The Role of Motivation in the L2 Acquisition of English by Saudi Students: a Dynamic Perspective

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The Role of Motivation in the L2 Acquisition of English by Saudi Students

: a Dynamic Perspective

By

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TITLE: THE ROLE OF MOTIVATION IN THE L2 ACQUISITION OF ENGLISH BY SAUDI STUDENTS: A DYNAMIC PERSPECTIVE

MAJOR PROFESSOR: Dr. Usha Lakshmanan

Since the work of Gardener and his associates in the 1950s, the role of motivation in learning a second language has continued to interest researchers. Previous studies on L2 motivation, were largely based on product oriented models of motivation, which tends to view motivation as a static phenomenon. Recently, however, there has been a shift in emphasis from a study of L2 motivation as a product to its study as a process. The methodological framework of this study was based on Dörnyei and Otto's (1998) Process Model of L2 Motivation. This model proposed that the construct of motivation is not static and changing in nature and influenced by many internal and external factors during learning process. The previous studies that analyzed the motivational variables in the Saudi EFL settings have not investigated the temporal nature of motivation in L2 learning. Using qualitative methodology, the current study aimed to investigate how motivation in English L2 learning changed over time for Saudi students. The participants were seven Saudi students at a mid-western University in the U.S. They had all first begun learning English in Saudi Arabia and had later come to the U.S to pursue their undergraduate or graduate studies. The participants were interviewed on an individual basis using a semi-structured interview format. They also completed a language history questionnaire. The transcripts of the audio-recorded interviews were analyzed using the tools of thematic analysis. Specifically, the participants’ oral narratives were analyzed for emerging themes and patterns relating to the development of their motivation for English language learning. The results of this
study revealed the temporal and changing nature of motivation in learning English for Saudi students. The emerging themes/patterns related to motivational fluctuations included the learning environment, the role of teacher, economic factor, standardized English tests (e.g. TOEFL and IELTS) and the role of an effective person in enhancing or ceasing the motivational abilities of students learning English. The thesis concluded by discussing implications for future work in this interesting area of research.
DEDICATION

To My Parents,

فاطمة ال مساعد

&

أحمد ال زايد

For their help, encouragement and prayers.
ACKNOWLEDGEMENTS

At last, I have reached the stage where I can write the “Acknowledgements” for my thesis. Since the very beginning of my graduate years, I wanted to get to this point so badly (so many times, I thought I could not), and I believed that writing this part of the thesis would be the great relief (and indeed it is!) Now that I am given a chance to write this part and I realize an enormous number of people to whom I owe a lot for writing this thesis and surviving through my graduate years. I am most pleased by the fact that I have so many good friends, colleagues, mentors, or whatever you may call them, who had been there for me whenever I needed them. Here, I would like to express my deepest gratitude to those who helped me come this far.

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CHAPTER I
INTRODUCTION

1.1 Overview of L2 Motivation

Motivation is regarded as an influential element in the success of any activity. It is a major factor that contributes positively to the learning process in any educational context. In the learning process, motivation plays a crucial role in giving a specific activity the meaning and energy for continuation and achieving the desired goals. Therefore, initiating any goal needs first to be preceded by desire or wish that provides this action with the necessary means for implementation and accomplishment.

Second language learning motivation research has not lost its prominence in the literature of second language acquisition since it was initiated by Gardner and his associates in the 1950s. This period of research is what (Dörnyei, 2009) called “the social psychological period”. Gardner and his associates sought to investigate how the language learners’ attitudes towards the L2 speaking community affects their desire to learn the L2. They also made the popular distinction between two kinds of motivation. The first one is "integrative motivation” which means that one learns a given language to achieve a high level of integration and assimilation into the target language community. The second kind of motivation proposed by Gardener and Lambert (1972) is the instrumental motivation where a student learns a language to achieve some kind of benefit. The interest in this case is centered on the product of the language and not on the language itself. The second phase of motivation research began in the 1990s and it has been based on "cognitive theories imported from educational psychology, mainly conducted outside Canada" (Dörnyei 2009, p 16). Many concepts have been associated with this phase as intrinsic and extrinsic motivation, attributions, self-confidence/efficacy and situation-specific motives related to the learning environment, e.g. motives related to the L2 course, teachers, peers (Dörnyei, 2009).
The third phase of motivation research has been marked by its interest in conceptualization of motivation in terms of the temporal aspect of it. This trend has been based on a process oriented approach to motivation that pays more attention to the dynamic nature of motivation, making it as a moving concept that goes through many stages. As a matter of fact, Dörnyei’s work has given more importance to the temporal nature of motivation, by seeking to investigate the complicated processes of motivation and how motivation works, starting from intention formation and ending with executing the goal (Dörnyei and Otto, 1998).

The present study examined the motivational changes of Saudi students in learning English. In addition, this study aimed to investigate the factors that contributed to English learning motivation changes for Saudi students when they were in Saudi Arabia and after they came to the U.S.

1.2 Importance of L2 Motivation

Many researchers have stressed the importance of motivation in learning a second language. Oxford and Shearin (1994) stated that "research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned (the target language), how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they preserve and maintain L2 skills after language study is over" (p 12). Wong-Fillmore (1991) suggested that success in second language learning is dependent on three conditions: (a) motivated students who realized they need to learn the target language, (b) target-language speakers who support the second language learners and (c) frequent contact between target language speakers and learners. (cited in Qashoa, 2006).

Oller et al. (1977) investigated the importance of motivation in second language acquisition. The participants in their study were 44 native speakers of Chinese studying at two American universities. Some of them spoke Mandarin, some spoke Cantonese, and others spoke Taiwanese.
All subjects responded to a questionnaire and cloze test. The researchers found that integrative motivation played a vital role in the participants' acquisition of English, and correlated with their language proficiency.

In a similar study, Oller et al. (1977) investigated the importance of motivation in English language acquisition for Mexican Americans. The participants were 60 female students at the Job Corps vocational school in Albuquerque, New Mexico. All participants responded to a questionnaire and a cloze test. The researchers found that Mexican Americans were instrumentally motivated to learn English and their motivation correlated with their language proficiency.

Gardner and Maclntyre (1991) conducted a study to examine the effects of integrative and instrumental motivation on the learning of French/English vocabulary. The subjects were 29 introductory psychology students. None of the subjects had studied French since their penultimate year of high school. The subjects were asked to respond to 8 items related to their attitudes and motivation in learning French. Then, the subjects were given six trials to 26 English/ French word pairs. The results of this study showed that either integrative and instrumental motivation played a crucial part in the students' proficiency level in French.

Iiu (2007) conducted a study to investigate the relationship between motivation and proficiency for Chinese students. A modified 44-item survey adapted from Gardner (1985) and Clément et al. (1994) was administered to 202 third-year non-English majors in a southern university in China. The findings of this study revealed that the students had positive attitudes toward learning English and were highly motivated to study it, that the students were more instrumentally than integratively motivated to learn English, and that the students’ attitudes and motivation were positively correlated with their English proficiency.

Engin (2009) conducted a study to understand the importance of the types of motivation students need to learn a foreign language successfully. A questionnaire and an achievement test
were prepared and administered to a group of 44 students. The results showed that there is a close relationship between the students’ success and instrumental motivation. However, instrumental motivation was not found to be as effective as integrative motivation for second language learning success. This is thought to be because instrumental motivation is based on a pragmatic approach. Integrative motivation depends on personal willingness and desire to achieve something. Therefore, integrative motivation is likely to be more effective than instrumental motivation for students learning a foreign language.

Within the Arabian context, Malallah (2000) conducted a study to explore the attitudes of Kuwaiti students towards English. The subjects were 409 Kuwait university undergraduate students. The students were drawn from three different colleges: 143 students from the College of Arts where Arabic is the medium of instruction; 143 students from the College of Science where English is the medium of instruction; and 123 students from the College of Sharia and Islamic Studies where Arabic is the medium of instruction. The instrument used in this study was a questionnaire distributed to the three groups of students in which they were asked about their attitudes towards learning English, the English language, native speakers of English and their purpose of studying English. Malallah concluded his results stating that Kuwaiti students had some varying degrees of positive attitude towards learning English, the English language and native speakers of English. Students from the College of Science had the strongest positive attitude towards English, and reported more reasons or purposes for learning English. Similarly, students from the College of Arts were found to have positive attitudes towards English and its native speakers, but not as strong as science students. Conversely, students from the College of Sharia and Islamic Studies had the least positive attitudes towards English and native speakers of English. Moreover, the results showed that students' attitudes were influenced by their future careers. Students who need English for their future careers have high degree of positive attitude towards English. Those students who didn't English in their future careers had
less positive attitudes towards English and learning English (cited in Alhuqbani 2009).

1.3 Statement of the Problem

In 2005, King Abdullah Scholarship program was inaugurated under the supervision of Ministry of Higher Education in Saudi Arabia. The main purposes of this program are “(a) sending qualified Saudi competent to study in the best universities in various countries of the world (b) promoting a high level of academic and professional standards through the scholarship program (c) exchanging scientific educational and cultural expertise with various countries in the world (d) building qualified and professional Saudi cadres in work environment (e) raising and developing the level of vocational professionalism of the Saudi cadres”. (Ministry of Higher Education, 2011). According to the latest statistics, the current number of Saudi students attending American universities and English learning institutes are around 43,500 students. (Arabnews, 2011). Based on these facts, learning English has become extremely important for many Saudi students, either those who are still in Saudi Arabia or those who are already in the US. Crucially, mastering English will facilitate their academic study, make it easier for students and play a crucial role in achieving the degree they come for.

Despite the years that students spend in learning English in governmental schools in Saudi Arabia, the majority of them typically find themselves having to enroll in English intensive programs provided by most American universities prior to getting an academic acceptance into the university. This can be attributed to the fact that "Saudi EFL learners generally do not possess very high levels of L2 motivation" (Al-Shammary, 1984, p. 27).

The study of L2 motivation has not received the necessary attention in the Saudi educational context. The studies that deal with L2 motivation have centered on the dichotomy between the integrative and instrumental variables but they do not concentrate on the educational implications related to the Saudi educational context. Therefore, there is a need for more studies on the role of motivation in the second language acquisition process. Such studies should help draw the
attention of educators and educational decision makers in Saudi Arabia to the reasons for the
difficulties experienced by Saudi students in achieving adequate levels of English language
proficiency, despite their studying English for several years in schools in Saudi Arabia.

Another problem related to the previous studies that analyze the motivational variables in the
Saudi EFL settings is that none of them have investigated the temporal nature of motivation in
L2 learning. Dörnyei (2000) stated that “motivation does not remain constant but is associated
with a dynamically changing and evolving mental processes" (p. 523). This means that
motivation is not a static attribute. Rather, it is dynamic, temporal and changing. In learning
language experience, "the common experience would seem to be motivational flux rather than

It is important then to make use of studies that address the temporal aspect of motivation
and try to employ its findings to the Saudi educational context. This is a crucial step in order to
identify motivational influences that affect language learning process. Moreover, addressing
the L2 motivation from this perspective will determine the factors that contribute to weak
proficiency for Saudi students in learning English. This conforms with Dörnyei's (2000)
statement that the investigation of the time dimension in L2 motivation will "maintain
motivational impetus for a considerable period against a number of distracting influences".
(p.519)

1.3.1 Teaching and Learning English in Saudi Arabia

Alshamary (1984) explains that "Saudi Arabia is in a special position both islamically and
internationally" (p 3.) On the Islamic perspective, Saudi Arabia represents the backbone of
Islamic world to which millions of Muslims around the globe face its direction when they pray
five times a day. It also represents a spiritual strength due to the existence of the holiest
sites for Muslim; the Grand Mosque in Makah and the Prophet Mohamed Mosque in Madina.
Moreover, more than two millions of pilgrims come to Saudi Arabia to perform the pilgrimage
On the international arena, Saudi Arabia is “the richest oil producer and exporter to many countries around the world including the United States, China, the United Kingdom, etc.” (Alrabai 2010, p.7). This prestigious status of Saudi Arabia has resulted in a great contact with English-speaking countries and cultures. Based on these facts, English has been one of the educational tools that is valued and given a considerable attention in the governmental and private schools in Saudi Arabia.

English is regarded as one of the most important skills that the Saudi citizen has to acquire in order to be qualified to enter the highly competitive job market. For example, knowledge of English is one of the necessary conditions for getting a job in the Saudi job market. Also, English is the medium of instruction in some of the leading universities in Saudi Arabia such as King Fahad University for Petroleum and Minerals. Furthermore, English learning is one of the necessary conditions for getting a scholarship through King Abdullah Scholarship Program. All of these factors make learning English a necessity and way to get a prestigious job in Saudi Arabia. Additionally, English is used widely in medical institutions to communicate with doctors, nurses and pharmacists.

Historically speaking, Alshamary (1984) explains that English was introduced in the Saudi school curriculum in 1950s in the intermediate stage (grades 7-9). Then, it was extended to include the grades from 9 until 12. More recently, English has been introduced into the fourth grade. This trend of giving English more emphasis reflects the interest of educational decision makers in Saudi Arabia to equip the students with the needed skills to acquire English with fluency.

The Saudi ministry of education sets the general objectives of teaching English in Saudi schools. Alarabai (2010) explains that according to Sixth Grade Elementary Pupil’s English Book (2010), "the general objectives of the EFL curriculum teaching of English in Saudi Arabia are
intended to equip students with the linguistic competence that enables them to acquire basic language skills (listening, speaking, reading, and writing), develop their awareness of the importance of English as a means of international communication, present and explain the Islamic concepts and issues and participate in spreading Islam, present the culture and civilization of their nation, acquire the linguistic bases that enable students to participate in transferring the scientific and technological advances of other nations to their nation, and much more".

Alotibi (2004) explains that Ministry of Education is the responsible for the educational system in Saudi Arabia. The curriculum is produced by a national committee whose mission is to produce, print and update the textbooks for all levels of public schools. He adds that the English teacher has to abide by the instructions and guidelines set by the Ministry of Education. Therefore, the teaching of English like any other subject is controlled and directed solely by the Ministry of Education.

The student's book of English in the secondary level is divided into 12 units. These units are designed to be taught in two semesters. Each unit contains 8 lessons to be taught in two weeks. A variety of skills are included in each lesson including, writing, reading, speaking, listening comprehension, grammar and word study (Alarabi 2010).

As for the teacher's book, the objectives of each lesson are set and in-depth guidelines are given to the teachers to explain the content of the lesson and how it should be taught. Moreover, these guidelines contains language teaching methods and directions on "how to use teaching materials appropriately." (Alarabi 2010, p.9).

Alotaibi (2004) explains that “despite the efforts to promote the language, English education in Saudi public schools has generally been considered unsatisfactory” (p.71). This can be contributed to the fact that "English teachers are pressed to complete the prescribed curriculum in a specified short period of time" (Dafer, 1986, cited in Alotaibi, 2004, p.72). Moreover,
the teacher plays a crucial role in the weak performance of students as well as success they achieve. Alotibi (2004) explains that Dafer (1986) reported that “teachers lacked some skills in English such as fluency, and needed to take advanced courses to help them perform better” (p.73).

Generally speaking, English is still a foreign language in Saudi Arabia, due to the widespread dominance of Arabic in all aspects of daily life. The only contact of people in Saudi Arabia with English is with workers coming from English-speaking countries or in formal instruction as in public schools. (Alrabia, 2010).

1.4 The Purpose of the Study

The main purpose of this study was to investigate how motivation in English L2 learning changes over time for the Saudi students studying in a mid-western university in the U.S. It examined the motivational changes of the students in learning English when they are in their country and after they came to the US. Moreover, the issue of motivational influences was identified in an attempt to discover in-depth the factors that played a role in the motivational fluctuations of students.

A secondary purpose of this study was to design a theoretical framework that explained the stages of motivation, how motivation worked, and the obstacles facing L2 learning in the Saudi educational context.

1.5 Significance of the Study

This study is expected to contribute to our understanding of the role of motivation in the L2 acquisition of English in the Saudi educational context for many reasons. First, the proposed research represents the first attempt, to my knowledge, to investigate the dynamic and temporal nature of motivation in learning English for the Saudi students. In line with the work of Dörnyei
who has reconceptualized the concept of motivation in the light of time dimension, this study employed the concepts and findings of Dörnyei in investigating how motivation changes with time. (Dörnyei, 1990; 1998; 2000).

Secondly, the methodology of the study was novel in that the students themselves were invited to tell stories about their journeys in learning English. They were encouraged to talk openly and without restrictions about what motivates and demotivates them in learning English. Moreover, in order to achieve a valid generalization, the participants in this study represented different backgrounds, either academically or geographically. This diversity of participants gave this study rich data that created high degree of credibility and quality especially when it came to talking about the outcomes and its implications.

Finally, it is anticipated that this study identified the obstacles and difficulties Saudi students faced in learning English. It also tried to approach motivational changes, looking for roots of problem in learning English in the Saudi educational context.
REVIEW OF THE LITERATURE

Introduction

This chapter presents a summary of related research, and is organized in six sections: 1) Studies that have investigated the conceptualization of motivation; 2) Studies that have addressed the L2 motivation in social-psychological period (1959-1990); 3) Studies that have addressed L2 motivation during the cognitive-situated period(1990,2000) ; 4) Studies that have addressed L2 motivation during the Process-Oriented Period (2000-Onwards) ; 5) Studies that have examined the different types of L2 motivation) ; 6) Studies that have investigated L2 motivation in the Saudi EFL context. The research questions are presented in section 2.7.

2.1 Conceptualization of Motivation

There has been a great disagreement among motivation theorists in determining the exact nature of motivation. Dörnyei (1999) has indicated that "although it (motivation) is typically seen as a key factor in any learning process and the term is frequently used both by researchers and practicing teachers for explaining learner success or failure, the task of providing a precise definition of what exactly motivation entails turns out to be somewhat of a challenge" (p.525-526) . This can be attributed to the fact that human beings think and behave in a complex way. Such complexities affect the way people behave and think, thus creating many motivational sources that direct an individual's decisions and choices. Due to the variety of meanings of motivation, the American Psychological Association replaced the term ' motivation' as a search term in the main psychological database. This action was justified as the concept of motivation " had too much meaning and therefore was not very useful" ( Walker and Symons,1997. cited in Dörnyei,2001, p. 3). Beck (2004) acknowledged the difficulty of finding a definition of motivation and this is due to the fact that different theorists approach motivation differently and this results in various definitions of motivation.
Beck (2004) has proposed that motivation is derived from the Latin verb *movere* that means "to move". Motivation is then responsible for our movements, our actions and the way we behave. Any action an individual performs is not done in a vacuum. Rather, there is a forcing factor that plays a crucial role in initiating this action until it is accomplished.

Some researchers tried to provide a definition that is consistent with views that link motivation to the individuals’ thoughts and beliefs. Pintrich and Schunk (1996) has proposed that motivation refers to the "process whereby the goal-directed activity is instigated and sustained". They argue that motivation is linked to inner factors such as instincts, volition, and will. As an example of this view, Freud (1966) has claimed that human behavior results from forces within individuals and that motivation is a reflection of physical energy. In contrast, Skinner (1968) has argued that motivation can be best viewed in behavioral terms rather than as arising from inner forces. In line with the temporal organization of motivation, Dörnyei and Otto (1998) have defined motivation as the dynamic changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and successfully or unsuccessfully acted out.

Brown (2007) presents the definitions of motivation based on the three historical schools of thought. Behaviorism regards motivation as the anticipation of a reward. Driven to acquire positive reinforcement and based on our prior experience, we repeat the action to get rewards. In contrast, cognitivism views motivation as choices that people make. Constructivism, on the other hand, claims that each person is motivated in a different way and the concentration will be more on the social context and personal choices people make (cited in Chalak and Kassaian, 2010).

According to Dörnyei (1999;2001), different theories have conceptualized the concept of motivation differently depending on the view a given theory has toward this complicated
concept. For example, expectancy-value theories claim that motivation of accomplishing specific tasks is the product of two factors: the individual's expectancy of success and the value one will receive if he/she succeeds in a given task. The theories that addressed how the cognitive processes shape individual's expectancy of success are: attribution theory, self-efficacy theory and self-worth theory. Attribution theory (Weiner 1992) gives more attention to the past experiences and their effect on one's future achievement. This theory claimed that the failure that is attributed to internal and uncontrollable factors such as lack of aptitude could result in feelings of shame, embarrassment and humiliation. In contrast, failure that is attributed to the internal controllable factors may create the feelings of guilt.

Self-efficacy theory places more emphasis on one's evaluations of his/her ability to perform specific tasks. According to Bandura (2001), "efficacy beliefs are the foundation of human agency. Unless people believe that they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to preserve in the face of difficulties". (p.10). This shows the importance of self-evaluation and its role in carrying out the tasks successfully.

Self-worth theory claims that self-acceptance and having a positive face are considered the highest human priority. According to Covington (1992), people tend to show a high degree of personal value and worth especially in the times of failure and negative feedback. This self-worth creates patterns of motivational beliefs and face-saving behaviors particularly when poor performance constitute a threat to the one's self-esteem.

Similarly, goal theories have conceptualized the concept of motivation, based on the idea that human action is influenced by sense of purpose. In order for an action to take place, a goal first has to be set. The most important goal theories are goal-setting theory and goal-orientation theory. Goal-setting theory was proposed by Locke and Latham in 1990. This theory was intended to illustrate how differences in goals can have an effect on the performance among
individuals. In contrast, Goal-orientation theory was developed to explain how children perform in the educational context. Ames (1992) has stated that this theory has concentrated on two constructs that students could adopt during their academic journey. The first is mastery orientation in which the focus is on learning the content whereas performance orientation is focusing on proving the ability through getting high grades or doing better job than other students. (Dörnyei, 2001)

In second language learning, the concept of motivation was conceptualized by many researchers. Gardner (1985, p. 10) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning a new language". Ellis (1994) explored the concept of motivation based on the need to carry out a given task by stating that “L2 motivation refers to the effort that learners put into learning the L2 as a result of their need or desire to learn it” (p. 715).

Gardner and Maclntyre (1991) made a major distinction between motivation and orientation. Motivation refers to the directed, reinforcing effort to learn the language. Orientation, however, refers to reasons for studying a second language.

Heckhausen (cited in Tremblay & Gardner 1995, p.505) acknowledged the vastness of the motivation concept stating that "the observed goal-directedness of the behavior, the inception and completion of a coherent behavioral unit, its resumption after an interruption, the transition to a new behavioral sequence, the conflict between various goals and its resolution, all of these represent issues in motivation" (Heckhausen, 1991).

2.2 Studies of L2 Motivation in the Social Psychological Period (1959-1990)

The social psychological approach to the study of L2 motivation was initiated by the pioneering work of the Canadian psychologist Robert Gardener and his colleagues, Wallace Lambert and Richard Clement. (Dörnyei, 1999). They conducted many studies to examine how
the attitudes of the learner towards the community and culture of that language can influence the acquisition process of that language. Gardener and Lambert (1972) stated that "success in mastering a foreign language does not only depend on intellectual capacity and language aptitude but also on the learner's perceptions of the other ethno linguistic group" (p.27). Therefore, the focus is here on the attitudes of the learners and its effect on the learning process.

2.2.1 Gardner’s Social-Psychological Theory

As noted earlier, the pioneering work of Gardner and his associates have inspired L2 motivation research. These contributions have paved the way for many creative constructs to emerge and help explain and explore the motivational influences in L2 learning. One of these leading theories is the Social-Psychological Theory.

This model has tried to approach the concept of motivation based on a social-psychological perspective. According to Gardener (1985), L2 motivation contains three bases; motivational intensity, desire to learn the language and attitudes towards learning the language. These components are used to define motivation as it is a term that comprises intensity, desire and attitudes. He argued that these components should interact together as the motivated learners show all of them in learning the language. An influential key displays Gardener's theory of motivation is the distinction he made between orientation and motivation. In his view, orientations refers to "a class of reasons for learning a second language". Dörnyei (2001) stated that the mission of orientation is to direct motivation to achieve a set of goals. He added that the adoption of the concept of orientation does not mean that it functions as "motivational antecedent". Rather, orientations intended refer to the well-known dichotomy between integrative and instrumental constructs.

Another important component of Gardener's theory of motivation is the concept of integrative motivation. Dörnyei (2001) explained that integrative motivation refers to the
positive disposition the learner has toward the L2 group, and a desire to interact with, and even become similar to valued members of that community. It was also defined by Gardener and Lambert (1959) as "the willingness to be like valued members of the language community". The concept of integrative motivation encompasses three components. The first one is integrativeness that refers to "an openness to identify at least in part with a another language community" (Gardener and Masgoret, 2003, p.126). The other component is attitudes towards the learning situation, that contains the attitudes of learners towards the language teacher and the L2 course. The last component the effort and desire and attitude towards learning (Dörnyei 2001). According to Gardner (2001) the concept of integrative motivation has two implications. The first one is L2 acquisition, which refers to the development of near-native language skills and this requires effort, time as well as persistence. The second implication of this concept is reaching a high standard of linguistic development requires integration into the second language community.

Another influential dimension of Gardener's theory is his social-educational model in which motivation was regarded as an important element in acquisition process. (see figure 1).

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**Figure 1** Gardener's social-educational model, adapted from (Gardener 1985)

This model is centered on four variables; social milieu, individual differences, second
language acquisition contexts and outcomes. The main theme of this model is to explain that learning a given language takes place in a cultural context. It claims that individual differences among learners, social and cultural context in which learning task occurs will have a great influence on L2 acquisition.

According to Gardener (2001), in the social-educational model, motivation comprises three main components. First, the effort exerted by the motivated individual in learning the language. That is, their huge interest in learning the language by doing homework and taking any available opportunity to learn the language. Second, showing strong desire to learn language. Third, a sense of enjoyment learners have when carrying out the task of learning language. All of these factors; effort, desire and positive influences are regarded as major aspects distinguishing motivated learners from unmotivated learners ones. Moreover, the truly motivated students must display all three elements. For example, some students could show interest and desire in the learning process without making any effort. In this case, the concept of motivation is activated as some of the elements are missing and this will not develop the necessary drive to carry out the learning task.

In the social-educational model, there are other variables that are regarded as crucial elements in the acquisition process. For example, intelligence is vital in the learning process as it determines how well the learners understand the learning task they intended to carry out. Similarly, anxiety plays the role of driving force in learning tasks, creating everlasting influence on the performance of the learner.

Another element in Gardener’s social-educational model is standardized measurement used to test L2 motivation. This instrument is called the Attitude/Motivation Test Battery (AMTB). It was developed by Pat Smythe and Gardener to assess "the major affective factors involved in the learning of a second language" (Gardener 2011, p.7). It was originally developed to assess the motivational effect for English-speaking Canadians who study French as a second language. This
The instrument contains 11 sub-tests, nine with 10 items each and two with 4 items. The 11 sub-tests are categorized into five items: (1) Integrativeness, (2) Attitudes toward the learning situation, (3) Motivation, (4) Instrumental orientation, and (5) Language anxiety. Figure (2). Elements of Attitude/Motivation Test Battery (AMTB), Gardner (2001)

<table>
<thead>
<tr>
<th><strong>Integrativeness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Integrative Orientation (4 items)</td>
</tr>
<tr>
<td>- Interest in Foreign Languages (10 items)</td>
</tr>
<tr>
<td>- Attitudes toward the foreign/second language (10 items)</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Attitudes toward the learning situation</strong></th>
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</thead>
<tbody>
<tr>
<td>- Attitudes towards the language teacher (10 items)</td>
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<tr>
<td>- Attitudes towards the language course (10 items)</td>
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<table>
<thead>
<tr>
<th><strong>Motivation</strong></th>
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</thead>
<tbody>
<tr>
<td>- Motivational intensity (10 items)</td>
</tr>
<tr>
<td>- Desire to learn language (10 items)</td>
</tr>
<tr>
<td>- Attitudes toward learning language (10 items)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instrumental orientation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- instrumental orientation (4 items)</td>
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<table>
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<tr>
<th><strong>Language anxiety</strong></th>
</tr>
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<tbody>
<tr>
<td>- language class anxiety (10 items)</td>
</tr>
<tr>
<td>- language use anxiety (10 items)</td>
</tr>
</tbody>
</table>
(3) Motivation, (4) instrumental motivation, (5) Language anxiety. (see Figure 2)

Despite the substantial contributions made by Gardner’s social-educational model, it was subjected to a strong critique by many researchers in the field of second language acquisition. Crookes and Schmidt (1991) argued that the dominance of this approach prevented the consideration of alternative concepts. This has resulted in a conception that is "limited compared to the range of possible influences that exist" (Crookes and Schmidt, 1991, cited in Dörnyei 1994). Moreover, Dörnyei (1994) criticized Gardner's model for conceptualizing motivation based on social milieu perspective, without paying more attention to the foreign language classroom. He explains that "AMTB contains a section in which student's attitudes toward the language teacher and language courses are tested .... but the data from this section do not provide a detailed enough description of the class room dimension to be helpful in generating practical guidelines" (Dörnyei 1994, p 517). Moreover, he criticized Gardner's model for not including the cognitive aspects of motivation.

Oxford and Shearin (1994) claimed that Gardener's model has not covered all possible kinds of L2 learning motivation. They added that Gardner’s distinction between integrative and instrumental motivation is rather narrow and that the term motivation should be broadened to include "changes overtime in a student's reasons for learning a language" (Oxford and Shearin, 1994, p.15). They argued in favor of other theoretical frameworks in researching L2 motivation other than Gardner's model. They claimed that there are four conditions that impede the full understanding of students' motivation for L2 learning as follows: (a) absence of a consensus on a definition of L2 learning motivation, (b) confusion in L2 learning between second language and foreign language in exploring the motivational differences between the learners of second and foreign learners, (c) omission of other potentially valuable motivational and developmental theories in L2 research that are available in areas of psychology as need-achievement concepts or expectancy-value ideas.
An elaborate and comprehensive critique of Gardener's model comes from Au (1988). Au divided Gardener's model into five concepts. First, the integrative motive that is related to L2 motivation. Au has not denied that sometimes that there is a positive relationship between the integrative motive and achievement measures of learners. This, however, is not the norm. Au added that out of the fourteen studies conducted by Gardeners and his associates, only the findings of seven of them supported the positive relationship between integrative motive and L2 achievement, while four of studies found a negative relationship between integrative motive and L2 achievement.

Second, Au questioned the concept of cultural beliefs in Gardner's model, saying that this concept lacks a clear definition. He argued that unclear nature of cultural beliefs has resulted in different findings on the role of cultural beliefs in the development of integrative motive in the learning process.

Third, Au disregarded the concept of active learner that postulates that integratively motivated second language learners reach a high degree of proficiency in L2 learning. He argued that achieving a high degree of mastery in L2 learning does not necessarily mean that the student has integrative motivation. Instead, he may tend to have skills that qualifies him to be a good language learner.

Au's fourth critique had to do with Gardner's causality hypothesis that claims that integrative motivation has positive effects on L2 achievement. Au argued that the causal relationship proposed between integrative motivation and L2 motivation was not conclusive. One piece of evidence that he cited came from a longitudinal study conducted by Burstal, Jamieson, Cohen, and Hargreaves (1975), which found that achievement in French learning influenced the attitudes toward language learning, not the other way round.

The fifth argument of Au concerned the two-process hypothesis that stated that linguistic aptitude and integrative motivation affect L2 achievement. He stated that "One may state that
these relationships are not very substantial and some studies did not indeed find any significant relationships between aptitude and integrative motive measure, thereby maintaining a weaker version of the first part of the proposition, namely that linguistic aptitude and integrative motive are two relatively independent rather than entirely separate factors in facilitating the learning of an L2" (Au 1988, p.78).

In response to the many critical reviews of the social-educational model, Trembly and Gardener (1995) conducted a study to investigate some new measures of motivation such as persistence, attention, goal specificity and causal attributions and its relation to existing measures of attitudes and motivations. They realized that new motivational variables have opened a wider space for finding a theoretical framework through which they managed to expand the old version of the old motivational model with a new one. According to Dörnyei (2001), the model proposed by Trembly and Gardener (1995) incorporated three concepts from expectancy-value and goal theories such as goal salience, valence and self-efficacy. Goal salience refers to the learner's goals and frequency of goal setting by the learners. Valence refers to the value the individual associates with an expected result. Self-efficacy means one's evaluations of his/her ability to perform specific tasks. (see Figure 3).
2.2.2 Keller's (1983) Motivation Theory in Instructional design.

One of the influential models in the field of motivation research in this period is Keller's model of motivational design of instruction. This model states that there are four motivational conditions that the instructional designer must understand in order to create materials that are interesting and beneficial. These four motivational conditions are: interest, relevance, expectancy and satisfaction. Interest refers to intrinsic motivation, which is concerned about the individual's curiosity and desire to learn. Relevance refers to whether the instruction is connected to the student's needs and values. Expectancy refers to the student's expectations of success in relation to the instruction and whether the desired goal is perceived to be related to instruction (Keller, 1983). Dörnyei (2001) defined "satisfaction" as "the outcome of an activity referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride" (p. 50).

Drawing on Keller's motivational model, Crookes and Schmidt (1991) adopted the same motivational conditions of Keller's model. Dörnyei (2001) stated that Keller's model is a successful educational construct as it comprises the most important lines of research in motivational psychology and has fruitful implications for classroom application.

2.3 The Cognitive-Situated Period (1990-2000)

According to Dörnyei (2001), by the late 1980s and early 1990s, there was a conception among L2 motivation researchers that the social-psychological way of approaching L2 motivation needed to be revitalized and replaced by new models and concepts with cognitive factors that influence the motivational process of L2 learners. This general trend of
search for new concepts in the field of L2 motivation research has led Crookes and Schmidt (1991) to call for the L2 motivation research agenda to be reopened. Moreover, Dörnyei (1999) clarified that the main reason behind this shift was the "belief that motivational sources closely related to the learners' immediate classroom environment might have a stronger impact on the overall motivation complex than had been expected" (p.528). Dörnyei (2001) reported on two trends that are believed to be the distinctive features of this period. First, the need to bring language motivation research in line with the cognitive aspect in the motivational psychology. Second, the desire to move from, the perspective of ethno linguistic communities and learners attitudes towards the language culture, to a situated approach to the analysis of motivation in the learning context. In sum, this period included some theoretical frameworks as follows:

2.3.1 Dörnyei's (1994) Three Level Framework of L2 Motivation

This model conceptualized the motivation concept based on three levels: language level, learner level and learning situation level. Language level represents the most general level in this construct. The main focus of this level is on orientations and motivations related to many aspects of the L2 such as the culture and community of the acquired language as well as the values and benefits associated with it.

The second level of this construct is learner level that refers to the a variety of affects that form the personality of the learners in the learning process such as need or achievement and self-confidence. The third level is the learning situation level that comprises intrinsic and extrinsic motives and motivational conditions. This level is categorized into three areas. First, a course-specific motivational component that refers to the syllabus, the teaching materials, the teaching method, and the learning tasks. Second, teachers- specific motivational component which is concerned with the motivational impact of the teacher's personality, teaching style and practice. Third, the group- specific motivational component referring to the group dynamics of the learner group such as goal-orientedness, group-cohesiveness, norm and reward system, and
Dörnyei (2001) justifies separation of the three motivational levels such that each of the three levels of motivation exerts its influence independently of the others. For instance, the same learner in the same educational setting may show a highly different degree of motivation, depending on what the target language is. Similarly, even in the case of the same target language, the learner’s motivation will likely vary.
2.3.2 Williams and Burden's (1997) Social Constructivist Model of Motivation.

According to Williams and Burden's (1997), the constructivist view of motivation is based on the principle that each individual is motivated in a different way. Learners will be affected with the external influences that are surrounding them and they also will act on their internal disposition in unique ways. Moreover, the learner's motivation undergoes many social and contextual influences that will shape one's motivational process. These include the culture, context, social situations as well as the individual's interactions with significant people.

Williams and Burden (1997) explained that motivation goes through three stages. First, the reasons that motivates someone to do something. These reasons can be internal or external influences. Second, what make someone to decide to carry out a given task, as many individuals have the justification for doing something, but they have not decided yet to start the stage of execution. Third, people need to sustain and persist the effort needed to complete a given task. This is usually influenced by the cultural and social surroundings and how these variables give one the driving force for goal execution. Williams and Burden added that motivation is not merely arousing interest. Rather, it involves "sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals" (Williams and Burden, 1997. p.55). Moreover, they argued that internal and external distinction is one that has played an influential role in many current views of motivation.

Motivation is a mixture of internal and external influences that contribute greatly to the motivational process. Internal influences include, intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, other affective states such as
<table>
<thead>
<tr>
<th>Internal factors</th>
<th>External factors</th>
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</thead>
<tbody>
<tr>
<td>Confidence and anxiety, developmental age and gender.</td>
<td>On the other hand, external influences include, significant others such as parents, teachers; and peers, the nature of interaction with significant others, the learning environment and the broader context.</td>
</tr>
</tbody>
</table>

(see Figure 4)
<table>
<thead>
<tr>
<th><strong>Intrinsic interest of activity:</strong></th>
<th><strong>Significant others:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arousal of curiosity</td>
<td>• Parents</td>
</tr>
<tr>
<td>• Optimal degree of challenge</td>
<td>• Teachers</td>
</tr>
<tr>
<td><strong>Perceived value of activity:</strong></td>
<td>• Peers</td>
</tr>
<tr>
<td>• Personal relevance</td>
<td><strong>The nature of interaction with significant others:</strong></td>
</tr>
<tr>
<td>• Anticipated value of outcomes</td>
<td>• Mediated learning experiences</td>
</tr>
<tr>
<td>• Intrinsic value attributed to the activity</td>
<td>• The nature and amount of feedback</td>
</tr>
<tr>
<td><strong>Sense of agency:</strong></td>
<td>• Rewards</td>
</tr>
<tr>
<td>• Locus of causality</td>
<td>• The nature and amount of appropriate praise</td>
</tr>
<tr>
<td>• Locus of control RE process and outcomes</td>
<td>• Punishments, sanctions</td>
</tr>
<tr>
<td>• Ability to set appropriate goals</td>
<td><strong>The learning environment:</strong></td>
</tr>
<tr>
<td><strong>Mastery:</strong></td>
<td>• Comfort</td>
</tr>
<tr>
<td>• Feelings of competence</td>
<td>• Resources</td>
</tr>
<tr>
<td>• Awareness of developing skills and mastery in a chosen area</td>
<td>• Time of day, week, year</td>
</tr>
<tr>
<td><strong>Self-concept:</strong></td>
<td>• Size of class and school</td>
</tr>
<tr>
<td>• Realistic awareness of personal strengths and weaknesses in skills</td>
<td><strong>The broader context:</strong></td>
</tr>
<tr>
<td><strong>Attitudes:</strong></td>
<td>• Wider family networks</td>
</tr>
<tr>
<td>To language learning in general.</td>
<td>• The local education system</td>
</tr>
<tr>
<td><strong>Other affective states:</strong></td>
<td>• Conflicting interests</td>
</tr>
<tr>
<td>confidence and anxiety</td>
<td>• Cultural norms</td>
</tr>
<tr>
<td><strong>Developmental age and stage</strong></td>
<td>• Societal expectations and attitudes</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>• Class and school ethos</td>
</tr>
</tbody>
</table>

**Figure 4:** Williams and Burden’s (1997) Framework of L2 Motivation

2.4 The Process-Oriented Period (2000-Onwards)
This period of L2 motivation research represents the latest approaches in studying and researching L2 motivation. It was initiated by the work of Dörnyei and Otto in 1998. The main concern of this period is to "describe the temporal organization of motivation, that is, to portray motivational processes as they happen in time" (Dörnyei, 2001, p.60). Ushiod (1996) confirms that "within the context of institutional learning especially, the common experience would seem to be motivational influx rather than stability" (cited in Dörnyei, 2001, p.62). Therefore, this approach to the study of motivation in second language learning views motivation as a dynamic, changing and temporal process. In learning languages "motivation is expected to go through very diverse phases" (Dörnyei and Shoahb, 2005, p.23).

2.4.1 Dörnyei and Otto's (1998) Process Model of L2 Motivation

In 1998, Dörnyei and Otto developed a model of L2 motivation that "accounts for the dynamic development of motivation in prolonged learning processes such as the mastery of school subjects (Dörnyei, 2000, p.519). This model contains two dimensions; action sequence and motivational influences. The first dimension represents "the behavioral process whereby initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation" (Dörnyei and Otto, 1998, p.47). The second dimension is motivational influences that represent all "energy sources and motivational forces that fuel the behavioral processes" (Dörnyei, 2000, p.526). The action sequence process is divided into three phases: preactional phase, actional phase and postactional phase.

The preactional phase refers to the period in which motivation needs to be generated. This motivational dimension is referred to as choice motivation as the generated motivation will lead to the selection of goals that the individual will carry out. This phase contains three sub-phases, goal setting, intention formation and initiation of intention enactment. The goal setting is wishes/hopes, desires and opportunities. Goal is seen as the engine that triggers the action and
provide the direction to which act. In this model, goal does not initiate the action. Rather, this is carried out first by the intention, that is seen as being different from goal that it is related to commitment. According to Dörnyei (2000), making a distinction between the goal and intention is a crucial one. This can be attributed to the "difference which exists between, on the one hand, the multiple ideas, wishes, hopes, desires, and long-term plans the individual may harbor at a given point of time and, on the other hand, the far fewer concrete intentions the individual will make actual resolutions to carry out" (p. 526). An important step in generating an intention is creating an action plan that contains the necessary details related to the planned action. The action plan is made up of action schemata and the time frame. Action schemata refers to guidelines and a number of strategies that are followed and implemented. The time frame refers to the temporal specifications controlling the timing of the start of action.

The actional phase refers to the period in which the generated motivation needs to be maintained and protected. This motivational dimension is referred to as executive motivation as the individual will sustain the activities that he/she plans to carry out especially in the times of students' exposure to a great deal of distracting influences. This phase contains three processes: subtask generation and implementation, appraisal process and action control. Subtask generation and implementation, refers to the action initiation phase that involves carrying out the sub-tasks that were specified by the action plan. On the other hand, appraisal process plays an influential role as it motivates one to evaluate the stimuli that comes from the environment and the progress he/she has made towards the action outcome. Moreover, the application of action control mechanisms is regarded as a crucial step in this phase. These mechanisms refer to the processes that are used in order to strengthen and protect learning-specific action. According to Dörnyei (2000), the active use of such mechanisms may save the action in the times when the progress is hampered through a decrease in pace (slowing down in the process) and backsliding.

The postactional phase refers to the learners' retrospective evaluation of how things went.
This motivational dimension involves motivational retrospection in which learners narrate their past experiences in learning. This process is crucial, as the way learners process their past experiences determine the kind of activities and tasks learners tend to carry out in the future. This stage starts either after achieving the goal proposed by the learner or in the case of termination of goal attainment. Moreover, the learner in this stage makes a comparison between his initial expectations and action plans to see what has been achieved during this journey. This review of experience will enable the learner to forms casual attributions on how the proposed goal has been executed.

The sequences described above constitute the motivated behavioral process. However, they are regarded as incomplete if they are not supplemented with motivational influences that trigger the motivational process. There are three kinds of motivational influences in the pre-actional phase: motivational influences on goal setting, motivational influences on intention formation and motivational influences on the initiation of intention enactment. These influences are related to values that have to do with L2 learning, the attitudes towards the language and the culture associated with the language and its speakers. The motivational influences in the actional phase are related to the influence of the environment surrounding the learner such as teacher, parents, friends and educational setting. Other motivational influences that play a vital role in this stage are performance appraisal, the quality of learning experience and sense of autonomy. On the other hand, the motivational influences in the postactional stage include self-concept beliefs such as self-confidence/self-efficacy; self-competence; self-worth. Other motivational influences in this stage are received feedback, as praise, grades, attributional factors, such as attributional styles and biases. (see Figure 5).
Figure 5 Dörnyei and Ottó’s (1998) Process Model of L2 Motivation, adapted from (Dörnyei and Ottó, 1998).
2.5 Types of L2 Motivation

There are many kinds of L2 motivation that contribute substantially to the learning process. Each individual has his/her own reasons to carry out a given task. For example, some learn a specific skill in order to get some benefits either financially or socially. On the other hand, some prefer to learn in order to get the full of recognition from a given society, to be a part of that society. The most well-known types of motivation are listed below.

2.5.1 Integrative Motivation

This type of motivation has been discussed previously in detail in the section related to Gardner’s Social-Psychological Theory. According to Gardener and Lambert (1959), integrative motivation has been conceptualized as one's "willingness to be like valued members of the language community" (Gardener, 1985, p. 64). Ellis (1997) explains that some learners prefer to learn a particular L2 because they are interested in the people and culture represented by the target language. An example he provides is that of English speaking Canadians learn French due to their interest in French people and their culture.

According to Gardener (1985, 2000), integrative motivation consists of three constructs: integrativeness, attitudes towards the learning situation and motivation. (see. Figure 6). Integrativeness refers to integrative orientation, interest in foreign language and attitudes towards the L2 community. Attitudes towards the learning situation refers to attitudes towards the language teacher and the L2 course. The last component of integrative motivation is motivation that means the effort, desire and attitude towards the learning process. Gardner (2001) described integrative motivation as "a complex of attitudinal, goal-directed and motivational attributes" (p.6). This means that integratively motivated students want to learn the language, have a desire to identify with target language community and have tendency to evaluate the learning situation in a positive way. Gardner and Maclntyre (1991) argued that integratively motivated students are more active in the classroom in learning class and have a great desire to interact with
community of the language.

Figure 6: Gardner’s Conceptualization of Integrative Motivation

2.5.2 Instrumental Motivation

Instrumental motivation refers to the learning L2 for some functional reasons, such as passing exams or getting a prestigious job. (Ellis, 1997). Therefore, the interest and focus of the learners
in this process is placed too heavily on the expected outcomes of learning process. Gardner and Maclntyre (1991) conducted a study to investigate the effects of integrative motivation and instrumental motivation on the learning of French/English vocabulary. They found that instrumentally motivated students studied longer than students who were not instrumentally motivated. Instrumental motivation, however, works temporarily by providing some incentives that are tied to a specific goal. This makes the learner's motivation diminishes as soon as incentives cease, and this is regarded as the main disadvantage of instrumental motivation, as its influence on the learner's learning process is temporal. (Ellis, 1994)

**2.5.3 Resultative Motivation**

In some cases, motivation occurs as a result of learning. That is, the learners who achieve a high degree of success and accomplishment become more motivated to learn. Conversely, the learner who experiences failure in the learning process tends to be less motivated to learn. For example, in the Canadian context success in learning French may intensify English-speaking learners' liking for French culture. (Ellis, 1997).

**2.5.4 Intrinsic Motivation**

According to intrinsic motivation, the learner may not have attitudes, either positive or negative, towards the target language group. Rather, the learner's motivation "involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities" (Ellis, 1997 p.76).

Vallerand (1997) has identified three types of intrinsic motivation: a) intrinsic motivation that refers to involvement in an activity for pleasure, satisfying one's curiosity learn; b) intrinsic motivation for achievement where the learner engages in an activity for suppressing himself or accomplishing something, c) intrinsic motivation to experience stimulation that refers to the learner's engagement in an activity to experience pleasant sensation (cited in Alrabai,
2.5.5 Extrinsic Motivation

According to Ryan and Deci (2000), extrinsic motivation is "a construct that is involved whenever an activity is done in order to attain some separable outcome" (p.7). Therefore, extrinsic motivation is different from intrinsic motivation in that the latter refers to carrying out an activity for the enjoyment of the activity itself. For example, the student, who does his/her homework because he/she fears from the parental sanctions for not doing homework, is extrinsically motivated as the student does homework in order to get a given outcome, that is in this case, avoiding the sanctions.

There are different types of extrinsic motivation as follows: a) external regulation, in which one performs a given task to satisfy an external demand or get external rewards; b) introjected regulation, refers to the actions performed by individuals under the feeling of pressure in order to avoid guilt and anxiety; c) integrated regulation in which conscious behavior is fully incorporated with the individual’s other needs, values, and identity. (e.g., learning English because proficiency in this language is part of an educated cosmopolitan culture one has adopted) (Dörnyei, 2009)

2.6 Studies on L2 Motivation in the Saudi EFL Context

L2 motivation research has not received the attention it deserves in the Saudi educational context. In my point of view, the scarcity of L2 motivation studies can be attributed to the fact that the methodological approach used in teaching English in Saudi Arabia underestimates the role played by motivation in L2 learning. This approach does not emphasize the importance of considering individual differences among students. Moreover, it regards the educational experience as a repetitive process, in which students are asked to follow the same patterns of those who preceded them. However, despite the widespread indifference to L2 motivation in the Saudi educational context, there have been a number of studies that have tried to approach this
problem, making valuable recommendations to tackle this important aspect in language acquisition.

Alshammary (1984) conducted a study to estimate, compare and investigate the development of the Saudi intermediate and secondary schools' motivation to learn English as a foreign language. The subjects of this study were 600 male native speakers of Arabic from intermediate and secondary Saudi public schools (i.e. grades 7-12). Alshammary developed and administered a questionnaire of 44 items to explore the motivational process for students. The findings indicated that the Saudi students' overall motivation to learn English is moderately high. Moreover, the results showed that the grade level affects the motivation to learn English as a foreign language in the Saudi school context. For example, it was found that motivation to learn English was the highest in the beginning of grade 7. However, the results showed that the Saudi students' motivation to learn English declined after the start of grade 7 to reach its lowest level in grade 8. He recommended that students' motivation be estimated at the beginning and the end of each grade level. This is an important step as it shows change in the students' motivation and when it occurs.

Alotaibi (2004) conducted a quantitative study to identify language learning strategies used by Saudi students at the English Language Center of the Institute of Public Administration, Riyadh, and its relationship to other variables such as language proficiency level, gender and motivation. The subjects were 237 students in all. The instrument used in this study contained three parts: the Strategy Inventory for Language Learning (SILL), adapted from Oxford, 1990, a background information part and a motivation questionnaire. The motivation questionnaire included 15 items: integrative motivation (items 1 to 5), instrumental motivation (items 6 to 10), and effort to learn and desire to use the language (items 11 to 15). The findings showed that the participants reported a high level of instrumental motivation, followed by

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1 "The SILL is a structured self-report instrument that includes Likert-type scale items that range from 1 (Never, or almost never true of me), to 5 (Always or almost always true of me)" (Alotaibi, 2004, p. 79)
integrative motivation and lower degree in effort and desire to use the language. Moreover, the results correlated positively between motivation and language learning motivation. Alotaibi recommended that teachers be aware of the effects they have on students’ motivation. He added that the role of teachers should not be overlooked. Therefore, he suggested that teachers’ manuals or institutional memos should include sections on the role of motivation in language learning and the effects of the teacher on students’ motivation.

AlMaiman (2005) conducted a study to measure the motivation level of Saudi students to learn English as a foreign language before and after these students were exposed to the English language in a formal classroom learning setting. The instrument used in this study was a questionnaire of 54 items administered in Arabic to 301 seventh-grade students. This study showed that Saudi students have high motivation to learn English before they experienced learning it formally. Moreover, the findings of this study confirm the results of Alshamary’s (1984) study which compared the level of motivation across all six levels of Saudi public secondary schools. AlMaiman found that the level of motivation toward learning English as a foreign language was at its highest in the seventh grade and was at its lowest in the eighth grade.

Alhuqbani (2009) conducted a study to examine the motivational and attitudinal variables involved in the learning of English by police officers in Saudi Arabia. The subjects were 206 Saudi police officers. They represented several security sectors in the Kingdom of Saudi Arabia: Public Security (n=70), Passports (n=45), Civil Defense (n=26), Narcotics (n=11), Frontier Guards (n=7), King Fahd Security College (n=14), Installation Security (n=6), Prison (n=12), Ministry of the Interior (n=4), and Special Security Forces (n=6). Five officers didn't state their security sectors. The majority of the subjects were attending courses at the Higher Institute for Security Sciences (HISS). Twenty-three of these officers were in a one-year English course. Some of the surveyed officers were attending English courses at Naif Arab University for Security Sciences. The instrument used in this study was a questionnaire mainly drawn from
Al-Ansari and Lori's (1999). The findings of this study showed that Saudi police officers are both instrumentally and integratively motivated to learn English as a foreign language. The results indicated that the motivation level is affected by the participants' rank and sector in which the participant work. For example, officers at the rank of captain were more instrumentally motivated to learn English than lieutenants, majors and lieutenant colonels. On the other hand, officers in the sectors of Public Security, Passports and King Fahd Security College were more instrumentally motivated to learn English than their counterparts in the Prisons sector.

Moskovsky and Alrabai (2009) conducted an experimental study to measure levels of intrinsic motivation in learners of English as a Foreign Language in Saudi Arabia. The instrument used in this study was a 27-item structured survey administered to a randomly selected sample of 55 Saudi learners from public schools and universities. The findings of this study showed that Saudis students participating in this study possess substantial reserves of motivation which in more favorable conditions could be deployed to produce better learning outcomes.

Alrabai (2010) conducted a study to examine longitudinally the effectiveness of some motivational strategies in promoting the L2 motivation of Saudi learners in their EFL classes. This study was conducted over two stages. In the first stage, a 53-item questionnaire survey was distributed to 119 EFL teachers in which they were asked to rate strategies in terms of how important they consider each for enhancing students’ motivation in the language classroom. In the second stage, 296 EFL students and 14 teachers were asked to participate in the study. Students were divided into two groups: an experimental group that was exposed to the 10 preselected motivational strategies in their classes by seven teachers, and a control group in which the other seven teachers followed the traditional way of teaching. The findings of this study showed significant rise in motivational levels for students in the experimental, but not the control group. Therefore, the results of the study provide strong evidence that teachers’
motivational behaviors lead to enhanced motivation in their L2 learners.

2.7 Research Questions.

This study seeks to answer the following questions:

1- What are the motivational changes Saudi students experience during their learning of English in Saudi Arabia and after they come to the U.S?

2- What are the factors that contribute to the motivational changes in learning English for Saudi students before and after they came to the U.S.?
CHAPTER III
METHODOLOGY

Introduction

This chapter describes the methodology used to investigate how motivation in L2 learning changes over time for the Saudi students studying in a mid-western university in the US. This chapter is organized as follows. Section 3.1 describes the qualitative research paradigm; section 3.2 describes the participants; 3.3 present the materials and procedures for data collection and section 3.4 describes the data analysis procedures.

3.1 Qualitative Research Paradigm

According to Dörnyei (2001), although doing motivation research is rewarding, it is a difficult task at the same time. This can be attributed to three reasons. First, motivation is abstract and not directly observable. This means that 'motivation' has to do more with mental processes. Thus, it is not subject to direct observation, but must be elicited from indirect determiners such as "the individual's self-report accounts, overt behaviors or physiological responses" (p. 197). Second, motivation is a multidimensional and comprehensive concept. Therefore, this fact aspect emphasizes the fact that conceptualizing and assessing motivation variables could only constitute a part of a more elaborate psychological construct. Finally, motivation is not a stable construct. Rather, it is dynamic, changing and inconstant. It changes over time as a result of personal growth and progress as well as the factors surroundings the one. All of these factors contribute greatly to the motivational fluctuations of students and create the inconsistency in their motivational level.

The study of L2 motivation has been based on the quantitative research paradigm, since it was initiated by the works of Gardner and Lambert in the late of 1950s and early of 1960s. According to Ushioda (2001), this research paradigm studies and explores the concept of motivation based on" measurable components and yielding snapshot motivational indices for entry into statistical
analyses with other variables indices” (p. 95). She added that this method of research regards motivation as a measurable component, without paying more attention to the dynamic nature of motivation.

Ushioda (2001) stressed the need of adopting the qualitative research paradigm in L2 motivation. She justifies that by stating that motivation in qualitative research is not defined in terms of observable and measurable task, but in terms of the influences and patterns of thinking and belief that shape the students' motivational experiences. Therefore, the adoption of a qualitative research paradigm in this study is necessary as it looks at motivation as a dynamic construct that changes over time.

According to Dörnyei (2001), qualitative research refers to a method of research that involves data collection procedures that are based on textual and non-numerical data, which are analyzed by using non-statistical approaches. Qualitative data usually include recorded spoken data such as interview data which are transcribed to textual form.

Patton (1990) explained that qualitative methods consists of three kinds of data collection: 1) in-depth, open-ended interviews; 2) direct observation; and 3) written documents. He adds that the source of the data for qualitative research comes from fieldwork. The researcher spends much time in the setting where the study will be conducted, in order to observe the activities and interview people. After the data collection process, "raw data .... are organized into readable narrative description with major themes, categories and illustrative case examples extracted through content analysis” (p.10).

One of the strengths of qualitative research is that it explores and investigates new and novel areas. It also makes sense of complicated situations as it presents interpretations that are validated on the part of the research participants. (Dörnyei, 2001).
3.2 Participants

In all, 7 Saudi students (all of them were male) were recruited through personal contact to participate in the study. All of the participants in this study were students at a Midwestern university in the U.S., in the English intensive program and/or the graduate and undergraduate programs. The selection process was made based upon many factors. One factor was that was taken into account was the English proficiency level of the participants. Accordingly, attempts were made to recruit subjects at different academic levels as well as different disciplines. The motivational changes may vary depending on the academic and linguistic level of the student.

Another factor in recruiting process was the dialectal variation in relation to the students’ Arabic. As such, variation could have an influential impact on the findings of the study. In order to present a credible study, the students recruited to participate in this study represented different regions of Saudi Arabia. This procedure was crucial and vital to assure the credibility of findings and come up with representative results.

3.3 Materials

The gathering of data in this study was based upon two methods; a semi-structured interview and a questionnaire. Using the two methods of data gathering validated the results and provided a strong theoretical framework to the study. Following is a detailed description of the two methods.

3.3.1 Semi-Structured Interview

According to Patton (1990), the main aim of an interview is to “find out what is in and on someone else’s mind” (p. 278). The researcher interviews people to discover the hidden things that cannot be found out in a direct way. Patton (1990) clarifies that using interview as a tool of data gathering is not based only on its validity, credibility or whether it is meaningful or not. Rather, it is adopted as it is difficult for the researcher to observe thoughts, intentions, experiences and behaviors of someone else. All of these difficulties of eliciting the inner
psychology of an individual can be settled by an interview that permits us to enter the other persons’ world and perspectives.

According to Dörnyei (2001), the interview method of data gathering consists of four main kinds: a) a structural interview in which the researcher follows strictly pre-prepared questions to be covered with every interviewee; b) unstructured interview in which the interviewee is asked to speak without prior preparation; c) semi-structural interview in which there is set of prepared questions but the interviewee is not forced to follow directly the questions and he/she can elaborate on certain issues and make interesting developments; d) focus group interview that refers to collective discussion that is made with the interviewer by a group of people.

Drawing on the study of Ushioda (2001) and that of Dörnyei and Shoaib (2005) that depended on semi-structured method in collecting data, this study adopted the same approach in eliciting data. As far as motivational changes are concerned, semi-structured interview method gives the interviewer the needed flexibility in pursuing information regardless of the directions it take. Telling stories strategies stresses the importance of giving the interviewee the freedom to speak without restrictions in order to get as much data as possible.

In order to lead an effective interview, an interview guide was adopted in semi-structured interviews. An interview guide is a list of questions that are prepared in advance to be explored during an interview. The main purpose of this guide was to draw the attention of the interviewee to the topics and issues that should be discussed and explored. In the current study, the participants (i.e. the interviewees) were free to talk about whatever issues they liked to address, but with focus on the main topic that was predetermined before the interviewing process began. According to Patton (1990), an interview guide provides an interviewer a framework by which he/she "develops questions, sequences those questions and makes decisions about which information to pursue in greater depth" (p.284).
3.3.2 Questionnaire

The other instrument used in this study to collect data was a written questionnaire. Brown (2001, cited in Dörnyei, 2003, p.6) defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers."

Generally speaking, questionnaires are conducted in order to get data that is classified into three types: factual, behavioral and attitudinal. Factual questions refer to a type of questions used to figure out who the participants are. They usually include questions that have to do with demographic features (e.g., age, race, gender), religion, marital status as well as occupation and level of education. Behavioral questions are administered to find out what the respondents are doing or have done in their past life. These questions usually ask people about their habits, lifestyle and personal history. Attitudinal questions are used to figure out what people think. They typically ask people about their attitudes, beliefs, and interests. (Dörnyei, 2003). The main advantage in using a questionnaire is that it is economical in relation to time and effort that the researcher has to expend. That is, one can gather a huge amount of data in half an hour. This actually is a golden way of data collection especially if it is well constructed, and administered in a credible way. In this study, a written background questionnaire was used to gather background information that was helpful in conducting thematic analysis of the interviews —i.e. in interpreting the responses of the participants during the interview.

The questionnaire was in a paper pencil format. It contained closed items requesting participants’ language background characteristics, such as age, gender, marital status, the languages they knew in chronological order, language acquisition history, perceived levels of proficiency in each language, language dominance, and code-switching patterns.

3.4 Data Collection Procedures

A 60-minute semi-structured interview was conducted with each of the Saudi students who
participated in the study. The interviews were conducted by the researcher in the subject’s home or at a location that was convenient for the subject. Each participant was given a cover letter about the study to read and an informed consent form to sign before (see Appendix A and B) to sign. Before conducting the interview. The informed consent form indicated that the purpose of the study was to investigate the role of motivation in second language learning and how motivation of learning English for Saudi students changes over time. It also provided a detailed explanation about the audio recording, confidentiality, anonymity of the participants’ responses, and post-interview contact for member-check. At the end of the interview, each participant completed a background questionnaire.

3.4.1 Semi-Structured Interview Procedures

Interviews were semi-structured in order to give the interviewee the freedom and flexibility to talk about his experiences in learning English. Semi-Structured Interview questions were adapted, with minor modifications, from Ching (2009). An interview protocol (see Appendix C) was developed to provide guidelines for introduction and closing, questions that were related to the English learning experiences in Saudi Arabia and the USA and also potential probes for in-depth responses. The subjects were allowed to speak in English and Arabic throughout the interview process. The interviewer used the language which the interviewee was comfortable with. The questions used in the interview were divided into two phases. The first phase contained questions that were meant to elicit data in relation to student’s experiences in learning English before the student came to the U.S.. The other phase of questions targeted the student's experiences in learning English after he/she came to the US.

3.4.1.1 Audio Recording Procedures.

In order to ensure high quality tape recording, the procedures recommended by Poland (1995) were adopted. As stated previously, each participant was interviewed in a quiet room in the participant’s home or in a location that was convenient for the participant. Speech Analyzer
3.0.1 was used to record each interview. The microphone was placed close to the participant when conducting the interviews and the participant was instructed to speak loudly and clearly. After each interview, the digital audio file containing the interview was transferred onto the researcher’s computer. The files were labeled using the participant number, pseudonym for each participant, date of the interview and the recording number. The digital audio files were deleted from the digital audio recorder after the transfer was completed.

3.4.1.2 Questionnaire

A background information questionnaire (see Appendix D) was administered to the participants at the end of the interview. This questionnaire was adapted, with minor modifications, from many studies. (Pang, 2009; Chong, 2011). The questionnaire was developed to collect basic demographic information and linguistic characteristics of each Saudi international student, which was important for the understanding of the contextual variables in relation to the students' motivational changes.

The questionnaire was in a paper pencil format. It contained closed items requesting participants’ language background characteristics, such as age, gender, marital status, the languages they know in chronological order, language acquisition history, perceived levels of proficiency in each language, language dominance, and code-switching patterns.

3.5 Data Analysis Procedures

After completion of the data collection process, the data was processed. First, the audio-recorded interviews were transcribed. Then, the analysis of textual data was undertaken based on the thematic analysis process. Following is a description of transcription and thematic analysis procedures.

3.5.1 Transcription

The transcription process started after the completion of data gathering. Owing to time constraints, in transcribing the interviews, attention was paid to the parts of the interviews
that highlight themes and phenomena around which this study aimed to investigate. That is to say, the motivational changes and influences that created these changes. Transcription included all the repetition, false starts, pauses, laughs, and etc. Based on the strategies proposed by Poland (1995) for the transcription process, I adopted the following techniques in the transcription process for maximizing transcription quality. In case of held sounds, they were separated by hyphens. If they were emphasized, they were capitalized. For example, "N-o-o-o, not exactly" or "I was VER-r-r-y-y happy". In case of emphasis, the researcher used caps to denote strong emphasis. For example, "he did WHAT". In case of laughing, parenthesis, for example (laughing), was used to denote one's laughers. All of the participants preferred to speak in Arabic throughout the interview. After the end of every interview, I translated it into English. For transcription accuracy, a bilingual proofreader was asked to proofread the transcripts. He or she was asked to listen to a randomly selected 10-minute audio segment of each individual interview to check for transcription accuracy of that particular 10-minute segment transcription.

3.5.2 Thematic Analysis

Patton (1990) stated that the purpose of qualitative research is to present findings and the results. He adds that the analytical approach used depend on the qualitative study conducted. This is attributed to that the fact that "each qualitative study is unique" (p.372). This results in a unique analytical approach. This means that the selection of a given analytical approach is primarily dependent on the study. Once this study focused on patterns and themes related to motivational changes of Saudi students learning English, thematic analysis process was adopted to analyze the students' oral narratives.

According to Braun and Clarke (2006), thematic analysis is “a method for identifying as "a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail” (p.6). The main purpose of thematic analysis is to look for the themes that emerge from the narratives of the participants. Boyatzis
(1998) stated that "a theme is a pattern found in the information that at the minimum describes and organizes possible observations or at the minimum interprets aspects of phenomenon" (p. vii ). Therefore, thematic analysis is used to look for patterns and themes that are centered on a given phenomenon.

The analysis of the data gathered in this study was undertaken based on the six phases of analysis (see figure 7) proposed by Braun and Clarke (2006). The first phase concerned familiarity of the researcher with his/her data. This means that the researcher had to immerse himself/herself in the data to the extent that he/she is familiar with the depth and breadth of the content. This stage can be done through repeated reading of the data and listening of audiotaped interviews. The second stage involved generation of initial codes that referred to the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon” (Boyatzis, 1998: 63). The third stage involved searching for themes that referred to the categorization process of codes into potential themes. The fourth stage involved reviewing the themes and refining them in order to arrive at the final list of themes that emerge from the analysis. Then, in the fifth stage, the researcher defined and named themes. Finally, the findings of this process were reported.
Table 1: Phases of Thematic Analysis

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
</tr>
</tbody>
</table>

Table 7. Phases of Thematic Analysis, adapted from, Braun and Clarke (2006).
CHAPTER IV
FINDINGS

Introduction
The findings of this study are reported in two sections. First, a detailed description of the participants in the current study is presented. The main purpose of the description is to provide information about the cultural and linguistic characteristics of the participants. This will provide the researcher with the helping tool that will contribute effectively in coming up with areas of discussion in relation to motivational shifts in learning English based on the linguistic, cultural and academic background of the subjects. Second, themes and sub-themes of the interview data are delineated. These themes and sub-themes are presented in response to the two research questions of the study: 1) What are the motivational changes Saudi students experience during their learning of English in Saudi Arabia and after they come to the U.S.? 2) What are the factors that contribute to the motivational changes in learning English for Saudi students before and after they came to the U.S. ?.

4.1 Background characteristics of Participants.
The background characteristics of the 7 participants were generated based on their responses to the items in the Background questionnaire and based on their responses to the interview questions. The participant pool contained 7 male Saudi international graduate students studying at a Midwestern university in the US. One of them was an undergraduate student and two of them attended English intensive program institute. The age range of the participant was between 26 and 40 years. At the time of the interview, 6 participants had been in the US for a year and one participant for four years. Moreover, all of them, except for two, had no previous study abroad experience in the US before attending the current school. Two of the seven students had attended an intensive English program in Canada. All the participants preferred to speak in Arabic throughout the interview. Below is a detailed description of each participant.
Pseudonyms were used for the 7 participants to keep the confidential aspect of their identities.

**Participant 1: Abu Ans, 40 year old male, a student in an Intensive English language program.**

Abu Ans is originally from the southern part of Saudi Arabia, Abha. He considered Arabic as his first language and English as his second language. He indicated learning these languages both at school and outside of school. As for his level of communication skills for each of the languages, he rated himself as “very good” in all four communication skills (i.e. listening, speaking, writing and reading) for Arabic. He rated his communication skills in English as “satisfactory”. He reported that he spent 7 years in learning English in his country, Saudi Arabia. He also indicated that he had lived in the US for one year and three months. In response to the question about the languages he was comfortable with in speaking, he stated that he was comfortable speaking in Arabic and English. Moreover, he added that the frequency with which he spoke Arabic on a daily basis was 75%, and 25% of his time was set aside to practice English with an American partner who met him on a daily basis. He indicated that he sometimes switched between Arabic and English when talking to other people he knew. He reported that he spent 30 hours a day in reading materials (e.g. books, articles, etc.) in Arabic. He, however, indicated that he spent approximately 80 hours a week in reading materials in English. He added that he lived with his spouse and three children and was preparing to move to another university to do his master's degree in clinical psychology.

**Participant 2: Abu Mayer, male, age 26, a student in an Intensive English language program.**

Abu Mayer is originally from the western south part of Saudi Arabia, Al-Baha. He considered Arabic his first language and English as his second language. He indicated that the context of learning for Arabic was both at school and outside of school, whereas his experience of learning English was confined to the school context. He rated his Arabic language
skills as “very good”. He rated his English language skills as “good” in listening, speaking and reading and “very good” in writing. He indicated that he spent five years in learning English formal instructional setting in his home country before he came to the U.S had been living for one year. He reported that both English and Arabic were the two languages that he spoke while he was in the U.S. He added that he spent 75% of his daily time speaking in Arabic and that 50% of the time he spent practicing his English by interacting with his American friends. He also indicated that he sometimes switches between Arabic and English when talking to other people who know both languages. He reported that he spends two hours a day in reading materials in Arabic and half an hour a day reading materials of English. He stated that he was married and that he lived with his spouse and their child.

Participant 3: Abu Jwana, 25 year old male, married, Radiological Science Major, undergraduate

Abu Jwana is originally from the southern part of Saudi Arabia, Jazan. He considers Arabic as his first language and English as his second language. He indicated that the context of learning Arabic was both at school and outside of school. He rated his current level of communication skills in Arabic as very good. he rate his skills listening and speaking as satisfactory. As for reading and writing, he considered his skills in these areas as good. He indicated that he had spent three years and one month in learning English in formal instructional setting in his home country. Moreover, he added that he has lived in an English speaking country for two years and one month. When he was asked to indicate which language or languages he spoke on a daily basis and felt comfortable in using it, he responded that only English and Arabic were the only languages of daily usage. However, he added that the frequency with which he spoke Arabic was 75% of the time and the remaining 25% of the time he used English. He indicated that he sometimes switched between Arabic and English when he talked to other people who knew both languages. He reported that he spent approximately thirteen hours a week in reading materials
Participant 4: Abu Saleh, 25 year old male, single, Computer Science Major, graduate student

Abu Saleh is originally from the western part of Saudi Arabia, Taif. He indicated that he considered Arabic as his mother tongue. He added that he speaks English as second language and Tagalog as a foreign language. He reported that he learned Arabic both at school and outside school. He added that his experiences of learning English in Saudi Arabia had been exclusively in a formal instructional setting. As for Tagalog, he indicated that he learned this language outside of school through his extensive exposure to this language by his Filipino friends working in Saudi Arabia. He rated his Arabic communication skills as “very good” in relation to listening, speaking, reading and writing. As for English, he rated himself as “good” in listening, speaking and reading and as “very good” in writing skill. As he learned Tagalog by using it for oral communication with his friends, he rated himself as “satisfactory” in speaking, and considered his level of communication in listening, writing and reading using Tagalog as “poor”. He reported that he learned English in Saudi Arabia for one year and 2 months before he came to the USA and he had been living in the U.S for two years and six months. He indicated that English and Arabic were the only two languages that he used on a daily basis in the U.S. He indicated that the frequency with which he spoke Arabic was 100% of the time, while he set aside 75% of his daily schedule for using English. Abu Saleh reported that he sometimes switched between Arabic and English when he talked to people who were familiar with both languages. Moreover, he reported that he spent approximately twelve hours in reading written materials (e.g. books, articles, news, E-mails and other) in Arabic, whereas he spent twenty hours in reading using English. Abu Saleh was single and stated that he lived with a friend from Turkey.
Participant 5: Abdul, 26 year old male, married, Computer Science major, graduate student

Abdul is originally from the western part of Saudi Arabia, Taif. He considered Arabic as his first language and English as his second language. He indicated learning these languages both at school and outside of school. As for his level of communication skills for each of the languages, he rated himself as “good” in all four communication skills (i.e. Listening, speaking, writing and reading) for Arabic. He rated his writing and reading skills in English as “good”. As for his listening and speaking skills in English, he rated himself as “satisfactory”. He reported that he had spent 1 year and six months in learning English in Canada. He also indicated that he had been living in the U.S for one year and three months. When asked to indicate the languages that he was comfortable with in speaking, he responded that English and Arabic are the languages he was comfortable with when speaking. Moreover, he added that the frequency with which he spoke Arabic on a daily basis was 50%, and 50% of his time was set aside to practice English with an American partner who met him on a daily basis. He indicated that he sometimes switched between Arabic and English when talking to other people he knew. He reported that he spent one hour a day in reading materials (e.g. books, articles, etc.) in Arabic. He, however, indicated that he spent approximately 14 hours a week in reading materials in English. He added that he lives with his spouse.

Participant 6: Abu Ahmed, 32 year old male, married, Marketing Major, undergraduate student.

Abdul is originally from the eastern part of Saudi Arabia, Dammam. He considered Arabic as his first language and English as his second language. He indicated learning these languages both at school and outside of school. As for his level of communication skills for each of the languages, he rated himself as “very good” in all four communication skills (i.e. Listening, speaking, writing and reading) for Arabic. He rated his writing and reading skills in English as “very good”. As for his listening and speaking skills, he rated himself as “good”. He reported
that he spent 2 years and six months in learning English in his country, Saudi Arabia. He also indicated that he had been living in the U.S for four years and three months. When he was asked to indicate the languages he was comfortable with in speaking, he responded that English and Arabic was the languages he was comfortable with when speaking. Moreover, he added that the frequency with which he spoke Arabic on a daily basis was 30% of the time, and 70% of the time was set aside for practicing English with an American conversation partner on a daily basis. He indicated that he sometimes switched between Arabic and English when talking to other people he knew. He reported that he spent one hour a day in reading materials (e.g. books, articles, etc.) in Arabic. He, however, indicated that he spent approximately 14 hours a week in reading materials in English. He stated that he lived with his spouse and three daughters.

Participant 7: Abu Nasser, married, 32 year old male, Mechanical Engineering Major, graduate student.

Abu Nasser is originally from the eastern part of Saudi Arabia, Dammam. He indicated that he considered Arabic as his mother tongue. He added that he speaks English as a second language. He reported that he learned Arabic both at school and outside school. He added that his experience of learning English was exclusive to school (academic institution, foreign). He rated his Arabic communication skills as “very good” in relation to listening, speaking, writing and reading. As for English, he rated himself as “good” in listening, speaking and reading and as “very good” in writing skill. Abu Nasser also listed Tagalog as one of his languages. He had learned Tagalog in Saudi Arabia in an informal setting, through interaction with his Tagalog speaking friends. He rated his Tagalog language abilities as “satisfactory” in relation to speaking and his skills in listening, reading and writing as “poor. He reported that he learned English in Saudi Arabia for one year and 2 months before he came to the USA where he had spent two years and six months. He indicated that only English and Arabic were the only two languages he used on a daily basis in the U.S. He indicated that the frequency with which he spoke Arabic was
100% of his time, while he set aside 75% of his daily schedule using English. Abu Nasser reported that he sometimes switched between Arabic and English when he talked to people who were familiar with both languages. Moreover, he reported that he spent approximately twelve hours in reading materials (e.g. books, articles, news, E-mails and other ) in Arabic, whereas he spent thirty hours in reading using English. He stated that he was married with four kids.

4.2 Recurring Themes of Motivational Fluctuations.

As indicated earlier, the main thrust of this thesis was to explore the temporal nature of motivation in L2 English learning for the Saudi students using the framework proposed by (Dörnyei and Otto, 1998). According to the dynamic approach to the study of motivation, the process of motivation in L2 learning settings involve three stages; a preactional phase that stands for goal initiation to accomplish something, an actional phase in which the intended task is carried out and then a postactional phase occurs during which an assessment is made on the part of the individual to judge his/her performance in carrying out a task. In this study, a minor modification was made to this framework to account accurately for the findings. Based on the narratives of the participants, preactional phase wasn’t carried out willingly. Rather, there was what would I refer to as “institutionalized intervention” to form their goal initiation in learning English by the Ministry of Education which controls the educational polices in Saudi Arabia. Officially speaking, the teaching of English begins in the seventh grade and continues until the end of the secondary level. Therefore, the participants were not motivated individually to learn English but there was some kind of intervention that created the educational opportunities for the learning of English. According to Dörnyei, and Ottó (1998, p. 45) “complex learning contexts reduce the role of the motivational influences associated with the initial decision to pursue the goal, and highlight the importance of motivational influences that affect action during

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2 Recently, the teaching of English starts at the fourth grade.
goal implementation”. This case concerns those students coming from middle-class categories of the society who exclusively learn English in the domain of public schools. As for the actional phase, this process had begun first in Saudi Arabia and then later once again in the U.S. Additionally, postactional phase represented the core of this study. Therefore, the methodological framework of dynamic motivation for Saudi students participating in this study (see Figure 9) consists of three phases; institutionalized phase, actional phase and postactional phase. These three phases together represent the motivational roadmap of the Saudi participants. Specifically it tells us how their motivation was initiated, what actions were taken and evaluated.

Figure. (8) Revised conceptualization of Process Model of L2 Motivation
The direction of findings is aimed at documenting recurring themes and patterns that were borne out of the participants’ narratives. These themes encompassed the motivational factors that resulted in the temporal nature of motivation for the students who participated in this study. These recurring themes/patterns included the learning environment, The teacher’s influence, economic factors, English standardized tests, and an affective person as a motivator in the learning process. These motivational influences affecting the language learning process are discussed. In so doing, relevant excerpts from the participants’ narratives in Arabic (accompanied by their English translation) will be presented to illustrate each of the motivational influences that emerged from the thematic analysis.

**Theme (1) Learning Environment.**

The learning environment constitutes one of the critical factors for the success of any educational goals. Specifically, this refers to the distinction made between the second language learning environment and foreign language learning environment. Foreign language learning environment refers basically to an educational setting where learners learn a language as second language, but the dominant language used is their mother tongue. Conversely, second language learning environment is related to an educational setting where the language learned is the language of instruction and communication in that country. This is exactly the case with the subjects of this study. All of them had begun learning English in a foreign language environment in their country i.e. Saudi Arabia and then they moved to a second language environment i.e. USA. This spatial change resulted in a severe change in their motivational energy.

Abu Saleh (participant 4) started the interview with a critical outlook into the learning environment in Saudi Arabia as a demotivating factor. He argues:
Teaching English in Saudi Arabia has been mainly focusing on basics of English such as grammar... It was forgotten as soon as the students finished the test.... The students’ focus was on how to pass the course” (Abu Saleh).

Abu Anas (participant 1) held the learning environment responsible for his decreased motivation beginning in the sixth grade until the end of the secondary school level. He, however, admitted the English courses he took at the he took in the university was so intensive but lacked clarity and were ineffective. He explained:

“My experiences in learning English was so simple and it mainly depended on basics of English... this was in the elementary and secondary levels... when I joined the university, I took intensive courses of English... but it lacked clarity and effectiveness.... Actually I was taught grammar but in real life communication I couldn’t speak a single correct sentence.” (Abu Anas)
Abu Yara (participant 4) stressed that learning English for him was for teaching purposes. He explained that he joined Teacher’s College in Saudi Arabia. The main aim of such colleges is to graduate qualified teachers in various majors including English. He added that the learnt English to become teachers and thus the methodology of teaching was created to achieve this end. The task of memorization was enforced and the ideal English learner was viewed as the one having an enormous vocabulary bank. The following extract illustrates this well:

"طبعاً أنا تعلمت اللغة الإنجليزية بشكل مكلف في كلية المعلمين ... كنت متشوقاً لتعلم اللغة وخلال السنة الأولى ذلت مجهود كبير جداً في التعلم ورغم البيئة التعليمية لم تكن لمساعدة... ففي الكلية كانت اللغة المستعملة هي اللغة العربية حتى في مواد التخصص (يقولوا ضاحكا) ... و كان الاهتمام الكبير من قبل المدرسين هو على حفظ الكلمات وقواعد النحو... حقيقة بعد فترة أصابني الملل وانخفضت دافعيتي بشكل كبير .. مما جعلني اهتم بكيفية النجاح في الاختبار "

“Actually, I learnt English intensively in Teacher’s College.. I was really so anxious to learn it and exerted a great effort but the learning environment was not helpful.... The language used in instruction was Arabic (laughing) even in teaching English courses ... the main concern was memorizing vocabulary and rules of grammar... After a while, I got bored and my motivation dropped considerably... this transferred learning English into subject that I had to pass it” (Abu Yara).

Abu Nasser (participant 7) said that the learning environment in Saudi Arabia is so diverse and thus it is highly difficult to judge it based on experiences of some students coming from cities in Saudi Arabia where the educational movement was still in its infancy. He stated that on the other hand, there are major cities, especially in the eastern part of Saudi Arabia, where the population consists of highly educated professionals. He clarified that he came from rural community where the teaching English was very weak and unproductive. The situation was different, he adds, when it comes to talking about the eastern part of Saudi Arabia where western communities live. He explained that one of his cousins spoke English fluently. He attributed that to the quality of teaching offered in this city. This is illustrated by the following excerpt:
Abu Yara (participant 3) stressed that learning English in America was the only motivational

“For me. I came from rural place where I studied…. The level of teaching was not good as it
should be ….there was not enough interest on the part of officials there to introduce a
professional teaching practices and this really influenced my motivation…. I really hoped to
learn English in the Eastern part of Saudi Arabia “Dammam” where the students’ performance in
English was so fluent and my cousin was a good example” of this. This was attributable in the
first place to Aramco Schools which presented highly professional teaching practices” (Abu
Nasser).

All the participants stated that their motivation for English had witnessed a noticeable
increase after they came to the US. They attributed their increase in motivation to the fact that
learning (and communicating in) English in an English-speaking country is more economical in
relation to both the time and effort needed to learn the language and that it was also a rewarding
experience. Abdul (participant 6) said that learning English in the US was really a turning point
in his educational life. He explained:

“When I first arrived in the US, I joined a specialized institute for teaching English to non-native
speakers of English. To be honest, this experience was so beneficial and enjoyable one that
revived my dream of learning English…. I think that learning English in an English speaking
country contributed greatly in raising my motivational energy….. I spoke English on a daily
basis and English was the only way to adapt to the new society” (Abdul).

Abu Yara (participant 3) stressed that learning English in America was the only motivational

3 Aramco refers to “Saudi Arabian Oil Company”. 
factor that created his passion to learn English. He explained:

“For the first time, I felt that I had learnt English..... English learning was no longer memorization of words and rules of grammar, but it became a daily habit that I had to do, exactly just like eating and drinking”

Abu Anas (participant 1) clarified that his motivation rose after he came to the US, but it was not a continuous process. He illustrated that there were some events that influenced his motivation. He said:

“Actually, my motivation to learn English increased considerably and that was a normal situation as I was in an English- speaking country...but the institute I used to study in had a very high score to pass in the exam as the minimum required to obtain a passing grade. Every time I failed to achieve the required score in spite of the effort I used to make. This, no doubt, weakened my motivation”.

Abu Saleh, who also commented on this issue, shared the same opinion. He ironically described the relation between the student and English language Institute as a customer-buyer relationship. He claimed that requiring a high score for passing exams was done by the institute with the intention of getting as much money as it could from the students. He admitted that this really caused a disagreement between the students and the institute, and thus this affected the students’ motivation negatively.
Theme (2) the Role of Teacher

The subjects mentioned repeatedly that the teacher played a vital role in their learning English experience, either as a facilitator or a demotivation element of educational process. Abu Jwana (participant 5) compared the role of the teacher in learning English, when he was in Saudi Arabia and after he came to the US. He explained:

"I am not exaggerating if I say that I learnt nothing back home.... This was because of the short time allocated to teach English in Saudi schools. More importantly, the shortage of qualified teachers was a main reason behind my falling motivation. In case of the presence of qualified teacher, an incorrect pronunciation of some words undermined the ability of teaching correctly" (Abu Jwana)

Abu Nasser (participant 4) held the view that idea that learning English could be achieved only in English speaking country. He justified that saying:

"This was due to the presence of a native speaker as the teacher... the process of English learning was accomplished without a mediator ..... I was dealing with the original source"

Theme (3) Economic Factor

Some participants raised the issue of financial ability as a vital factor in English learning motivation. Specifically, this refers to Saudi students’ ability to access or avail of alternative opportunities for learning English outside the outside the public school domain by enrolling in English intensive courses at their own expense whether in Saudi Arabia or abroad. These courses are usually costly as typically, such programs for the learning of English are commercial
business organizations, which seek to make profits. The nature of commercial business that looks for profits. In this case, the economic factor can make the difference in terms of increasing or decreasing the motivational energy for learners.

Abu Saleh (participant 4) discussed this point in detail, pointing out that his financial status was not good and this restricted his choices of learning English. He added that by learning English in public schools, one can’t achieve a high level of competence in the language and one should join intensive courses to develop his/her English language skills. The following excerpt illustrates his point very well:

“My financial status was not good and this really influenced my motivational learning considerably…. A friend of mine was financially good and used to travel to Britain to learn English during summer breaks…. I was so amazed at his performance in speaking skill as well as his writing style…. Then I was convinced that learning English outside school was the ideal solution if I wanted to develop my English…. Due to costly fees of those institutions I couldn’t stand it … this really created a great weakness in my motivational learning”

**Theme (4) English Standardized Tests (TOEFL & IELTS)**

In their assessments of their English learning experiences, all participants had mentioned, especially after they came to the US, that English Standardized Tests such as TOEFL and IELTS were used as evidence of a student’s linguistic progress. This was, according to them, very difficult to handle as such tests require some nonlinguistic abilities such as time management skills and good guessing.

Abu Mayer (participant 2) stated that his motivation for learning English had risen a great deal
especially after he came to the US. He, however, added that this positive attitude in his motivational energy was negatively influenced by English standardized tests such as TOEFL & IELTS. He illustrated this point by saying:

"As I indicated previously, my motivation for learning English has improved in a noticeable way after I came to the US... But this positive motivation decreased due to some English standardized tests conducted by the American universities and institutes to assess the linguistic abilities of international students... this was really a vital factor in my feeling demotivated. As I didn’t achieve the minimum score ... this reflected on my learning motivation“

Abu Anas stated critically that such tests were not a good indicator of the student’s linguistic performance but made the task of learning English is a challenging one. He added that enforcing such tests upon students as a criterion of assessment only serves to shift the attention of the students from a focus on learning English for communication to working continually on the tips and techniques to pass such tests. Thus, learning English was not for the purpose of long term use but rather for only achieving temporal objectives that ended immediately after taking the exam. This really cased a noticeable drop in the motivation in learning English. He explained that:

"Learning English was only for passing exams and no longer for learning itself... this really influenced my motivation to learn”

Abu Saleh described his experiences with standardized English tests as not encouraging. He stated that his motivation had no doubt increased considerably after he came to the U.S achieved
a high rise after he came to the US, but this high motivation was reshaped again by English tests that represented real suffering for him. The following excerpt from his interview illustrates this viewpoint aptly:

"After I came to the US, my motivation for learning English was really high but this didn’t last for long... I used to sit for TOEFL twice a month... And each time I failed to achieve the score that would affect my good competence … my teachers used to say that my performance was good and in spite of this fact, I didn’t achieve a good score in it.. It was really a real suffering”

Theme (5) an Effective Person as a Motivator in the Learning Process

Three participants in this study pointed out that their motivation in learning English was formed because of an effective person he had met in his life. Actually, this theme is consistent with Dörnyei and Shoaib’s motivational influences (2, p.34) that contained what they called “relationship with a significant other”. Specifically, this refers to another person who contributes positively in increasing the motivational energy for specific learners. This person could be a friend, teacher or relative. Abu Saleh stated that there were two people who affected his attitude and motivation towards learning English in Saudi Arabia; his brother and teacher. His brother worked in a hospital and used to speak English on a daily basis due to the nature of his work that required interacting in English with doctors and nurses. He illustrated that by saying:

"my brother used to work in a hospital and was using English as a medium of interaction … this was due to the globalized nature of English as lingua franca that used by people of different
linguistic backgrounds... his speaking skill was really excellent and I tried to imitate him... I wanted to speak English exactly as he did”

He further explained that one of his teachers at the university in Saudi Arabia created his high motivation for learning English. The teacher’s fluency in speaking represented a great example on how the real learner of English should be. The teacher was major catalyst in the learning process and affected the others’ passion to learn English. He commented:

"كان المدرس يتكلم بطلاقة ... أحببت حضوره و كنت دائما ارتدد على ساعته المكتبية لكي أعدل بعض أخطاء النطق ... كان وجود ذلك المدرس يمثل نقلة نوعية في زيادة الدافع لدي"

“the teacher was speaking English fluently ... I really liked his classes and used to go to him during his office hours to correct my errors in relation to pronunciation... This teacher made a great stride in increasing my motivation level to learn English”

Abu Yara (participant 3) stressed the role of the teacher in creating motivational energy, which was a significant factor affecting student performance. This surely affected the students’ performances. After the participants arrived in the U.S, the English teachers played a crucial role in the motivational satisfaction on the part of the participants. The following quote illustrates well:

"عند وصولي للولايات المتحدة الأمريكية كان المدرسين الموجودين في المعهد من الجنسية الأمريكية ... و كانت الإنجليزية هي لغتهم الأم ... كان اشعر بأن دافعيتي تزيد يوما بعد يوم بسبب ان من يدرسني هو ناطق لها و ليس متعلم كما في السعودية ... هذا كان يعطيني نوعا من الثقة و الدافعية لمواصلة طريق التعلم".

“ When I first arrived in the US, the teaching staff was native speakers of English... that gave me some kind of confidence and motivation to learn English as the teacher was a native speaker and not a second language learner who later became a teacher”
CHAPTER V
DISCUSSION & CONCLUSION

Introduction

The purpose of the present study is to explore the motivational fluctuations of Saudi students in learning English at a Midwestern university in the United States. A thematic analysis approach was adopted to explore the motivational influences on 7 Saudi international graduate/undergraduate students and those attending the intensive English language institute. The participants completed a language background questionnaire and were interviewed on an individual basis.

During the interviews, the 7 participants shared their experiences in learning English before and after arriving in the United States. Five major themes emerged from the interview data: 1) The Learning Environment; 2) Teacher Influence; 3) Economic Factors; 4) English Standardized Tests (TOEFL & IELTS); 5) An Effective Person as a Motivator in the Learning Process. For each theme, a detailed description was presented. In order to make these themes clearer, I present each one with relevant excerpts based on the subjects’ narratives in Arabic, along with English translations.

The results of this study present further evidence in support of the temporal nature of motivation. Motivation is no longer regarded as a static and unchanging attribute but has a dynamic nature that fluctuates rapidly. These emerged themes indicate that second language learning is like a journey where one passes through many steps during one’s life, which could contribute negatively or positively in the learning process. The following is a detailed discussion of these themes, with a focus on the role of each in the learning process, and on how each theme created the temporal status of the students’ motivation during their endeavor learning English. Following this discussion, the chapter concludes by considering the practical implications of the
findings and the limitations of the current study.

5.1 The Learning Environment

The first theme/pattern to be discussed in terms of its effect on the learning process is the learning environment. In Saudi Arabia, English is regarded as a foreign language that is spoken in limited contexts, either as a mandatory course in school or as a means of communication with others who speak English as a first language, or lingua franca. Thus, the motivation status here is seen as opportunistic, and concerned basically with how to carry out the ongoing task. In the scholastic FL (foreign language) context, students are forced to take an English course as a part of the curriculum enforced by a superior authority. As indicated in the results section, learning methodology in teaching English is primarily directed at exposing students to the basics of English, including letters and rules of grammar, with small numbers of words to be memorized. The teacher usually speaks Arabic while explaining lessons on English, depending heavily on translation. The language is so formal and doesn't consider the contexts that maintain a high priority on communicative success. Additionally, the length of time allocated to English classes is 4 classes a week with each class lasting for 45 minutes (Abu Anas, participant 1).

Within these circumstances, the Saudi students who participated in this study started their journey in learning English by adopting an instrumental/opportunistic approach to the learning process. They studied English because it was a required course, or to pass the course or simply to get a raise. This instrumental attitude towards English is correlated in a great sense with the temporal nature of the students’ motivational profile. The learning environment in this case is responsible for this temporal motivation of students to study English. The students here have no option other than to study and they have to do it. I term this as the “institutionalized
intervention phase,” in which English is imposed on students. This phase was initiated in the official school where students gathered for learning. Based on the subjects’ narratives, the learning environment in Saudi Arabia was a demotivating factor for them in learning English. Actually, this should come as no surprise, since learning triggered by an institutionalized intervention doesn’t support students’ choices and attitudes.

Another issue related to learning environment is the teaching methodology, the most influential part of the learning environment, by which the learners start to approach language. The participants in this study share the view that teaching methodology in Saudi Arabia is a real obstacle in creating positive motivation towards English. This ultimately leads to a noticeable decline in motivational energy. This unsurprising result shows that motivation is a complex concept that is influenced by innumerable causes. Specifically, the learners, when attending classes, expect some kind of relevancy that could benefit them in their daily life. In some teaching practices in Saudi Arabia, the students work with materials that are not relevant to them. The student is interested in learning English in order to be able to use it for certain specific purposes and to successfully carry out certain tasks, such as reading a report (written in English) about their country’s economy. This relevancy creates unstoppable motivation, as the learners realize that learning English is a way for them to accomplish tasks that could not be done otherwise if using their mother tongue.

After the participants came to the US, all of them shared the view that they experienced a high motivational attitude towards English. This increase occurred due to their shift from FL contexts into SL contexts, characterized by a sudden increase in accommodation of newcomers who happen to be foreign students learning English. Now that the students spend enough time in the new environment, the learners will consider the use of English as a daily habit, just like
eating or drinking. Most importantly, they apply what they learn, as soon as they learn it in class, through an intensive exposure to English outside the classroom. This exposure of this study’s participants was not triggered by their integrative attitude towards English and its culture but rather by an instrumental purpose. Based on the questionnaire data, all the participants stated that they lived either alone or with their family, except for one participant (Abu Saleh), who said that he shared his apartment with a Muslim friend from Turkey. This suggests a hint that the participants are interested in learning English for various reasons other than to be valued by the English culture. Therefore, all of them chose to live alone rather with an American partner. Even Abu Saleh, who preferred to share his apartment, did so with another male international student, also a Muslim (the same religious background as himself).

The participants’ narratives showed a noticeable preference for native English speaking teachers when learning English. This trend has intensified considerably even after their arrival in the U.S, although their access to various alternatives for prompting communicative atmospheres was largely provided by outside classroom resources (i.e. socializing with their American friends). According to Kris Van den Branden (2007, p.161), “for second language learners, opportunities to learn the L2 and practice using it potentially arise in informal circumstances on the street as well as in the L2 classroom.” Therefore, instructed learning (i.e. inside the classroom) as well as informal learning (i.e. outside the classroom) complement each other in that the classroom learning serves to provide a learner with a linguistic repertoire that ultimately can contribute to an effective interaction with others outside the classroom domain.

As a result, the crucial question that arises based on the participants’ narratives is: why do the participants insist on having a native-speaker teacher despite their presence in an English-speaking country? To get a convincing answer to this question, let me first examine the high
value, which the Saudi students put on the teacher's level of importance in the learning process. In Saudi Arabia, the teacher is regarded by many as the only possessor of knowledge. No learning experience or activity can be carried out without the teacher’s supervision. This trend represents a culture–based concept that has roots in Arab culture, and that enforces the role of the teacher as the civilization builder and change maker. As a result, such a cultural concept in relation to teacher dominance becomes accepted as a valid, credible fact that no one can question. This prestigious status of the teacher in Saudi Arabia creates a collective mentality among students that the exclusive way of getting knowledge is through the teacher whose role can’t be replaced by any other person. Therefore, the participants in this study did not deviate from the general dogma adopted by the society as a whole.

Other reasons that could explain the participants’ preference for a native speaking teacher in the second language environment are the participants’ instrumental goals for learning English. Based on the participants’ narratives and background questionnaire responses, it is clear that they do not aim to “reach native-level language proficiency” (Kris Van den Branden, 2007, p. 164). Rather, they want to reach a level of proficiency that allows them to use the language in the domains that are relevant to their immediate needs. Proficiency for them can be represented by the notion stated as follows: “Communicative adequacy prevails over linguistic correctness” (Kris Van den Branden, 2007, p. 164). Specifically, the participants, when telling their stories about learning English, didn’t even mention the roles that could be played by communication and interaction with Americans outside the classroom in promoting their linguistic development. This implicit silence, on the part of the participants, seems to indicate that the participants came to the U.S for a well-defined reason, to get a level of proficiency in English that could serve to help them carry out their academic tasks.
5.2 The Role of the Teacher

The second theme in relation to the motivational changes for this study’s participants is the role of the teacher in facilitating and maintaining learner motivation. It is a common belief that the teacher constitutes a crucial element in any educational context. In the Saudi educational context, the teachers are appointed by the Ministry of Education. All school policies are directly determined by the Ministry of Education, which sets the general policies by which all schools have to abide. English teachers usually come from colleges of education that are within Saudi universities, whose aim is to train and graduate qualified Saudi students for careers in the teaching profession.

In this study, all participants stated that the English teacher was a primary reason for their declined motivation in learning English in Saudi Arabia. This was attributed mainly to two main reasons, namely, academic preparation and teaching methodology. Specifically, academic preparation refers to the quality of training that the teacher received in a teacher education program. As indicated previously, all the participants had begun systematic study of English in the sixth grade and had continued their study of English for a total of 6 years, until the end of the secondary school level. At the university level, English courses are offered as either core or elective selections. Those students desiring to enter the English language teaching profession must join the department of English for four years, in addition to a year of practicum. Then after the completion of the requirements for graduation, the student is awarded a BA degree in English and thus he/she becomes qualified to teach.

The main shortcomings of these academic programs, especially at the university level, seem to be their inability to recruit highly qualified instructors that can make a substantial
difference in students’ motivational energy. The participants noted repeatedly that English
teachers in Saudi schools speak with a heavy Arabic accent, which reduces student interest and
participation, which in turn ultimately results in declines in their motivation to learn. Moreover,
the teaching methodology adopted by the teacher is usually dependent on the grammar
translation approach that focuses on translation and memorization skills. This points us toward
examining the negative or positive influences of teaching methodology. At the outset,
memorization of words and rules is an outdated approach and causes a sharp decline in the
students’ motivation. Moreover, it does nothing to encourage the development of communication
in the second language and the use of critical thinking skills, and therefore this method results in
noticeable failures. Moreover, when those who were previously products of this type of learning
environment become teachers, history repeats itself in the English language classroom and the
end result is lack of success in English language learning, even after six years of study in the
Saudi schools. This conclusion is borne out in the words of one of the participants, who stated
that he had learned literally nothing during his years of study of English in Saudi Arabia.

When the participants came to the US, the role of the teacher transformed into a
motivating factor due to the fact that their English teachers were all native speakers of English.
During their interviews, all the seven participants expressed the view that native speakers who
work as English teachers support their motivational energy regardless of the teaching
methodology adopted. They affirmed that native speaker abilities could make up for any
deficiencies caused by various other factors.

Based on the participants’ narratives, the concept of the native speaker gained a special
significance despite the extensive literature in applied linguistics and second language research
that asserts "the English language is no longer the privilege of native speakers" (Medgyes, 2001,
This controversy over the native versus non-native dichotomy has contributed to the emergence of concepts such as native English-speaking teacher (henceforth NEST) and its counterpart, non-native English-speaking teacher (henceforth NNEST), within language pedagogy, as well as ELT, "English language teaching" methodology (Medgyes, 2001, p.429). At the outset, let me first approach the concept of the native speaker as an English teacher, examining how it gained such significance among the participants.

The concept of the native speaker has been a subject of heated discussion among researchers of second language acquisition. For those who learn English as a second language, the native speaker was regarded as the ideal criterion by which to assess their linguistic level based on the question, "What does the second language learner know and to what extent does this differ from what the native speaker knows?" (Davies, 2003, p.180). The main question that arises is how to define this ambiguous concept—"native speaker." A native speaker of English is traditionally defined as "someone who speaks English as his or her native language, also called mother tongue, first language, or L1" (Medgyes, 2001, p.430). According to Davies (1991), the main factor used to determine "native speaker-hood" is birth. That is to say, a native speaker of English is defined as an individual who was born in an English-speaking country. This definition, as Medgyes (2001) argues, is problematic, since birthplace doesn't determine language identity. For example, if Khalid was born in the United States and moved to his original country, Saudi Arabia, at the age of two, can we characterize him as a native speaker of English because of his birthplace? Some will argue that a native speaker is a description usually attributed to those who spend their childhood in an English-speaking country. The crucial questions in this case may include: What is the age range of childhood? Where does it begin and where does it end? In addition, the situation is getting more and more complicated, especially when it comes to
mixed marriages in which the parents speak different languages (Medgyes, 2001, p.430).

A critical issue in relation to the distinction between native speakers and non-native speakers is the ownership of English. If one speaks English, does that mean that s/he can claim the ownership of it? According to Widdson (1994, p.385), English is an international language and therefore "it is not a possession which (native speakers) lease out to the others, while still retaining the freehold. Other people actually own it.” Similarly, Norton (1997, p.427) argues that English "belongs to all the people who speak it, whether native and non-native, whether ESL or EFL, whether standard or nonstandard.” The validity of these statements, as Medgyes (2001) argues, could be proven by the example of the well-known twentieth-century novelists Conrad, Nabokov and Soyinka, since all them were non-native speakers of English who gained a global popularity due to their novels having been written in English. In sum, the multicultural and multilingual speaker started to gain prominence in the professional literature (Kramsch,1997).

Despite scholarly trends, all participants of this study shared the view that English could be learned only under the supervision of an English native speaker. They argued that the process of English learning in this case is accomplished without a mediator as they deal with the original source, i.e. the native speaking teacher. In discussing their narratives, I investigate the issue deeply, taking into account all embedded causes that scholars usually ignore when it comes to the question of why foreign language English students prefer English native speaker teachers to local ones. In so doing, Phillipson’s (1992) center/periphery dichotomy is adopted to grasp the dominance of the native speaker model in the Saudi educational mentality. In this dichotomy, the center refers to powerful western countries where English is the native language, whereas the periphery is a name that describes underdeveloped countries where English is a second or foreign language. Today, English Language Teaching (henceforth ELT) is a huge enterprise and therefore,
as Phillipson argues, educational organizations as well as individuals in the center have great stakes in maintaining its operation. Research projects and programs, whose main goal is to conduct comprehensive research on ELT, are usually run by powerful government agencies such as the United States Information System and the British Council. The outcomes of such efforts are recommendations submitted by native speaker experts, which in turn local authorities may or may not implement. In ordinary classrooms in the periphery, as Phillipson asserts, NESTs gain access to jobs with high salaries, exceeding those salaries given to the local NNESTs. Moreover, in certain countries, native speaking teachers without teaching experience and qualifications are extended a warm welcome (Medgyes, 2001, p.432, 433).

Sadia Ali (2009, p.35) argues that “in the GCC countries (Saudi Arabia, Kuwait, Bahrain, Qatar, the United Arab Emirates and the Sultanate of Oman), the English language classrooms, institutions and programs can be seen as the locked office where only certain ‘privileged’ teachers can gain entry,” in a reference to those teachers coming from the center (see Appendix E). Nayar (1994) states that the hiring policies of English teachers in the GCC countries, including Saudi Arabia, practice what he referred to as “linguistic elitism,” by recruiting only the teachers coming from western countries (i.e. the Corner), consequently marginalizing an entire group of teachers from non-Western countries, despite the fact that they form the majority of English language teachers in the world. He concludes that “the native-nonnative paradigm and its implied exclusivity of ownership is not only linguistically unsound and pedagogically irrelevant but also politically pernicious, as at best it is linguistic elitism and at worst it is an instrument of linguistic imperialism” (cited in Sadia Ali, 2009, p.37).

After this review of the native speaker concept, I recall what I said earlier, when
discussing the prestigious role of the teacher in the Saudi Arabia as a source of knowledge, that the participants of this study were the outcome of the local educational polices that strongly regard the English native speaker as the only person who can teach English, regardless of the learning qualifications and experiences he/she has. Such polices created the myth of the native speaker, which draws the attention of English learner away from an interest in basic linguistic competence, towards an obsession with sounding like a native speaker.

5.3 Economic Factors

The third factor identified in the motivational fluctuations is the economic dimension. This refers to the financial ability of the students to avail themselves of an alternative source of learning English, outside the governmental learning context. As indicated earlier, the learning environment and the teacher were so influential in creating motivational decline for these participants. This sequential status forced the students to look for a motivating environment that revived their passion for learning, such as a specialized institute for learning English, which often proved prohibitive due to the costly fees that such institutes demand.

The amount of money charged as tuition fees by specialized institutes undoubtedly contribute heavily to the deterioration of the participants’ motivation as it was their last resort for learning English professionally. Such schools have the latest learning techniques, modern buildings and, most importantly, native speakers of English equipped with the most recent and effective learning approaches that are centered on meeting the needs of the students and connecting them with the real world. Thus, the students often had no option but to continue attending English classes in schools without the presence of a motivating power. After the participants came to the U.S, their motivation to learn English increased as they were granted
fully-funded scholarships by the Saudi government. These scholarships affected the students’ motivational energy positively. It gave them a golden chance to learn English in an English-speaking country without having to pay high tuition that discouraged them, when they were in Saudi Arabia, from enrolling in an intensive English program usually provided by specialized institutes.

5.4 English Standardized Tests (TOEFL & IELTS)

The fourth theme causing the motivational energy to drop is English standardized tests that are regarded as strong proof of linguistic performance of the student in the U.S. As mentioned earlier, the participants shared the view that their motivation for learning English had increased and that they became more comfortable in using English by coming here. They, however, agreed that this motivation was usually influenced by external factors such as English standardized tests that played a vital role in creating a sort of dissatisfaction among learners. They argued that they made great progress in their learning but this progress faded away soon after results of the standardized test were published.

One of the strongest criticisms against such tests states that they are “specific to inner circles varieties of English” (Davies, et al., 2003; Johnson, et al., 2005; Jenkins, 2006; cited in Zafar Khan, 2009, p.193). Davies, et al. (2003) conducted a study to compare the norms used in the international English language proficiency tests, like IELTS and TOEFL, and national English language proficiency tests in five countries where English is used as a second or a foreign language. They found that several words in the TOEFL are culturally specific to North American contexts and do not even exist in other English contexts. They argued that TOEFL is biased against those learners who may be proficient in English but they are not familiar with the
American English (cited in Khan, 2009, p. 193). This really confirms the sufferings of English learners who are not familiar with American or British English. All the participants agreed that such tests cannot measure their English level nor should they be considered as a criterion of achievement. One of the participants (Abu Nasser) shared his story about how he speaks English fluently and with an American accent, and that this was backed up by the testimony of his American friend, who affirms his fluency. He, however, felt that his self-confidence in learning English was shaken after he took the TOEFL exam. He described it as a nightmare that created motivational anxiety and caused huge motivational changes.

5.5 An Effective Person as a Motivator in the Learning Process

The final theme has to do with the presence of a person fueling the motivational energy for the learners. This effective person could be a relative, friend, teacher or classmate. In the current study, some of the participants noted that one reason for their energized motivation for learning English was attributed to a role model that could be imitated. This factor is grounded in specific contexts that promote educational achievement. For instance, some families, especially who set high store on knowledge and learning, raise their children with more attention on exposing them to education and exerting every possible effort to ensure their success and excellence. Therefore, the presence of an effective person in these families is quite common as an ideal result of intensive awareness that constitutes a part and parcel of this given family. Then, the power of influence among the members of the family will act accordingly, creating eternal motivational power that triggers the passion and sparks continuation and persistence to achieve the prescribed goals.
5.6 Contributions and Implications

The current study’s objective was to explore the motivational influences of seven Saudi students attending a Midwestern American university. To achieve this end, a 60-minute, structured interview and background questionnaire were adopted as instrument to gather data for this study. The findings of this study support those in the literature on L2 motivation (Dörnyei and Ottó’s, 1998) that regards motivation as a dynamic and fluctuated attribute. The learner passes through stages and phases during the learning process that leave a mark on the motivational profile. The participants of this study stated in their stories that motivation for them wasn’t a static concept that they were born with and stayed with them. Rather, their motivational energies were influenced by a variety of factors, such as learning environment, the role of the teacher, English standardized tests, as well as economic determiners.

This study provided interesting implications that could contribute in increasing the motivational level of the Saudi students learning English. As indicated earlier, all the participants had agreed that the availability of a native speaker of English as a teacher brought about a considerable and positive change in their motivation. Critically speaking, the concept of the so-called native speaker is problematic and has many interpretations. Therefore, the Ministry of Education should implement a national plan in which teaching jobs should be granted to the qualified teacher irrespective of the geographical/ethnic background s/he comes from. In order to provide conciliatory solutions that balance between the preferences of students and the proposed national plan indicated earlier, there are some educational practices documented in the literature. According to Ortega (2007, p.196) “computer-based technologies can help secure high-quality practice through large-scale curricular collaborations with native-speaking students enrolled in a course in another country.” Belz (2002) describes a collaboration project between a
fourth-semester German conversation and composition course at a university in the United States and a teacher education undergraduate course at a university in Germany. The main purpose of this project was to “develop foreign language competence (in German for the U.S. students and in English for the German students) and intercultural awareness” (Cited in Ortega, 2007: p. 196). Such projects should be adopted by the Saudi Ministry of education to immerse the students with a real language with communicative purpose. Therefore, the students will more comfortable with English as it is used naturally with a native speaker that don’t for errors to be corrected but to promote communicative competence among learners and increase the motivational energy for learners.

As for English standardized tests that seemed to cause a tremendous motivational change among participants, some new methods should be adopted to measure the linguistic performance of international students coming from non-English speaking countries, i.e. Saudi Arabia. According to Zafar Khan (2009: p. 204) “a test that measures students’ ability to use English as an international language must lay emphasis on communication tasks rather than on distinguishing and nitpicking ‘errors’ or deviations from the standard North American English found in the TOEFL.” Amel, one of the subjects of Khan’s study, recommended that in-house English language placements tests should replace tests like TOEFL. Moreover, “she suggests collaboration with other language teachers to create test that will have international features so that ‘you are really looking at English as an international language and not just one culture’ (Khan, 2009:202).

5.7 Limitations and Recommendations for Further Research

This study provided findings in relation to motivational changes in learning English. However, it must be admitted that this study is a human endeavor that must have shortcomings
that can be addressed in other studies. First, the number of participants were small sample of students learning English. To come up with more representative results, the sample size should be bigger than the current one with emphasis on diversifying the subjects engaged in the study on the terms of their academic major and the states in which they live. Second, further research should try to explore the implications discussed earlier empirically to ensure the effectiveness of suggestions for increasing motivational level, especially in relation to English standardized tests. The students' preference of the native speaker needs also to be studied thoroughly to explore how the educational policy of the Saudi's ministry of education in English teaching affects the students' preferences. Moreover, more studies need to be conducted to acknowledge the globalized nature of English and it is no longer exclusively owned by a given ethnic group. At last, the participants of this study were all male. Therefore, it is highly recommended for future research to include Saudi females to explore the role of gender in motivational change during learning English.
REFERENCES


Heckhausen, Heinz. (1991) Motivatiion and action /Berlin ; Springer-Verlag,


APPENDIX A

Cover Letter:

Dear ________________:

I am a graduate student seeking my master’s degree in the Department of Linguistics at Southern Illinois University Carbondale. I am conducting a research study entitled “The role of motivation in L2 Acquisition of English by Saudi Students: a Dynamic Perspective”

The purpose of this project is to investigate the role of motivation in second language learning and how motivation of learning English for Saudi students changes over time.

Participation in the study will take a total time of approximately one hour and thirty minutes. I will interview each subject on an individual basis at his or her residence or at a location that is convenient to the subject. I will audiotape each interview using a digital audio recorder. The overall duration of the interview will be approximately one hour. If necessary and if this is more convenient to the subject, the interview may be conducted over two sessions, with each session lasting approximately 30 minutes. Prior to conducting the oral interview, each participant will be asked to complete a brief written questionnaire about background information (e.g. their age, socioeconomic status, name of high school, year in college, etc) and background information about language learning experiences in their country and in the USA. The questionnaire will take about 30 minutes to complete. I will transcribe the audio-recorded interviews. I will analyze the participants' narratives for major themes that emerge in relation their experiences in learning English. The information obtained through the questionnaire will be taken into account when carrying out the thematic analysis of the narratives.

All the subjects’ responses during the interview and to the questionnaire will be kept confidential within reasonable limits. During each interview session, each subject will be addressed only by his or her first name or nickname and will not be addressed by his/her last name. In the transcriptions of the audio recordings, each subject will only be referred to by his or her first name or nickname and not by his or her complete name (i.e. first and last name). There will be no list kept which matches each individual's first name or nickname with the participant’s complete name (i.e. first name and last name). The audio-recordings of the interviews will not be erased after completion of the data analysis. The audio-recorded data will be used in future analyses of the participants' narratives by me (i.e. the researcher) in my future studies and analyses of the data in relation to the role of motivation of language learning as well as other aspects of second language use.

Although the information I obtain from the study will help me in my research, your participation in this study is entirely voluntary, refusal to participate will involve no penalty or loss of benefits to which you would otherwise be entitled to, and you may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.
Questions about this study can be directed to me or to my project advisor, Dr. Usha Lakshmanan, department of Psychology & Linguistics. My contact information and the contact information for my project advisor is provided below.

Researcher : Ali Alzayid

618-412-1311
alialzayid@siu.edu

My Project advisor : Dr. Usha Lakshmanan

Professor, Department of Psychology
Life Science II, Room 216
Southern Illinois University Carbondale
Phone : 618-453-3574
E-Mail: usha@siu.edu

“This project has been reviewed and approved by the SIU Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Research Development and Administration, Southern Illinois University, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu”

Thank you for taking the time to assist me in this research.

Ali Alzayid
APPENDIX B
INFORMED CONSENT FORM

I agree to participate in a study being conducted by Ali Alzayid for his research project entitled “The Role of Motivation in the L2 Acquisition of English by Saudi Students: a Dynamic Perspective”. I understand that the study requires that I be audio-taped and I agree to permit audio-taping of my interview with the researcher. I also agree to give the researcher (Ali Alzayid) permission to share with other researchers the audio-recordings of the interview.

The purpose of this project is to investigate the role of motivation in second language learning and how motivation of learning English for Saudi students changes over time.

Participation in the study will take a total time of approximately one hour and thirty minutes. Each subject will be interviewed by the researcher (Ali Alzayid) on an individual basis at the subject’s residence or at a location that is convenient to the subject. The interview will be audio-taped using a digital audio recorder. The overall duration of the interview will be approximately one hour. If necessary and if this is more convenient to the subject, the interview may be conducted over two sessions, with each session lasting approximately 30 minutes. Prior to conducting the oral interview, each participant will be asked to complete a brief written questionnaire about demographic information (e.g. their age, socioeconomic status, year in college, etc) and background information about language learning experiences in their country and in the USA. The questionnaire will take about thirty minutes to complete. The audio-recorded interviews will be transcribed. The researcher (Ali Alzayid) will analyze the participants' narratives for major themes that emerge in relation to their experiences in learning English. The information obtained through the questionnaire will be taken into account when carrying out the thematic analysis of the narratives.

I understand that all my responses during the interview and to the questionnaire will be kept confidential within reasonable limits. During each interview session, I will be addressed only by my first name or nickname and that I will not be addressed by my last name. In the transcriptions of the audio recordings, I will only be referred to by my first name or nickname and not by my complete name (i.e. first and last name). There will be no list kept which matches my first name or nickname with my complete name (i.e. first name and last name). I understand that the audio-recordings of the interviews will not be erased after completion of the data analysis. The audio-recorded data will be used in future analyses of my narratives by the researcher (Ali Alzayid), the researcher in my future studies and analyses of the data in relation to the role of motivation of language learning as well as other aspects of second language use.

I understand that my participation in this study is entirely voluntary. I further understand that refusal to participate in the study will involve no penalty or loss of benefits to which I would otherwise be entitled, and that I may discontinue participation at any time without penalty or loss of benefits to which I am otherwise entitled.
All my questions have been answered to my satisfaction. I also understand that if I later have any additional questions about this study, I can contact you the researcher and/or the researcher’s project advisor (Dr. Usha Lakshmanan, department of Psychology & Linguistics. I understand that the Researcher and the Project Advisor can be contacted at the following addresses/phone numbers.

Researcher: Ali Alzayid

618-412-1311
alialzayid@siu.edu

Project Advisor: Dr. Usha Lakshmanan
Professor, Department of Psychology
Life Science II, Room 216
Southern Illinois University Carbondale

Phone: 618-453-3574
E-Mail: usha@siu.edu

I have read the information above, and all questions I asked have been answered to my satisfaction. I understand I will receive a copy of this form for the relevant information and phone numbers.

“This project has been reviewed and approved by the SIU Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Research Development and Administration, Southern Illinois University, Carbondale, IL 62901-4709. Phone (618) 453-4533. E-mail: siuhsc@siu.edu

I agree to participate in this study, which requires me to be audio-recorded, realizing that I may withdraw permission without prejudice at any time. I also give the researcher, Ali Alzayid permission to share with other researchers the audio-recordings of the interview that were made by you, the researcher (Ali Alzayid) for the purposes of this research project.
Participant signature and date

“I agree _____ I disagree _____ to have my responses recorded on audio tape.”

“I agree_____ I disagree _____ that (the researcher, Ali Alzayid) may quote me in his/her paper”
APPENDIX C

Interview Protocol

A. Introduction

First of all, I would like to thank you for agreeing to participate in my study.

I’m going to be interviewing you about your experience in learning English in Saudi Arabia and in the USA. So, I’d like to ask you about your early contact with English and what time did you start learning English in a systematic way. We’ll focus mainly on your experience in learning English in your country, and later we’ll talk in-depth about your experience learning English when you get to the USA. This interview is seeking to discover your journey in learning English and how this experience changes over time. This interview could take an hour. Please take a few minutes to read the informed consent and sign it if you agree to participate in the interview.

B. Pre-Arrival Questions

1- Tell me about your experiences in learning English in Saudi Arabia?

2- Did you enjoy learning English? Why or why not?

3- How would you describe your motivation when you were studying English at school?

4- What did you do when you encountered obstacles or difficulties learning English?

5- Please tell me about your experiences in using English in Saudi Arabia?

6- Could you talk about some of the reasons that motivated you to study English in Saudi Arabia?

7- Could you talk about some of the reasons that motivated you to study English at a university in the US?

C. Post-Arrival Questions

1- Please tell me about your experiences in learning English in the US?

2- Please tell me about your experiences in using English in the US?
3- Did your language learning motivation change after you came to the U.S.? Why or why not?

4- What do think is the most important factor that contributes to your English achievement?

5- Were there any incidents that affected your learning motivation? If so, please, tell me your stories.

6- What was your experience communicating in English in the U.S.?

Possible probes:

. Please tell me more about that?

. Any specific example?

E. Closing

- Is there anything else you would like to share with me?
APPENDIX D

Language Background / Language Use Questionnaire

First of all, I would like to thank you for agreeing to participate in my study. Please read and respond to the following items about your language background.

1. Age __________

2. Gender     Male______   Female__________

3. Status ____________
   . CESL Student:     Level __________
   . Undergraduate Student:   Freshman       Sophomore       Junior       Senior
   . Graduate Student:     Master’s       Ph.D

4. Major ____________

5. Please indicate the languages that you know:
   ___ English ___ Arabic ___ other

6. Which language do you consider as your
1st language? ______________
2nd language? ______________
3rd language? ______________

7. When did you learn these languages? Please check whether you learned the language at school (academic institution, foreign language school), outside of school (home, social environment), or both.
8. Please rate your current level of communication skills for each of the languages that you have listed above.

1st language: ____________

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<th>Satisfactory</th>
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2nd language: ------------------

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3rd language: ------------------

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<td>Reading</td>
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9. For how many years did you learn English in a formal (school, books) setting?

-- ------ years  - ------- months

10. How long have you lived in an English speaking country?

-------- years  ------- months

11. In which language or languages are you comfortable speaking? If you answered “Other languages,” indicate the language(s).

Arabic                              English                        Arabic & English          Other languages .

12. Which of the following languages do you speak on a daily basis? If you answered “Other languages,” indicate the language(s).

Arabic                                  English                  Arabic & English                Other languages .

13. Indicate the frequency with which you speak each language on a daily basis.

<table>
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<tr>
<th>Language</th>
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<th>75%</th>
<th>50%</th>
<th>25%</th>
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<td>Other languages</td>
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</table>

14. When you talk to other people who know both Arabic and English, do you switch between the two languages in the same conversation?

yes              no

15. If you answered “yes” in (16), then indicate the frequency with which you switch between Arabic and English.
16. Approximately how many hours per week do you spend reading materials (e.g., books, articles, news, E-mails, and others) in Arabic?

............... hours

17. Approximately how many hours per week do you spend reading materials (e.g., books, articles, news, E-mails, and others) in English?

............... hours

18. With whom do you live now? (please check the most appropriate choice)

___ alone
___ one or more U.S. students
___ one or more international students from your country
___ one or more international students from other countries
___ my spouse
___ my spouse and child
___ my partner
___ my parents/family members
___ other people ______________ (please specify)

Thank you for your co-operation.
APPENDIX E

Screen shot of an advertisement for ‘native speakers’ born in England, America, Canada Australia (British, American, Canadian or Australian passport holders) in Saudi Arabia. (Adapted from, Sadia Ali, 2009: p.56).