I need to know that I am getting somewhere with my English learning | | | | | | |
| 35. Winning is important to me when it comes to English language | | | | | | |
| 36. I believe that English language is an international language which I have to learn | | | | | | |
| 37. I hope I can have advanced education | | | | | | |
| 38. Praise from my friends for my English achievement is important to me | | | | | | |
| 39. I learn things quickly in English | | | | | | |
| 40. I like being given the chance to do something again to make my English better | | | | | | |
| 41. I hope I will find desirable employment in future | | | | | | |
| 42. English will help me a lot in university studies | | | | | | |
| 43. I would like to know more native English speakers | | | | | | |
| 44. I would feel calm and sure of myself if I had to order a meal in | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| English | | | | | | |
| 45. I will continue with higher education after Secondary school | | | | | | |
| 46. My parents are very interested in everything I do in my English class | | | | | | |
| 47. I wish learning English is optional | | | | | | |
| 48. Praise from my English teacher is important to me | | | | | | |
| 49. Coming first in English is very important to me | | | | | | |
| 50. My English teacher is better than any of my other teachers | | | | | | |
| 51. I feel anxious if someone asks me something in English | | | | | | |
| 52. I try hard at school because I am interested in learning English language | | | | | | |
| 53. My parents think I should devote more time to studying English | | | | | | |
| 54. I am eager to do some advanced courses | | | | | | |
| 55. Work in English is interesting | | | | | | |
| 56. My English teacher is very helpful | | | | | | |
| 57. I hope to get a good salary when I am employed | | | | | | |
| 58. I would feel quite relaxed if I had to give street directions in English | | | | | | |
| 59. I work harder in English if I'm trying to be better than others | | | | | | |
| 60. I would really like to learn | | | | | | |
| 61. My English teacher is a great source of inspiration to me | | | | | | |
| 62. Speaking English makes me feel worried | | | | | | |

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|--|--|--|--|--|--|--|
| 63. My parents try to help me to learn English | | | | | | |
| 64. I wish to occupy a high position in the future | | | | | | |
| 65. I really like my English teacher | | | | | | |
| 66. I want to go on to college or university education | | | | | | |
| 67. It doesn't bother me at all to speak English | | | | | | |
| 68. I wish to get a good job | | | | | | |

Appendix 4: Students' Interview Questions

- 1) Why is it important for you to learn English?
- 2) What factors influenced your motivation to learn English and therefore your academic achievement?
- 3) Does your family have an influence on your motivation to learn English? How?
- 4) What do you think of your English teachers' academic and non-academic behaviours?

Appendix 5: Checklists of Teachers' Behaviours Scale

Checklist of 13 Nonverbal Behaviours Scale

| Variables | Year 9 | Year 9 | Year 12 | Year 12 |
|---|--------|--------|---------|---------|
| Sits behind desk when teaching | | | | |
| Gestures when talking to the class | | | | |
| Uses monotone/dull voice when talking to the class | | | | |
| Looks at the class when talking | | | | |
| Smiles at the class as a whole, not just individual students | | | | |
| Has a very tense body position when talking to the class | | | | |
| Touches students in the class | | | | |
| Moves around the classroom when teaching | | | | |
| Looks at board or notes when talking to the class | | | | |
| Stands behind podium or desk when teaching | | | | |
| Has a very relaxed body position when talking to the class | | | | |
| Smiles at individual students in the class | | | | |
| Uses a variety of vocal expressions when talking to the class | | | | |

Checklist of 11 Verbal Behaviours Scale

| Variables | Year 9 | Year 9 | Year 12 | Year 12 |
|--|--------|--------|---------|---------|
| Asks questions or encourages students to talk | | | | |
| Gets into discussions based on something a student brings up even when this doesn't seem to be part of her teaching plan | | | | |
| Uses humour in class | | | | |
| involves into conversations with individual students before or after class | | | | |
| Refers to class as "our" class | | | | |
| Provides feedback on individual work through comments on papers, oral discussions, etc | | | | |
| Calls on students to answer questions even if they have not indicated they want to talk | | | | |
| Asks how students feel about an assignment, due date or discussion topic | | | | |
| Invites students to telephone or meet with her outside of class if they have questions or want to discuss something | | | | |
| Ask questions that solicit viewpoints or opinions | | | | |
| Will have discussions about things unrelated to class with individual students or with the class as a whole | | | | |

Appendix 6: Information Package for the Study

Human Research Ethics Committee
Office of Research Services



Participant Information Sheet (Parent/Caregiver)

An information sheet, which is tailored in format and language appropriate for the category of participant - adult, child, young adult, should be developed.

Note: If not all of the text in the row is visible please 'click your cursor' anywhere on the page to expand the row. To view guidance on what is required in each section 'hover your cursor' over the bold text. Further instructions are on the last page of this form.

Project Title: Saudi Female Student's Motivation to Learn English as a Foreign Language:
A study of intermediate and secondary school female students in Saudi Arabia

Who is carrying out the study?

Rasha Al Shaye

Your child is invited to participate in a study conducted by Rasha Al Shaye, a PhD students at the school of humanities and languages, University of Western Sydney. The research will form the basis for the degree of Doctor of Philosophy at the University of Western Sydney.

What is the study about?

The research project aims to:

- 1) Examine the most influential motivational goals and variables that influence secondary school female learners in Saudi Arabia learning English as a foreign language;
- 2) Examine the similarities and differences of the motivational goals of students as they progress from year 1 to 3 in the secondary school level;
- 3) Explore the role of the family and the teacher in influencing Saudi female students learning English as a foreign language;
- 4) Investigate the teachers perceptions of the students academic motivation and performance on learning English as a foreign language.

What does the study involve?

This study involves the completion of a questionnaire. If you are more interested, your child can participate in an interview as well.

How much time will the study take?

The questionnaire will take about 30 minutes to be completed
The interview will take no longer than 15 minutes

Will the study benefit me?

The study will raise the learners' and teachers' awareness of the importance of motivation on successful foreign language learning and teaching. The Saudi community will be aware as well of the important role of the family in creating successful language learners.

Will the study have any discomforts?

This study does not involve any discomfort or risk for the participant

How is this study being paid for?

The study is being sponsored by the Saudi Cultural Mission in Canberra, Australia.

Will anyone else know the results? How will the results be disseminated?

All aspects of the study, including results, will be confidential and only the researchers will have access to information on participants.

Can I withdraw my child from the study?

Your child's participation in the study is entirely voluntary: you are not obliged to consent. Your child may withdraw from the study at any time - or you may withdraw your child from the study at which point all written and audio records of your child's participation will be destroyed.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the chief investigator's contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

When you have read this information, Rasha Al Shaye will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact me via email: 16613502@student.uws.edu.au

What if I have a complaint?

This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is [H8413]

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel 02-4736 0883 Fax 02-4736 0013 or email humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form.

Participant Consent Form for Parents/Caregivers

This is a project specific consent form. It restricts the use of the data collected to the named project by the named investigators. Where projects involve young people capable of consenting, a separate consent form should be developed. A parental consent form is still required.

Note: If not all of the text in the row is visible please 'click your cursor' anywhere on the page to expand the row. To view guidance on what is required in each section 'hover your cursor' over the bold text.

Project Title: Saudi Female Student's Motivation to Learn English as a Foreign Language:
A study of intermediate and secondary school female students in Saudi Arabia

I give consent for my child to participate in this research project.

I acknowledge that:

I have read the participant information sheet and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I have discussed participation in the project with my child and my child agrees to their participation in the project.

I understand that my child's involvement is confidential and that the information gained during the study may be published but no information about my child will be used in any way that reveals my child's identity.

I understand that my child's participation in this project is voluntary. I can withdraw my child from the study at any time, without affecting their academic standing or relationship with the school and they are free to withdraw their participation at any time.

I consent my child participation to complete the questionnaire.

**Signed (Parent/
caregiver):**

Signed (child):

Name:

N/A

Name:

N/A

Date:

Date:

Where projects involve young people capable of consenting, a separate consent form should be developed. A parental consent form is still required.

Return Address:

Please submit this form to the researcher

Participant Information Sheet (General)

An information sheet, which is tailored in format and language appropriate for the category of participant - adult, child, young adult, should be developed.

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Project Title: Saudi Female Student's Motivation to Learn English as a Foreign Language:
A study of intermediate and secondary school female students in Saudi Arabia

Who is carrying out the study?

Rasha Al Shaye

You are invited to participate in a study conducted by Rasha Al Shaye, a PhD student at the school of humanities and languages, University of Western Sydney. The research will form the basis for the degree of Doctor of Philosophy at the University of Western Sydney

What is the study about?

The research project aims to:

- 1) Examine the most influential motivational goals and variables that influence secondary school female learners in Saudi Arabia learning English as a foreign language;
- 2) Examine the similarities and differences of the motivational goals of students as they progress from year 1 to 3 in the secondary school level;
- 3) Explore the role of the family and the teacher in influencing Saudi female students learning English as a foreign language;
- 4) Investigate the teachers' perceptions of the students' academic motivation and performance on learning English as a foreign language.

What does the study involve?

This study involves the completion of a questionnaire. If you are more interested, you can participate in an interview as well.

How much time will the study take?

The questionnaire will take about 30 minutes to be completed.
The interview will take no longer than 15 minutes.

Will the study benefit me?

The study will raise the learners' and teachers' awareness of the importance of motivation on successful foreign language learning and teaching. The Saudi community will be aware as well of the important role of the family in creating successful language learners.

Will the study involve any discomfort for me?

This study does not involve any discomfort or risk for the participant.

How is this study being paid for?

The study is being sponsored by the Saudi Cultural Mission in Canberra, Australia.

Will anyone else know the results? How will the results be disseminated?

All aspects of the study, including results, will be confidential and only the researchers will have access to information on participants.

Can I withdraw from the study?

Participation is entirely voluntary: you are not obliged to be involved and, if you do participate, you can withdraw at any time without giving any reason and without any consequences.

Can I tell other people about the study?

Yes, you can tell other people about the study by providing them with the chief investigator's contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?

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Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

If you agree to participate in this study, you may be asked to sign the Participant Consent Form.

Participant Consent Form

This is a project specific consent form. It restricts the use of the data collected to the named project by the named investigators.

Note: If not all of the text in the row is visible please 'click your cursor' anywhere on the page to expand the row. To view guidance on what is required in each section 'hover your cursor' over the bold text.

Project Title: Saudi Female Student's Motivation to Learn English as a Foreign Language:
A study of Intermediate and secondary school female students in Saudi Arabia

I consent to participate in this research project

I acknowledge that:

I have read the participant information sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to complete the questionnaire provided to me

I understand that my involvement is confidential and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher/s now or in the future.

Signed:

Name: N/A

Date:

Return Address: Please submit this consent with the completed questionnaire to the researcher