The Effects of Student Identities on English as a Foreign Language Learning Motivation in a Saudi University Context.

by

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DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Abstract

Motivation has been identified as one of the most important factors in the language learning achievement of English foreign or second language students. Moreover, identity is regarded as one of the most significant aspects of motivation. Both motivation and identity are complex ideas. Therefore, a robust theoretical framework is required to investigate their role in language learning. The L2 Motivational Self System (L2MSS) proposed by Dörnyei (2005) represents such a theoretical framework which considers the self as the focal point of language learning motivation. The L2 Motivational Self System involves the student's ability to visualise him/herself as a successful English user in the future. The students' efforts to learn English are driven by their desire to reduce the discrepancy between their present low proficiency selves and their future, ideal, desired selves that are proficient English users.

The present study involves applying the L2 Motivational Self System to investigate the language learning motivation of Saudi university students. However, the present study identifies a need for the L2MSS to be expanded for more effective application to the learning context of the present study. The L2MSS is predicated on the primacy of the self in language learning motivation. However, it narrowly focuses on two self aspects, the Ideal L2 Self and the Ought-to L2 Self. The L2MSS overlooks the significance of present selves to the motivation of English language students. Therefore, ideas from the Identity Based Motivation theory and the Motivated Identity Construction theory are used to expand the L2MSS.

Previous studies mainly utilised quantitative research methods which produced limited results. For that reason the present study employs a mixed methods approach. This comprises of students and lecturer questionnaires. Qualitative data collection methods are student interviews and an open-ended question in the lecturer survey.

The main findings of the current study are that multiple identities are implicated in the language learning motivation of the students who participated in this study. The findings show that the Ideal L2 Self does not represent the ideal self of students in this learning context, but rather, it denotes the ideal self that others desire for these students. This conclusion is based on the fact that the communicative proficiency espoused by the Ideal L2 Self is not the driving force behind the language learning efforts of these students. They are rather motivated by their immediate academic needs and their future career aspirations. Furthermore, the current study establishes that multiple identities contribute toward their motivation to learn English. Among these identities the present actual identities of students are found to be significant contributors to their motivation. The current study also identifies a Western bias in the L2MSS in that it assumes that all those who learn English do so for the purpose of communicative proficiency because they need English to be functional in their everyday lives. The L2MMS ignores the primacy of the students' L1 for this purpose. The same bias also overlooks the important role that duties and responsibilities play in motivating people as opposed to the individualistic notion of Western cultures that assume that people are motivated only by their own ideals and desires.

Opsomming

Motivering word geïdentifiseer as een van die belangrikste faktore in die aanleer van Engels as vreemde of tweede taal. In hierdie konteks word identiteit as een van die mees kenmerkende aspekte van motivering gesien. Motivering en identiteit is komplekse idees. 'n Lewenskragtige teoretiese raamwerk is dus 'n vereiste om hulle rol in taalaanleer te ondersoek. Die *L2 Motivational Self System (L2MSS),* soos deur Dörnyei (2005) ontwikkel, verteenwoordig so 'n teoretiese raamwerk wat die self as die fokuspunt van motivering vir taalaanleer sien. Die *L2 Motivational Self System* betrek die student se vermoë om hom/haarself as 'n toekomstige, suksesvolle gebruiker van Engels te visualiseer. Die studente se pogings om Engels aan te leer word aangedryf deur hulle begeerte om die gaping tussen hulle huidige self, met beperkte taalvermoë, en hulle toekomstige, ideale self, wat Engels vlot gebruik, te oorbrug.

In hierdie studie word die *L2 Motivational Self System* (L2MSS) gebruik om die taalaanleer motivering van Saudi universiteitsstudente te ondersoek. Die studie dui egter op die noodsaaklikheid om die L2MSS uit te brei sodat dit meer effektief toegepas kan word in die konteks van die huidige studie. Die L2MSS is gebaseer op die gedagte dat die self primêr staan in taalaanleer motivering. Dit fokus egter net op twee aspekte van die self, naamlik die 'Ideale L2 Self' (*Ideal L2 Self*) en die 'Behoort L2 Self' (*Ought-to L2 Self).* Die L2MSS ignoreer die belangrikheid van studente se huidige self vir die motivering om Engels aan te leer. Daarom word idees vanuit die Identiteit-Gebaseerde Motiveringsteorie en die Gemotiveerde Identiteitskonstruksieteorie gebruik om die L2MSS uit te brei.

Vroeëre studies het hoofsaaklik gebruik gemaak van kwantitatiewe navorsingsmetodes wat beperkte resultate getoon het. Daarom maak hierdie studie

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gebruik van gemengde metodes wat studente en dosente vraelyste insluit, met kwalitatiewe data in die vorm van studente onderhoude en 'n oop vraag aan die einde van die dosente vraelys.

Die belangrikste bevindinge van die studie is dat meervoudige identiteite 'n rol speel in die taalaanleer motivering van die studente in hierdie studie. Die bevindinge wys dat die Ideale L2 Self nie die ideale self van studente in hierdie konteks weerspieël nie, maar dat dit 'n weerspieëling is van ander mense se idees oor wat hulle ideale self behoort te wees. Dit is duidelik uit die bevindings dat die kommunikatiewe taalvaardigheid wat die Ideale L2 Self veronderstel, nie die dryfkrag is agter die studente se pogings om Engels te leer nie. Hulle word eerder gemotiveer deur hulle onmiddellike akademiese behoeftes en hulle toekomstige beroepsideale. Wat meer is, die studie toon aan dat meervoudige identiteite bydra tot hulle motivering om Engels te leer. Een van hierdie identiteite, naamlik die huidige identiteit van die student, speel 'n betekenisvolle rol in hulle motivering om Engels te leer. Die studie wys ook 'n Westerse vooroordeel in die L2MSS uit, wat aanneem dat almal wat Engels leer dit doen om kommunikatief taalvaardig te word omdat hulle Engels nodig het in hulle daaglikse lewe. Die L2MSS ignoreer die feit dat studente se eerste taal hierdie rol vervul. Dieselfde vooroordeel is ook duidelik uit die feit dat pligte en verantwoordelikhede 'n rol speel in mense se motivering, eerder as die Westerse siening wat aanneem dat mense gemotiveer word deur 'n individualistiese fokus op hulle eie ideale en behoeftes.

<p dir="rtl" align="center">الحمد لله الذى بنعمته تتم الصالحات</p>

Praise be to God by whose grace righteous deeds come to completion.

Dedication

I dedicate this work to my parents, Amien and Galiema Feltman.

Acknowledgement

Thanks and praise to Allah who made it possible for me to attain this achievement. My heartfelt gratitude goes to my promoter, Professor Christa van der Walt, who went above and beyond the call of duty to ensure the success of this project. I also owe a debt of gratitude to Professor Kidd for helping me make sense of the statistical part of this research. Thank you to all my friends and colleagues for assisting me with the translation from English to Arabic and for supporting me with their many meaningful contributions towards this research. To my wife, Rugaya, thank you for believing in me and for your unwavering support and encouragement. To my children, Musab, Nafisah, Ibrahim and Hasan, thank you for your understanding and always cheering me on. Finally, thank you to my brothers and sisters for their moral support.

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List of Abbreviations and Acronyms

CELTA – Certificate of English Language Teaching to Adults (Cambridge University)

EFA – Exploratory Factor Analysis

EFL – English as a foreign language

EGP – English for General Purposes

ESL – English as a second language

ESP – English for Specific Purposes

IAMTB – International Attitude / Motivation Test Battery

IBM – Identity Based Motivation

L1 – First Language (Home Language)

L2 – Second Language (Additional Language)

L2MSS – L2 Motivational Self-System

PYP – Preparatory Year Programme

SLA – Second Language Acquisition

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Chapter 1

Introduction

1.1 Introduction

Adopting English as a second language has become an important part of many people's lives around the world. Few people, however, learn a language for its sake. Ulterior goals like the rewards of improved job prospects and the concomitant social status, sense of belonging and feelings of higher self-esteem that proficiency in the language is believed to offer are sometimes the driving forces behind the sustained effort to acquire the target language. For many, knowing English can mean getting a better job; a chance to further their education; expanding their cultural horizons or expressing their personal, political and religious views (Cook, 2013). For others, such as students who hope to gain entry into English medium universities and colleges, it may be an intimidating obstacle to overcome to reach a future, life-changing goal. Therefore, motivation is considered by many researchers as a significant determining factor in language-learning achievement.

Motivation plays an essential role in second language learning; however, it is a complex notion which is influenced by many factors such as the goals students wish to achieve when acquiring the target language, the particular context in which learning occurs and matters related to the students' personal and social identities. A comprehensive theoretical construct is thus required to examine L2 language learning motivation, especially in foreign language contexts. Many motivation theories tend to focus on a single aspect such as goal setting, attribution, self-efficacy, self-worth and so forth

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(see 2.2.1) while ignoring the features of motivation that relate to the self, variability over time, and context specificity, for example. At the same time, traditional language-learning motivational theories such as the social-psychological theory originated in a particular second language context and can, therefore, not be generalised to include foreign language learning situations. Moreover, they do not take into account the complex nature of motivation. This leaves a disjointed overall view of language-learning motivation, which may not provide a useful view of motivation in these various contexts.

Due to globalisation, English is learnt in a diversity of contexts around the world. In countries where English is used as an official language, it may be acquired as a second language; where 'second' is indicative of the status of English, although the majority of English learners are taught in foreign language situations where direct contact with "native speakers" is limited or non-existent. Also, because acquiring a second language is unlike learning other subjects as it is an intensely social phenomenon and involves assuming aspects of another culture, issues of the self and identity are pertinent to learning English (Dörnyei, 2001, 14).

It is for the reasons mentioned above that it is important to focus on the particular local issues that influence learner motivation such as the specific context in which learning takes place; the identities of students and how they impact on language learning and the specific purposes for which the language is learned. The ideal theoretical approach should, therefore, consider learning as a transformation of the self "because learning transforms who we are and what we can do, it is an experience of identity." It is "a process of becoming or avoiding becoming a particular person, rather than a mere accumulation of skills and knowledge" (Wenger, 1998, 215). Hence the present research employs an

eclectic theoretical approach which draws together the L2 Motivational Self-System (Dörnyei, 2005), motivational theories from general psychology, and identity theories originating from applied linguistics and second language acquisition (see 2.3, 2.4.2, 2.5.1 and 2.5.2). As far as methodological considerations go, a mixed methods approach, which is a multi-perspective approach, has been used to collect and analyse data for this study (see 4.3) with a focus on the local context, which will be described next.

1.2. English in Saudi Arabia

The official status of the English language in Saudi Arabia has been described by some writers as that of the primary foreign language (Al-Seghayer, 2014). This prestigious position is due to the prominence given to English in the education system based on the potential role it could play in developing the country in terms of scientific-technological advancement and international relations. The ever-increasing attractiveness of the English language has been ascribed to various developments over the past decades which include the changing attitude of Saudis toward English, the economic growth in the Kingdom, and the presence of some English based media (Mahboob and Elyas, 2014).

1.2.1. English in the Saudi Education System

English was introduced into the Saudi education system in the early 1900s, according to Mahboob and Elyas (2014, 128) in 1936 with the establishment of the Scholarship Preparation School in Makkah, whereas Al-Seghayer (2005, 126) mentions 1927, shortly after the establishment of the Directorate of Education in 1926. The material affluence brought about by the wealth generated by oil revenues and the process of globalization and modernisation have resulted in the increased need for English in Saudi Arabia. The Saudi education system has gradually changed over the past few decades to

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accommodate the ever-growing importance of English to their national interests. English is now a compulsory subject from grade six to university level (Mahib ur Rahman and Alhaisoni, 2013, 113).

The English language is well represented in the Saudi educational system. It is taught as a core subject at primary, intermediate and secondary levels in public and private schools. In fact, it is the only compulsory foreign language that is taught in public and private schools and universities in Saudi Arabia (Al-Seghayer, 2014, 17). In addition, it is the medium of instruction in many university departments and faculties such as the faculties of medicine, engineering, science and other areas of technology. The King Fahd University of Petroleum and Minerals and the King Abdullah University of Science and Technology along with some private universities use English as the medium of instruction in all departments of the university. Even some technical and vocational training institutes and military training academies include English in their curriculums. It is not only the public sector that attaches importance to English but also the private sector where some companies have established training centres to teach English to employees. The ambition of Saudi employees to gain proficiency in the English language is also driven by the prospects of better jobs and career advancement due to the preference that both local and international companies in the private sector give to English-speaking employees. English proficiency is thus seen as the gatekeeper to better job prospects (Al-Seghayer, 2012).

The high status afforded to English in Saudi Arabia does however not manifest in practice in primary and high school contexts. Teachers and school authorities are blamed for the low level of achievement in high school English. It is therefore that the need arose for preparatory year courses to bridge the gap between high school and university.

1.2.2. English in the Preparatory Year Programme

Both the instructors and students who participated in this research are affiliated to the Preparatory Year Programme (PYP) of two Saudi Universities. The PYP is a compulsory one-year course which is a requirement for students registered in various departments in the university. All universities, both public and private, in Saudi Arabia have an intensive English course which is part of the PYP. The purpose of this programme is to help prepare students for the academic demands of the department in which they wish to pursue their degree. It is structured such that it provides them with the tools to smoothly cross over from their Arabic focused high school learning environment to the English centred university environment (Alseweed and Daif-Allah, 2012). The need for these preparatory programs came into being based on the realisation that an enormous gap exists between the language proficiency of high school graduates entering the university and the expected level of their language skills. This difference is attributed to the diametrically contrasting pedagogy in both these, where in high school a teacher-centred learning environment is present in contrast to the student-focused emphasis of university teaching (Fareh, 2010).

The intensive English language course presented by all 25 public universities and the 27 private universities as part of their Preparatory Year Programme is of particular significance. The PYP course usually extends over two semesters in which students take intensive courses related to the major they intend to study. English is a major component of this intensive course and students typically spend twenty hours per week engaging with course materials and lectures in it. The English programme initially focuses on general English and as students advance and gain greater proficiency the emphasis of the course

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changes to academic English which is presented as English for specific purposes (ESP) courses relevant to their intended majors. The English programme, in most cases, is outsourced to companies specialising in English language training which employ native English speakers as lecturers. These lecturers on average hold a first degree and a teaching qualification such as CELTA or DELTA and many also hold masters degrees. Students are assessed and placed accordingly into various levels of the intensive English course (Alshumaimeri, 2013, 14-9).

The language proficiency referred to in this thesis denotes the level of competence with which students are able to use the language in question. It involves the general ability of students. While it acknowledges that there may be variability in the reading, writing, speaking and listening ability of a student, it takes into account the broader general level of competence. It is unlikely that a student would perform at a beginner level in reading but write at an advanced level. This general level of proficiency is reported in this thesis because the aim here is not to determine the final level of competence of students but rather their level of commitment toward learning the language.

Although only the highest achieving students are usually admitted to universities, teachers report a striking disparity between the high entrance criteria and the actual English proficiency of students. For example, King Saud University only accepts students who score 92% or higher in their entrance examinations while King Abdul Aziz University prefer students who score 95% or above. Some attribute this incongruence to the predominantly teacher-centred teaching approach which is prevalent in many high schools in this region (McMullen, 2014, 131). Others like Aslam (2014, 10) argue that students who enter tertiary education do so with only a basic level of English knowledge because

"teaching and learning of English at primary and secondary levels is not taken as a serious task in Saudi Arabia. There is no emphasis placed on learning of English or its importance at school level". Alseweed and Daif-Allah (2012), for instance, report that 60% - 80% of students who enter their university do so at a beginner or false beginner level of English proficiency after studying English for many years in high school. Al-Seghayer (2005, 129) ascribes this indifference toward learning English to the irrelevance of the target language to the immediate needs of these students. Therefore they expend the minimum effort that is required to move on to the next grade level. Thus the level of English language proficiency of students who join the Preparatory Year Programme is expected to be low.

Education in Saudi Arabia is free and therefore students who study at university level do not have the financial burden of having to pay for their education. In addition to that university students are given a stipend to induce and maintain motivation; however, this does not seem to have the desired effect according to Khan (2011). He emphasises that both lecturers and students are not adequately motivated toward achieving their respective educational goals.

1.2.3. English in Saudi Society

English is considered in a positive light by most Saudis because it is regarded as a vital requisite for personal and national success. Many here seem to believe that those who are proficient in English are in a better position to succeed as it is a means to secure better career opportunities (Alsamaani, 2012; Elyas and Picard, 2010; Faruk, 2013; Hagler, 2014; Mahib ur Rahman and Alhaisoni, 2013). Saudi Arabia has a sizable expatriate population working in various sectors of the economy, and English has become an important means of communication among people of the diverse nationalities that

constitute this segment of the populace and Saudis. English has a striking presence in the Saudi media as well. There are some newspapers, radio stations and television channels that use English as their primary medium of transmitting information to the public. One of the two Saudi national television stations broadcasts news and entertainment in English in addition to a large number of English-medium satellite channels. The internet represents another significant medium through which Saudis can engage with the world in English (Al-Seghayer, 2012).

1.3. Problem Statement

Most writers (see 3.3) have found that the language achievement of most Saudi students is below average despite the intensive efforts made by various organisations to improve the situation. Many studies (see 2.4.2) in different foreign language learning contexts have established the relationship between L2 language learning and identity; however, there is a severe lack of research investigating the effects of student identities on their EFL motivation and achievement in a Saudi Arabian university context. In fact, there is a scarcity of research concerning language learning motivation.

Most of the existing language learning motivation research in this context primarily focus on establishing the level of motivation among students. Many of these studies are based on dichotomous models such as the integrativeness versus instrumentality and intrinsic versus extrinsic motivation, even though it has been established that these models are untenable for EFL learning context such as Saudi Arabia (see 3.2, 3.3. and 3.6). These views of motivation have proven inadequate in explaining EFL motivation due to the impact of Globalization (Dörnyei and Ushioda, 2011). The status of English as a global language has made it problematic to describe EFL motivation as simply being a

process of students striving to identify with a particular linguistic and cultural group (Ryan, 2006). Most research done on EFL integrative motivation was done in Canadian and American bilingual contexts to test Gardner's theory (Coetzee-van Rooy, 2006). In the Saudi Arabian setting, students are monolingual, and they do not have contact with native speakers of the target language (Maherzi, 2011). In the globalized context where English is the lingua franca, the target group with which students desire to integrate is unclear (Coetzee-van Rooy, 2006). Furthermore, they learn English as a school subject or college course. Thus, the integrative orientation fails to effectively explain the motivation of EFL students in this context (Maherzi, 2011). As stated above, motivation is a complex phenomenon that is connected very closely to issues of identity. To the best knowledge of this researcher, there are only a handful of studies relating identity to language learning motivation in the research context of the present study. These are discussed in Chapter 3 (see 3.7).

1.4. Purpose of the Study

The purpose of this study is to apply the L2 Motivation Self System (Dörnyei, 2005, 2009) model; the Identity Based Motivation (Oyserman et al., 2007) and the Motivated Identity Construction (Vignoles et al., 2008) theories to demonstrate how Saudi students' identities directly affect their EFL motivation.

It is important to establish the motivational state of the students to determine the function of their identities in language learning motivation. Therefore, one of the aims of this study is to identify the degree to which the students' motivation to learn English is influenced by their actual and imagined present and future identities. This entails verifying

the existence of an imagined possible future self that is strongly associated with English language proficiency.

This research also proposes to identify significant present and future student identities and what effects they have on their language learning motivation to offer a more nuanced perspective on the role of these identities in motivating language learning. It further aims at delineating the needs related to the self like self-esteem, acceptance, distinctiveness, and self-efficacy that can attract or deter students from adopting an English speaking future identity.

1.5. Research Questions

The main focus of the present research can be summarised into an overarching research question:

How do Saudi student identities affect their EFL learning motivation?

The term 'student identities' is a complex notion which can cover a vast array of ideas and issues related to the self and therefore, to narrow the purview of this study to focus on the most significant contextually relevant issues, three sub-questions were also constructed.

Q1. What identities are significant to the students' motivation to learn English?

Q2. Which identities emerge as major contributors to language-learning success?

1.6. Significance of the Study

The unique social and cultural conditions that exist in Saudi Arabia require a novel approach to studying motivation among its EFL learners. This method should consider sociocultural issues and identities that are relevant to the local context. Current EFL motivation research that focuses on identity within this setting is lacking. The current study has the potential to make a significant contribution in this regard. It is potentially able to

address the limitations related to the current EFL motivation research in the Saudi Arabian context and to address the deficiency in motivation research that focuses on relevant context-specific aspects such as identity. This study expands information about ESL learners' motivation beyond the restrictions mentioned above to produce rich, varied accounts of the ESL learning experience in the Saudi Arabian context. Adopting a multi-perspective contemporary theoretical approach that takes local identities and culture into account and places the local context at the centre of this study will produce useful information to expand existing knowledge about ESL in this region. The L2 Motivational Self-System as espoused by Dörnyei (2005) is one of the most frequently researched theories in the language learning motivation field at present. This view provides the theoretical foundations for this study as well. The current study not only applies this notion to its research context but also critically examines this paradigm to make a significant contribution toward expanding its theoretical framework to address some of the limitations identified by this and other studies.

The information generated by this study should help to enhance the limited existing studies (Alrabai, 2011) and encourage further inquiry into identity-based ESL motivation. Previous research in this context focuses on simplistic dichotomous ideas that produce basic research results. The methodology applied in these instances are mostly quantitative by nature which further limits the explicative potential of these studies. It is in this regard that the present research should contribute toward the existing body of research.

Since research is hardly ever done for its own sake, but it is rather done to create knowledge to understand a problem better, the present research can make a valuable contribution toward improving the everyday teaching and learning practice in EFL

classroom contexts by the information created by this study. The multifaceted approach of the present research – concerning both the broad theoretical ideas it proposes and the mixed methods research approach – can potentially provide rich diverse and detailed information which could inform the practice at various levels, from policy-making to classroom instruction.

The unique contribution that the present study makes to the field of language learning motivation in an EFL context relates to two theoretical principles which have been applied to this type of learning for the very first time. These are the Motivated Identity Construction (Vignoles et al. 2008) (see 2.3.) theory and the notion of Identity Based Motivation as identified by Oyserman et al. (2007). Previous studies have confirmed the relationship between the possible selves of EFL learners and their motivation to learn English, but not much has been said about the function of present identities, the nature of these identities and how they affect language learning motivation. While ample research confirms the motivational potential of possible selves, not enough has been done to establish the reasons why people choose to take on certain identities and why they avoid certain others. The Motivated Identity Construction theory (Oyserman et al., 2007) attempts to answer this question. It is in this regard that this study can provide useful information about the students' language learning motivation about what needs their desired and feared possible future selves fulfil. To the best knowledge of this researcher, no previous study of language learning motivation in Saudi Arabia has had the motives behind the desirable and feared future identities that motivate students to persevere in the study of the English language as its central focus.

The idea that people act in ways that feel congruent with their most significant identities is the core precept of the Identity Based Motivation concept. Examining language learning motivation in terms of this notion is a novel approach that has the potential to provide deeper insight into the role that present identities play in the motivational capacity of future selves. This is especially pertinent in light of the strong future focus and lack of attention to present identities demonstrated by contemporary language learning motivation perspectives such as the L2 Motivational Self-System. The results of a previous study done among Saudi university students (Al-Abed Al-Haq and Smadi, 1996) provide further justification for a study of this nature. Further, the inclusion of significant present identities is a major factor in the examination of the L2 motivation of students in this context (see Chapter 3 of this dissertation). This study concluded that a marginal majority of students were of the opinion that learning English does not negatively affect their Arab identity (50.1%) and the unity among Arabs (50.4%). However, a significantly large minority felt that English adversely affects aspects of their ethnical identity. Authors like Mahbood (2013) and Mahboob and Elyas (2014) caution against overly positive interpretations of these results because of the significant number of negative responses. The findings of this study can at best be interpreted as inconclusive, and it cannot be generalised to be representative of all Saudi university students. It, therefore, follows that it would be imprudent to take it as a foregone conclusion that Saudi university students are positively predisposed towards learning English based on the assumption that they have no reservations about the effects of the L2 on their significant present identities. It is therefore necessary to examine the relationship between L2 motivation and significant present identities, especially in light of the overarching focus of the present study on the link between the self and L2 learning motivation.

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A further significant contribution of the present research is to critically examine the L2 Motivational Self-System in order to widen its theoretical framework to more aptly and fully describe the motivational condition of students in this language learning context. This is done by incorporating ideas from other theoretical views from a variety of fields to compensate for any discrepancy in the existing framework. More importantly, this study proposes to expand the idea of identity promoted by this theory to more comprehensively examine student identities and the manner in which they influence their motivation to learn English. The proposed expansion of this theory is illustrated by Figure 1.
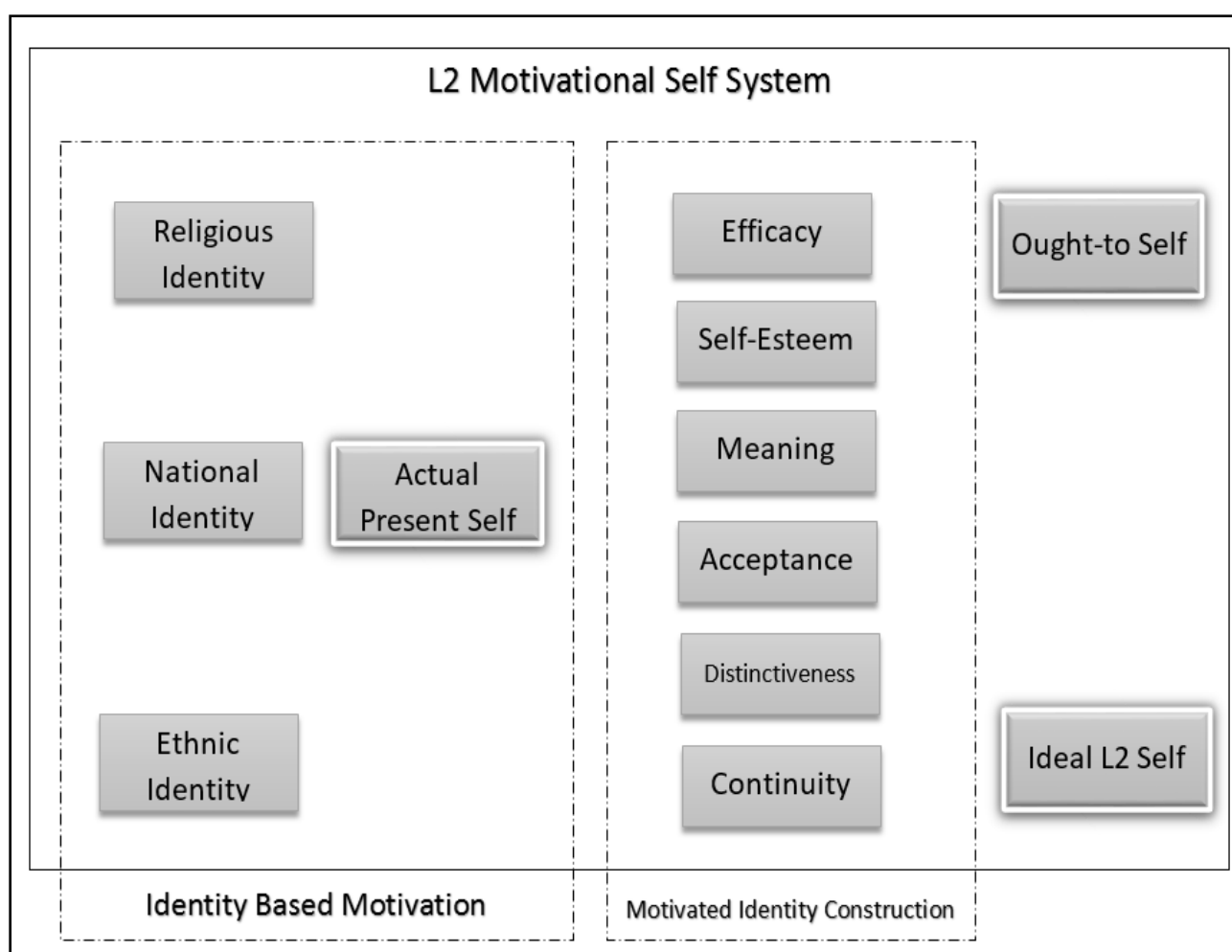
Figure 1.   L2 Motivational Self-System Incorporating IBM and MIC Theories

1.7. Overview of Chapters

This chapter has provided a summary of this dissertation, presented an introduction to the present research and gave a background of the status of English in Saudi Arabia as the research site. It has also provided the purpose and significance of this study and the most important research questions that this study aims to answer.

Chapter 2 reports on a selection of relevant literature surveyed in this study to establish a point of departure for the present research in relation to other similar studies by identifying limitations in the literature which the present research aims to address. It presents a chronological overview of the related literature from the early beginnings of the language learning motivation research to the most recent trends in the field and positions the current research within this timeline. This literature review also establishes the theoretical foundations of the present research.

Chapter 3 is an analysis of EFL language learning motivation studies done within the context of Saudi Arabia. The purpose is to establish the dominant trends presented by these local studies to determine the context-specific areas of interest for the present research concerning the socio-cultural dynamics that can affect student motivation in these settings.

Chapter 4 discusses the methodological foundations of the present study which used the survey research approach based on a mixed methods research orientation. Thus it comprises of both quantitative and qualitative data collection and analysis strategies.

The instruments for both these methods, which are two questionnaires and a semi-structured interview, are discussed in detail.

Chapter 5 presents the results of both the qualitative and quantitative aspects of this study. This chapter firstly discusses the quantitative part of this research which relates to the student and lecturer questionnaires. The student questionnaire is the primary focus of this study, and therefore the data emanating from it is furnished first followed by that from the lecturer questionnaire.

In Chapter 6 the results are discussed in relation to the research questions that this study proposes to answer. It also synthesises the results obtained from the various data collection instruments to illustrate the mutually supportive relationship between the various quantitative and qualitative parts of the mixed methods research approach adopted by this study.

Chapter 7 is the concluding chapter of this research report. It firstly summarises the findings of this study. It highlights the contribution made by the present study and makes certain recommendations for the language learning field. The limitations of this study and the direction that future studies should take are discussed in this chapter as well.

Chapter 2

Overview of Motivation Research in English L2 Learning and Teaching

2.1. Introduction

This review proposes to establish the theoretical foundations for this study and to illustrate how it broadens previous research by filling a significant gap that exists in current research. It further provides a context for this study and confirms its significance to the area of language learning motivation. To this end, three key topics will be covered by this literature review. This survey will firstly discuss relevant research from a language learning motivation perspective. This will include an exposition of Gardner's social psychological theoretical framework (Gardner, 1989) and the integrative motivation construct associated with it as the most significant antecedents for current research perspectives. It will further illustrate the need for a more suitable framework to describe L2 student learning motivation in diverse EFL contexts such as the Saudi Arabian tertiary education environment. Secondly, it will focus on the notion of identity in SLA research and how it relates to motivation as a significant current trend in language learning research which informs this study and contributes towards establishing a sound theoretical basis. Thirdly, language learning motivation research involving Arabic speaking learners will be discussed to provide a context for this study and to identify the most recent research related to this field to locate a point of departure for this investigation. This will also clarify the need for a study of this nature and the gap that it fills in current research.

2.2. Motivation

2.2.1. Introduction

The term motivation is widely used in all spheres of human activity particularly in various areas of the social sciences. It is especially a pertinent concern in the field of education where it is viewed as a vital factor in all forms of human learning, and it has been a key issue in pedagogics and educational research (Ushioda, 2012). It is taken for granted that everyone understands what it refers to and that it has an unambiguous straightforward meaning. This, however, is in total contrast with what this term refers to in psychology and applied linguistics (Dörnyei, 2005).

Despite the ubiquitous nature of motivation and its perceived simplicity in the general use of the term; it is considered an overarching term encompassing a broad range of interrelated variables. In the context of language learning, it has produced vastly divergent views derived from a multitude of theories resulting from decades of research. The wealth of studies in this field has not produced many definite or straightforward answers but rather serves as a further source of convolution. The complexity of motivation is mainly due to it being a construct which is supposed to explain the reasons for human behaviour which encompasses an extensive range of cognitive and affective behavioural aspects. This makes it impossible for any single study or theory to produce a comprehensive understanding of this idea. It also stands to reason that there is no consensus regarding its definition and scope. However, researchers agree on one fundamental point in this regard that is that motivation relates to an individual's choice to perform a particular action, their continuing to do the action and the extent to which they are willing to expend effort to complete a particular action (Dörnyei, 1998).

Given the complexity of motivation, many theorists and researchers adopt a selective approach whereby they narrow their focus to specific cognitive, affective and contextual variables that interact with motivation to form specific patterns (Dörnyei and Ushioda, 2011, 3-9). For example, the socio-educational model of motivation advanced by Gardner and his colleagues (1985), focuses on language learning motivation and the relationship between socio-cultural milieu and language achievement. The emphasis of this theory is on second language learning in the classroom and exclusively concentrates on the influence that the dominant attitude of the community towards learning a second language and bilingualism has on motivation. In contrast, the acculturation model (Schumann, 1978) relates to language learning in naturalistic contexts and therefore considers a different set of socio-cultural variables such as L1 group size, cohesion, and inter-group attitudes, which are not regarded by the former model (Siegel, 2003, 187). This section will be restricted to motivation in the context of learning English as a second/foreign language learning as it relates to various aspects of learner identities, based on the vastness of this area of study and its complexity. Therefore it will commence with a discussion of motivation in English second language learning to trace the sources of relevant theoretical perspectives to their historical origins. This will show their development over time with major paradigm shifts within language learning research as influenced by significant changes in other related fields such as the social sciences.

2.2.2. Second Language Motivation

The origin of L2 motivation theory and research can be traced back to the ground-breaking work of Robert Gardner which dates back to 1959. This precedes any serious research work done on motivation in general Second Language Acquisition research

which commenced in the 1960s only (Dörnyei and Ushioda, 2011). L2 motivation as a research field developed independently from mainstream motivation theories in response to the unique social, psychological, behavioural and cultural intricacies that are characteristic of efforts to acquire a new language. Subsequently, L2 motivation theory developed through some distinct phases which are characterized by attempts to move closer in line with conventional views while maintaining a clear emphasis on aspects specifically relevant to language learning motivation. Ushioda and Dörnyei (2012) mention four phases but later researchers like Boo et al. (2015) and Al-Hoori (2017) distinguished three phases in the research history of motivation in language learning motivation. The three-phase classification is presented here because it represents the development of language learning motivation research over time more accurately, particularly its description of the current phase. It describes the present research direction in this field of study more precisely. In fact, the current study is based on the research focus mentioned in the third phase, namely the dynamic nature of motivation and its susceptibility to fluctuate over time.

1. The social psychological period (1959 - 1990) – The main proponent of this view is Robert Gardner and his colleagues.

2. Cognitive situated period (the 1990s) – The foundation for this phase is derived from cognitive theories in educational psychology.

3. The current phase – This phase represents a focus on the dynamic nature of motivation and its temporal variability.

Each of these will be discussed in turn in the next section.

2.2.2.1. Historical Overview of Language Learning Motivation Theory

2.2.2.1.1. The Social Psychological Period

The work of social psychologists Robert Gardner and his colleagues dominated this period (Dörnyei, 1994; MacIntyre et al., 2001; Woodrow, 2010). Their research was primarily done in Canada prompted by their interest in understanding the distinctive Canadian social structure in which Anglophone and Francophone communities live side by side.

The basis for Gardener's theory is derived from the notion that L2 motivation can be best understood from a socio-psychological perspective rather than a purely educational one. More specifically, the prevalent cultural attitudes in the learning context are regarded as a crucial factor in this theory (Gardner, 1985; 2001; Au, 1988; Dörnyei and Ushioda, 2011; Al-Hoori, 2017). Gardner and his colleagues emphasized the significance of the language learner's attitude towards the speakers of the target language and the learning situation as determining factors with regard to the level of achievement in language learning. Including a social emphasis in L2 motivation theory has marked a drastic shift in motivation research from previous ideas which focused entirely on the individual (Gardner, 1985; Dörnyei, 2005).

Although Gardner and Lambert's (1972) L2 motivation model was initially conceptualized as the social-psychology theory of L2 motivation, it became the basis of a later more robust socio-educational model. This move is the result of many revisions prompted by the need to take advantage of new information in the field and the compelling results of additional empirical studies (Gardner, 1985).
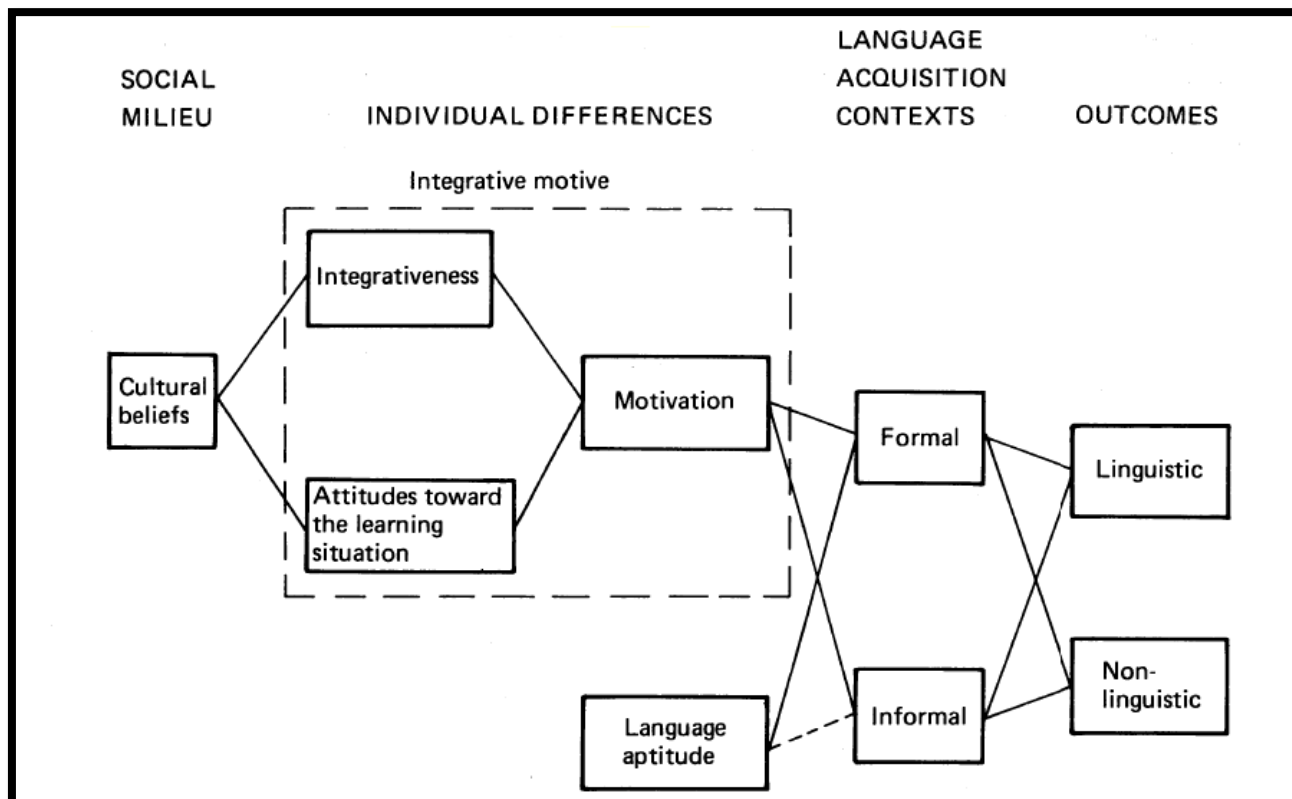
Figure 2   Socio-Educational Model (Gardner, 1985)

The socio-educational perspective is based on the assumption that language is an important part of self-identity and that learning another language requires the learner to acquire skills and patterns of behaviour which are characteristic of another community. MacIntyre and his colleagues (2009) assert that this model is unique and innovative because it conceptualises an intricate human motive which represents a complex interaction of cognitive and affective processes which can otherwise not be described by any single psychological framework. This construct comprises of four fundamental elements: (i) social milieu, (ii) individual differences, (iii) language acquisition context, and (iv) outcomes. Social milieu, which is central to this model, refers to the dominant

attitudes toward learning the L2 as well as the presence of an L2 community in the language learner's social surroundings. These may be beliefs in the language learner's community related to the difficulty or prestige of learning the L2 or the attitudes emanating from the home environment in this regard. It is suggested by this model that these attitudes and beliefs would influence the language learner's initial L2 motivation (MacIntyre et al., 2009).

The second element of this model is represented by four individual differences: intelligence, language aptitude, motivation, and situational anxiety, which are expected to account for variations in individual achievement. The third factor relates to the language acquisition context which is either a formal classroom where instruction takes place or an informal environment where other forms of acquisition occur. Outcomes resulting from the language learning experience (the fourth factor) can be either linguistic regarding vocabulary acquisition, grammar, and pronunciation or non-linguistic as in the attitudes and values gained from this encounter (Gardner, 1985).

2.2.2.1.2 The Integrative Motive

The integrative motive is central to Gardner's theoretical framework, and it is the most complex and a widely researched facet in this period. It is defined as the desire to learn an L2 because of a positive attitude to the L2 and the L2 community (Gardner, 1985). It comprises of three primary elements, integrativeness, attitude toward the learning situation, and motivation. Integrativeness is defined as exhibiting a positive attitude towards the target language community. It may vary in intensity from a general openness to the target language community at one end of the scale to absolute identification with them to the extent that learners abandon their native culture for the other (Gardner, 2001;

Gardner and Masgoret 2003; Dörnyei and Ushioda, 2011). In practice, integrativeness refers to three aspects (a) attitudes towards the L2 group, (b) interest in foreign languages, and (c) an integrative disposition towards language study (Coetzee-Van Rooy, 2006). Attitude toward the learning situation comprises of the learner's feelings towards aspects of the learning situation such as the lecturer, the course, extra-curricular activities, and so forth. Motivation, as defined by Gardner consists of three related elements, effort, desire, and positive attitudes towards learning the L2 (Gardner, 1985; Dörnyei, 2011).

The integrative motive has been used as the foundation for some studies (Au, 1988, Gardner, 1985, Ellis, 1994, Coetzee-Van Rooy, 2006). The most significant theories in this tradition are Schumann's acculturation model, Clément's social context model, and the intergroup model of Giles et al. These studies focused on the idea of integrativeness to various levels (Dörnyei and Ushioda, 2011; Coetzee-Van Rooy, 2006), as will be discussed next.

Schumann's (1978) theory represents the highest level of integrativeness (Coetzee-Van Rooy, 2006). It was developed to especially describe the L2 acquisition of immigrants in majority language contexts, and thus it does not relate to formal situations which are characteristic of EFL contexts. In this model, acculturation is defined as the process by which learners adopt the culture of another group while acquiring the target language. Thus the achievement of such language learners is dependent on the extent to which they are willing to acculturate with the target language group. However, many theoretical and methodological concerns have been raised about this view (Schumann, 1986; Ellis, 1994; Bosher, 1995, 1997; Norton, 1998; Sieger, 2003). These include the lack of studies to support this model (Ellis, 1994, 232-3; Schumann, 1986, 385-8) and the criticism of the

pidginization analogy. These also involve the relationship between social factors and L2 achievement (Norton, 1998, 13) and the assumption that the amount of contact between learners and the L2 language community is positively correlated (Norton, 1998, 14). The absence of an explanation for the manner in which social factors influence the quality of such contact is also a cause for concern.

Clément's social context model (1985) gives prominence to the quality and quantity of contact between language learners and L2 communities as key motivational factors in learning the language of another community and the desire to integrate into the same community (Dörnyei and Ushioda, 2011). The most significant factor examined by Clément and his colleagues is self-confidence which refers to the belief that 'a person can produce results, accomplish goals, or perform tasks competently' (Dörnyei, 2005, 73). This notion is comparable to the self-efficacy motive which is part of the theoretical basis of the present study.

The intergroup model of Giles and Byrne (1982) focuses on factors which impact on the ethnolinguistic vitality of a group. It represents a powerful manifestation of the integrativeness construct and is based on Northern American learning contexts (Coetzee-Van Rooy, 2006). This perspective describes conditions under which it is possible for minority groups such as immigrants or members of ethnic minorities to achieve native-like proficiency in the dominant group's language. This view suggests that this level of attainment is possible when the in-group vitality is low as indicated by the frail attachment members have with the L1 group and their language and the concomitant desirability of the L2 and the target language community (Ellis, 1994).

2.2.2.1.3. Critique of the Integrativeness Construct

This section examines some of the most significant critical reviews of the integrative motivation construct. In the late 1980s and during the 1990s many writers called for the existing L2 learning motivation theory to be reconsidered based on the limitations of the social-psychological motivation model. Many researchers (Oxford and Shearin, 1994; Crookes and Schmidt, 1991; Dörnyei, 1994; Ely, 1986) appealed for L2 motivation research to be extended beyond the prevalent integrative-instrumental concept of this framework.

Oxford and Shearin (1994) argued that the social-psychological paradigm could not be applied to many language learning contexts, particularly those in foreign language environments. They also emphasise that the integrative-instrumental dichotomy excludes other significant motives that learners may have for learning an L2 such as 'intellectual stimulation, personal challenge, the elitism of learning a difficult language and showing off to friends' (Oxford and Shearin, 1994, 13). In addition, the field of L2 motivation may benefit from the insights derived from other psychological perspectives. They further asserted that this framework should be expanded to consider motivational change over time. They proposed a perspective which included need theories, expectancy-value theories, equity theories, reinforcement theories, social cognition theories, achievement goal theory, Piaget's cognitive development theory, and Vygotsky's sociocultural theory (Oxford and Shearin, 1994).This proposal of Oxford and Shearin (1994) to include the theories mentioned above, gives rise to a more sophisticated view of motivation that acknowledges the complexity of motivation, its dynamic nature and context sensitivity which transcends the narrow confines of the integrative-instrumental dichotomy.

Crookes and Schmidt's (1991) criticism focused on the lack of practical relevance of social psychological models. Furthermore, this approach does not entirely appreciate the understanding of motivation as used by practitioners in real life classroom contexts which is derived from fields such as education (Crookes and Schmidt, 1991). This point of view was firmly rooted in the idea that the learner's immediate classroom environment has a greater influence on motivation than what was previously understood, an insight that could be linked to Vygotsky's socio-cultural theory. The framework that they proposed comprised of four basic concepts: interest, relevance, expectancy, and satisfaction (Crookes and Schmidt, 1991).

Dörnyei (1994) supported the sentiments of Oxford and Shearin (1994), and Crookes and Schmidt (1991) in their attempts to broaden the L2 research agenda by including insights from general psychology and education in the L2 motivation discussion. Dörnyei (1994) asserted that integrativeness focuses on the general social context in which language is learnt and not the classroom situation in particular and many motivational components were left untapped by Gardner's framework and L2 motivational research. He, therefore, proposed a framework which frames motivation within three distinct conceptual levels to accommodate essential aspects such as those involved in classroom learning. The three tiers at the centre of this framework are the Language Level, the Learner Level, and the Learning Situation Level (Dörnyei, 1994, 279-80). This three levelled framework represented Dörnyei's first attempt at expanding Gardner's theory beyond the integrative orientation. A further expansion of Gardner's theory came later in 2005 in the form of the L2 Motivational Self-System which was the result of a longitudinal study done in Hungary.

A comprehensive review of Gardner's research was done by Au (1988). It was concluded from this study that integrative motivation in these studies is problematic from the perspective that it is not a unitary concept in that some of its components relate to L2 achievement while others do not. Only a minority of these studies surveyed found modest positive relationships between some aspects of the integrative motive and L2 achievement. Moreover, it was concluded that there was an ambiguous relationship between some of the direct questions employed in this study and the integrative motive (Au, 1988).

These critiques of Gardner and his colleagues' work resulted in a proliferation of responses and counter-responses in the Modern Language Journal which culminated in Tremblay and Gardner's model of L2 motivation which is a revised version of Gardner's social-educational theory (Tremblay and Gardner, 1995). In this version, the researchers included three concepts from expectancy value and goal theories, specifically, goal salience, valence, and self-efficacy thus producing a more complex and elaborate view of L2 motivation. In so doing, they have extended the purview of the theoretical basis of their L2 motivation framework while maintaining the principle tenets of the social-educational theory (Tremblay and Gardner, 1995, 509). This extension of the theoretical framework, however, did not stave off further criticism as some researchers (see 2.2.2.1.5.) were of the opinion that the integrative motivation emphasis still did not account for the L2 motivation of the majority of English learners who function within EFL learning context globally.

2.2.2.1.4. Globalization

The significance of the context in which language learning takes place is a fundamental component of the social-psychological approach as a determining factor in achievement. Recent criticism of this view questions the generalizability of the integrative motive to include language learning contexts other than those in which Gardner and his associates researched L2 motivation. This is based on the argument that integrativeness is an inadequate explanatory framework in terms of contexts influenced by globalization where English is learned as a foreign language and used as a lingua franca. Ideas about language acquisition and pedagogical practices pervading EFL contexts are primarily derived from ESL research in North America, Britain, and Australia even in the post-social-psychological era, despite the clear distinction between these two environments. Many researchers, however, believe that EFL concerns would be best served by theories developed outside of the ESL realm (Chen, Warden and Chang, 2005; Ryan, 2006).

Although the majority of learners of the English language around the world learn it as a foreign language, very little research has been done concerning their particular language learning motivation. Ryan (2006, 23) asserts that "conventional theory has never satisfactorily accounted for the motivation of such learners, treating them as something of an anomaly, an insignificant nuisance spoiling otherwise pristine models of language learning." These theories exclude this crucial group of learners from the L2 motivation discussion because they do not take into account the contemporary international conditions affecting the spread of English in which this group thrives. The effects of globalization on language learning necessitate a different approach which recognizes that the ownership of English and its target community which are fundamental to an integrative

approach become unclear and thus lose their explanatory power. Further, the native speaker has traditionally been regarded as the ultimate model of language usage which should be emulated by language learners in their efforts to become proficient language users. The international status of the English language has prompted many researchers to question the validity of the idealization of the native speaker especially because native speakers are not prominent in these EFL learning contexts and because non-native varieties develop which may be seen as more desirable targets than 'standard' native varieties.

Recent research (for example Dörnyei, 2008; Irie, 2003; Lamb, 2009; McClelland, 2002 and Yashima, 2002) which takes into account the effects of globalization has established that in some EFL contexts language learners display a more ambiguous form of motivation. This type of motivation emphasizes that learners show no inclination towards identifying with a particular L2 community or its culture. In fact, it is not clear with whom learners want to identify positively in these instances. For example, In the South African context where English is used for wider communication among the multilingual, multicultural population with its diverse variations of English usage and accents, such identification with English first language speakers is impracticable. Rather, a viable motive would be to understand local variations of English and to appreciate the diversity of cultures that mediate the target language in this case (Van der Walt, 1997, 185). Thus, this notion of motivation does not fit with the integrative/instrumental dichotomy of traditional theories. Researchers supporting this argument assume that learners do not wish to identify with the prestige of the L2 community, but rather it is the value related to the language itself that they want to be associated with (Ryan, 2006, 37). It may also be argued that learners in globalized EFL situations strive to be part of a global language

community which transcends the boundaries of traditional English-speaking nations. This 'world citizen identity' is a feasible concept especially in the globalized context in which learners see themselves as part of societies which exist as integral parts of a global system (Dörnyei, 2005, 97). Thus, the integrative motive loses its validity when it is perceived from a globalized perspective, and for it to make sense in the globalized context, it should be reinterpreted. Consequently, many researchers called for this term to be expanded so that it could be applicable to EFL contexts.

The overwhelming focus on integrativeness was due to the dominant belief at the time that integrative motivation leads to higher language learning achievement and consequently teachers could help L2 learners to be more successful if they help them to focus on integrativeness. However, later research has shown that L2 learners in many different contexts were instrumentally motivated and achieved similar levels of language learning proficiency as those who demonstrated high levels of integrative motivation (Al-Amr, 1998; Al-Otaibi, 2004; Alrabai, 2009). In other instances, students exhibited both instrumental and integrative motivation (Al-Otaibi, 2004) while others demonstrated motives other than instrumental and integrative motivation (Yashima, 2002).

2.2.2.1.5. Expanding the Integrativeness Concept

Dörnyei and Csizér (2002), as a result of their large-scale study in Hungary, indicated that the integrativeness motive should be expanded beyond its original conceptualization. Their research found that the integrativeness motive played a major part in motivation. This raised serious concerns since the drive to assimilate into the target language communities was unlikely, taking into consideration that in this context the languages involved in this study were learnt as foreign languages. Therefore, a more

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acceptable explanation for this phenomenon was required. It, therefore, followed that these researchers had to reframe the integrativeness motive without totally disregarding it because of the four decades of research done by Gardner and his colleagues that established the viability of this notion. They, therefore, asserted that integrativeness should not be perceived as an inviolable construct but rather research should seek alternative conceptualizations to broaden the meaning of this concept without necessarily contradicting the four decades of research results involving this idea (Dörnyei, 2005). This led Dörnyei and his colleagues to reconceptualise the integrativeness motive as a self-based idea (in other words located in the individual), framed as the L2 Motivational Self-System. In this construct, integrativeness is equated with the drive to acquire an ideal future language learning self rather than the drive to become a member of the target language community which was traditionally seen as the ideal person language learners strove to become. The L2 Motivational Self-System will be discussed in greater detail in the sections that follow.

Other scholars also felt the need to devise ways to extend the integrativeness motive or to better explain it. Yashima (2002), for example, uses the term 'international posture' to articulate an expansion of the integrativeness idea. She maintains that in the Japanese EFL context, where learners are unlikely to have contact with native speakers, English represents a more ambiguous entity than the American community. It rather represents something that gives them access to the world around Japan and foreigners with whom they can communicate. Thus the idea of international posture is a positive inclination towards English which includes an "interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures"

(Yashima, 2002, 57). Other researchers such as McClelland (2002), Irie (2003) and Lamb (2004) took on a similar stance based on studies done in Japan. Likewise, Dörnyei (2008) understands expanding the integrativeness notion as:

> … some sort of a virtual or metaphorical identification with the
>
> sociocultural loading of a language, and in the case of the
>
> undisputed world language, English, this identification would be
>
> associated with a non-parochial, cosmopolitan, globalized world
>
> citizen identity. (p. 97)

In conclusion, the social psychological model of L2 motivation was developed with the distinctive social nature of second language learning in mind, and it focused exclusively on those aspects that characterize its uniqueness such as integrative motivation. However, the central concept, the integrativeness motive, has proven to be 'enigmatic' to many scholars and therefore it had to be reinterpreted. This was further fuelled by the free movement of people, goods and services brought about by globalization which presented new challenges to the understanding of motivation regarding the willingness of students to integrate with the target language group and the primacy of the idealized native speaker as the normative model. Thus the case was made for researchers to explore other scientific domains such as education and psychology, among others, to overcome the narrow confines of an exclusively linguistic focus on language learning motivation which has its theoretical and methodological foundations in 'inner circle' contexts.

2.2.2.2. The Cognitive Situated Perspective

By the late 1980s and the early 1990s, the impression that the social psychological model had nothing new to offer and that it was time to explore new perspectives on L2 motivation pervaded L2 motivation research circles. The cognitive situated perspective is an offshoot of the social psychological model and a direct result of the criticism related to this framework and the subsequent calls to extend the theoretical framework of L2 motivation research to include ideas from the broader field of motivation research in education and general psychology. This period was thus characterized by the need to gain greater ideological proximity to mainstream motivational psychology and a departure from the broad research emphasis on general ethnolinguistic communities and very broad learner characteristics towards a focus on more specific learning contexts (Dörnyei and Ushioda, 2011). A large number of studies based on this concept accordingly researched classroom learning situations and focused on aspects such as the teacher, curriculum and learner groups. A striking example of this is the research done by Donitsa-Schmidt, Inbar and Shohamy (2004) with elementary school students (and their parents) learning spoken Arabic. This study found that the most significant predictor of language learning motivation was the students' satisfaction with the course rather than their attitude toward the target language (Donitsa-Schimdt et al., 2004, 226).This move towards a more situation-specific and approach-oriented perspective, however, did not mean that researchers rejected previous research findings. Gardner's social-psychological model remained significant in explaining L2 motivation in a variety of language learning contexts (Dörnyei, 2005), for example, Bernaus and Gardner (2008); Al-Otaibi (2004); Alrabai (2007); Al-Zubeiry (2012) and Elsheikh (2014). The present research subscribes to this approach in that it aims to discover the context-specific aspects of the identity and motivation of Saudi university

students in contrast to merely establishing the existence and motivational prowess of an ambiguous universal future possible self. This is done by expanding the core aspects of the L2 Motivational Self-System, which is the primary theoretical basis for this study so that it takes into account the context-specific features of the students' salient current identities and the psychological needs that promote or hamper the acceptance of an English speaking possible future identity. A detailed discussion follows later in this chapter.

2.2.2.3. Process-Oriented Perspective

The central precept of the process-oriented perspective on language learning motivation is the dynamic nature of motivation, particularly its variability across time. This paradigm is part of the cognitive-situated orientation born out of the need to account for the fluctuation of the L2 motivation of learners over time especially since learning an additional language requires commitment over long periods. This point of view recognises motivation as a dynamic aspect of language learning rather than a static trait inherent to some learners and not others. It defines language learning motivation in terms of a number of distinctive phases experienced by learners as they go through the language learning process. Various researchers distinguished a range of different phases they believe may explain the changeability of learner motivation. For instance, William and Burden (1997) defined motivation as a three-phased process consisting of the reasons for doing something, deciding to do something and persisting in doing it. Manolopoulou-Sergi (2004) similarly distinguished three phases in the motivation process; however, these were based on the information-processing model and identified input, central processing, and

output (Dörnyei, 2005) which does not reflect the idea of progress over time as well as the categorisation of William and Burden does.

Dörnyei and Ottó (1998) developed a process-oriented theory of motivation consisting of three consecutive phases, the preactional, actional, and postactional stages. The first of these, the preactional phase, also known as choice motivation, relates to goal setting, forming intentions and launching action. It is in this phase that the motivation which results in a particular task or goal being chosen is generated. The next stage, the actional stage which involves executive motivation relates to maintaining the motivation generated in the previous stage for the duration of the task. Here the motivational functions include generating and executing sub-tasks, appraisal of achievement and self-regulation. The third and final stage is the postactional stage which follows the conclusion of an action and is also referred to as motivational retrospection. During this stage, the learner looks back on the completed task in an evaluative manner which would impact on future choices of tasks in which the learner would be motivated to participate.

The strength of this approach relates to its ability to accommodate a variety of relevant motivational factors and organize them into continuous chronological phases. In this way there is no need to discard the multitude of established language learning theories, but rather these can be successfully integrated into the relevant stage of the mentioned system. For instance, the social psychological framework relates closely to the preactional phase in that it explains the dynamics of choice motivation well, but does not relate well to the other two phases where a more situated approach is required, according to Dörnyei (2005).

In a later publication, Dörnyei (2005, 2009) acknowledged the limitations of the Process Model associated with the mismatch between its linear nature and the complex nature of language learning motivation. Despite the comprehensiveness of this approach and its potential to account for the fluctuations in learner motivation which is characteristic of the language learning situation, it has some significant drawbacks. The Process Model is based on the assumption that the actional process is well defined and the various stages operate within clearly demarcated boundaries. This is problematic for the typical language learning situation in which it is hard to define the beginning of an educational action because of the interrelatedness of the various aspects in this context. In other words, any given action is influenced by the general milieu and learning context in which it happens. Therefore, it is a challenge to delineate any particular learning activity within the limited confines of the Process Model. The other significant challenge presented by this model is that it does not take into account the dynamic nature of the learning situation in which actions rarely occur in isolation. Most often a multitude of steps occur at the same time in such a manner that they overlap with each other. Some actions are initiated even before some others are concluded, and the learner had an opportunity to evaluate them. For example, the classroom is not a sterile environment, free of all other forms of activity which may influence learning activities, but rather students are involved in a number of ongoing actions related to the sociocultural dynamics of the classroom. Students may find themselves not only involved in learning but also participating in various identity relevant activities which co-occur in the classroom. Thus, the Process Model may explain the fluctuation in motivation over time, but it does not consider the complexity and dynamic nature of language learning motivation (Dörnyei and Ushioda, 2011, 70).

The theories mentioned above represent the huge strides made by language learning motivation researchers over a number of decades and the vital influence of disciplines other than SLA theory and Applied Linguistics. The later theories consider a wider range of variables along with learner motivation to provide a more robust view of the driving force behind successful L2 learners. However, they still do not embody a holistic view of motivation and therefore still appear to be limited in their approach. It is for this reason that further efforts were made to address some of these limitations. The next section discusses the L2 Motivational Self-System which represents an attempt to further broaden the idea of language learning motivation beyond the confines of previous theories in general and more specifically as a response to the inadequacies of the integrativeness concept. Dörnyei, who is the principal proponent of the L2 Motivational Self-System, is one of the foremost researchers in the language learning motivation field due to the contemporary relevance of his approach which has resulted in a surge of research in the field.

2.3. L2 Motivational Self-System

This perspective of language learning motivation represents a major departure from traditional L2 motivational thinking in that it maintained a firm link with established L2 motivation theories while at the same time incorporating perspectives from general psychology. The L2 Motivational Self-System (L2MSS) owes its existence firstly to the increasing criticism levelled against the integrative motive paradigm, and secondly to exciting developments in general psychology brought about by the synthesis of self-theory and motivation theory. The critique of the integrativeness motive mainly originated from

the circumstances created by globalization in which the majority of students learn English in diverse contexts where the primacy of the ideal native speaker as a role model and the appeal of integrating into the target language group is of no particular consequence. Language learning motivation in these new contexts could not be adequately researched and explained using the social psychological paradigm. Thus researchers such as Crookes and Schmidt, 1991; Dörnyei, 1994; Ely, 1986; Chen, Warden and Chang, 2005, Oxford and Shearin, 1994; and Ryan, 2006, among others, campaigned for the broadening of the research focus of language learning motivation to include insights from other related fields such as psychology and education. This has been elaborated on with some degree of detail in previous sections, and the combination of self and motivational theories which contributed to the development of new understandings of language learning motivation will be discussed in the following section.

Dörnyei's (2005) decision to venture beyond the integrativeness paradigm was spurred by the findings of a large-scale longitudinal research done with his colleagues over a fifteen-year period in Hungary. In this study, a questionnaire developed to measure the attitude of subjects toward five languages, English, German, French, Italian and Russian, was administered. The survey items included some sections dealing with attitudinal and motivational aspects such as direct contact with the L2 community, instrumentality, vitality of the L2 community and a section focusing on integrativeness. This study produced consistent results demonstrating that integrativeness was the most significant aspect of motivation and that it was strongly correlated with attitude towards the L2 community and instrumentality. However, there was no straightforward explanation for the findings of this study, and therefore Dörnyei (2005) concluded that the possible selves

theory offers a better justification and therefore he developed the L2 Motivational Self-System based on this. From this point of view, integrativeness can be better understood as the L2 specific dimension of the ideal self. So rather than being energised by the need to become part of the target language group and becoming like the idealised L2 native speaker, the learner strives to realise the ideal future self which is proficient in the target language based on the vivid and detailed vision of the ideal self. The L2 Motivational Self-System framework could, therefore, be seen as Dörnyei's attempt to expand the integrativeness paradigm so that it could fit a broader set of situations, such as the foreign language contexts, which predominate in the English language learning domain (Dörnyei,
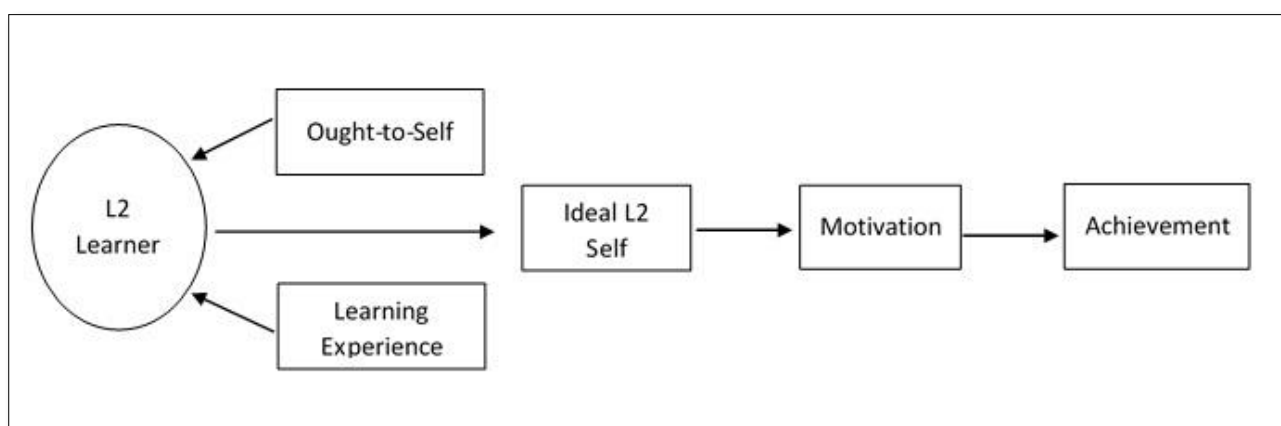
Figure 3   Representation of the Components of the L2 Motivational Self-System

2005).

The L2 Motivational Self-System derives greatly from Markus and Nurius's (1986) notion of Possible Selves as well as the Self-Discrepancy Theory (see 2.3.1) (Higgins, 1987).This resulted in theories which emphasise the link between the self and action. These theories advocate a view of the self which describes the manner in which the self regulates behaviour by setting goals and expectations. In particular, Dörnyei's (2005)

theory puts forward the notion that a person's ideas about whom they might become, whom they would like to become, and whom they are afraid of becoming in the future can have an impact on their behaviour. This occurs when the incongruity between the present real self and the future desired self becomes clear in a manner which stimulates affect which in turn results in action to narrow the gap, which is referred to as self-discrepancy.

The L2 Motivational Self-System is lauded as one of the most significant current language learning motivation models because it integrates a number of influential theoretical paradigms, such as the self-determination theory (Deci and Ryan, 1985) possible selves theory (Markus and Nurius, 1986), and the self-discrepancy theory (Higgins, 1987) (Ortega, 2013, 185). This framework consists of three components, the Ideal L2 Self, Ought-to L2 Self and the L2 learning experience. "Possible selves differ from general expectations or aspirations in that they are vivid images of the self attaining a future state, rather than simply thoughts, wishes, or desires about the future" (Markus and Nurius, 1986).

The L2 Motivational Self-System

2.3.1. Ideal L2 Self

The Ideal L2 Self relates to the L2-specific aspect of an individual's ideal self. For example, if the image of the desired future self is one who speaks an L2, then the Ideal L2 Self would be an effective motivator to learn the L2. This is a result of a person's desire to reduce the discrepancy between the actual here-and-now self and the ideal self. This concept relates to the integrative and internalised instrumental motives. The desire to achieve a goal combined with a positive attitude toward attaining that goal and effort is what constitutes motivation (Gardner, 1985, 11), and it is also a crucial component of

identity. West (1992) argues that identity is essentially about desire, the desire for recognition, association, and protection. The general idea of desire and West's (1992) conception of identity as desire concur with the theoretical underpinnings of the present research. Firstly, desire relates strongly to both motivation and identity concerning the Future Selves theory (Markus and Nurius, 1986) in which people are understood to be driven by the desire to take on attractive identities and to avoid offensive ones. Secondly, West's (1992) notion of identity suggests that identity construction occurs as a result of people's need for recognition, association and protection, which necessitates that the present research includes an analysis of the motives that drive identity construction and in so doing, possibly explain why some language learners in the context of the present study are motivated to learn English when they choose to assume the Ideal L2 Self and others fail to do so. It is therefore that the theory of Motivated Identity Construction (Vignoles, 2006) has been included in the present study.

For the Ideal L2 Self and the Ought-to L2 Self to be effective self-guides, they have to comply with certain preconditions. The possible future self should be represented by a vivid vision of the person in the future, the more elaborate and vivid the imagined future self is the more likely it is to induce motivation. Thus the motivational capacity of some possible selves may be diminished by their lack of detail and vividness. Recent studies (Al-Shehri, 2009; Dörnyei and Chan, 2013; Dörnyei and Muir, 2013; Dörnyei and Kubanyiova, 2014) focusing on the relationship between future L2 self-images, sensory styles, and imagery capacity, emphasise that a detailed vision of a future desired end state has the same motivational potential as an event taking place in reality. This is due to the brain's inability to distinguish between reality and detailed visions involving a broad range

of sensory information as both these involve the same neural structures. Numerous studies (Al-Shehri, 2009; Dörnyei and Muir, 2013; Dörnyei and Chan, 2013; and Yang and Kim, 2011) have indicated the motivational power of visual imagery in the language learning domain. In the case of the students polled for the current study, the student questionnaire simply attempts to establish the students' views about their ability to construct an Ideal L2 Self. The student interview, however, has the potential to measure the level of vividness with which these students can imagine themselves as proficient English users in an ideal future state.

The imagined possible future self should be a plausible one, an identity that is achievable and not just a fantasy. There should be harmony between the ideal and ought-to selves (Dörnyei, 2006). More importantly for this study, realising a possible future identity depends on the presence of procedural strategies. Visions of the self in an ideal future state, no matter how elaborate they may be, will most probably not lead to motivation unless they are associated with feasible action plans which are prompted by these images. Studies done by Pizzolato (2006, 60) confirm this idea. Miller and Brickman (2004, 14) also maintain that people should have proximal goals which are connected to achieving the more distant goals represented by these possible selves. They likewise contend that the absence of acceptable strategies may be the result of a lack of knowledge and inadequate skills. Therefore, for an individual to display sustained effort towards achieving a future end state, desired possible selves should be connected to strategies to attain them and conversely, feared possible selves should be linked to strategies to avoid them (Oyserman, Bybee and Terry, 2006).

Further to the plausibility of the imagined possible future self, there should be a connection between future selves and the present actual self which can be affected by the perceived proximity of a future self to the present. The results of a number of studies have shown that possible selves are likely to be effective motivators when future selves feel linked to the present self. Also, people are stimulated to act on distant selves when they sense that those are connected to more proximal ones, the future feels near, and it is easy to imagine the self in context. In studies conducted by Peetz et al. (2009), it was found that students were able to supply researchers with specific strategies for achieving a future self when they perceived the future as near. When the future felt more distant, students provided ideas focused on outcomes rather than strategies. Consequently, those who perceived the future as near felt more motivated by the specific strategies with which they came up. In the same vein, Destin and Oyserman (2009 and 2010) came to similar conclusions when they linked a distant future self related to adult economic success with the more proximal one of educational attainment. In this study, some students were given information emphasising that their future success was reliant on education while others were provided with information suggesting that their future success does not depend on educational achievement. Those in the education-dependent group were more inclined to perform tasks related to achieving educational goals than there education-independent counterparts (Oyserman and James, 2011).

2.3.2. Ought-to L2 Self

The Ought-to L2 Self is a vision of the future self which personifies all those characteristics that the individual considers to be necessary attributes that one should have to avert possible negative outcomes. These may include the expectation that others

have for a particular person in a specific social and cultural context. For example, adverse results that the L2 learner wishes to avoid may include failing to learn the L2, not graduating from college and subsequently being unemployed. Another example is the implicit expectation that all higher education graduates should be able to speak English. As Ushioda (2014, 133) puts it, "the ought-to self represents a more externally imposed future image of oneself with a level of proficiency in the L2, shaped by the needs perhaps to comply with expectation of the other (e.g. teachers, parents), bow to social pressures and demands, or avoid possible negative consequences." The ought-to self is thus more directed at achieving external instrumental goals and focuses on avoiding feared or negatives selves (Ushioda, 2014).

2.3.3. L2 Learning Experience

L2 Learning Experience relates to the situation-specific motives which are associated with the direct learning environment and the learner's experience. This includes the effect of the lecturers, curriculum, the group dynamics of the class, and the course material. For example, success in a particular learning context may have a positive effect on a learner's motivation or if a learner does not enjoy a particular course it may negatively impact on his/her motivation to continue the course (Dörnyei, 2005). In the particular context of the present study, the learning experience of Saudi students may be significantly affected by the possible disparity that exists between local values and the alien culture represented by their EFL lecturers, who are predominantly non-Arab foreigners, along with the learning material which students may regard as a source of such foreign values. Therefore, it is possible for students to show resistance toward learning English as a result of their reluctance to take on the undesirable identity offered by the

EFL lecturers as a representative of the target language culture. In addition to this, the principal proponent of the L2 Motivational Self-System, Dörnyei (2005, 106) acknowledges that the study supporting his theory mostly examined generalised motives rather than situation-specific motives and therefore did not provide information about this aspect. Thus it is important for the present research to explore the immediate learning environment of this particular context and also to investigate the past EFL learning experience of these learners since these aspects play a fundamental role in the initial motivation of language learners (MacIntyre et al., 2009, 49).

2.3.4. Studies Based on the L2 Motivational Self-System

Dörnyei's (2005) L2 Motivational Self-System represents a break from traditional views on language learning motivation and in particular from Gardner's integrative motive perspective which dominated this field for many decades. It presented researchers with a sophisticated approach which incorporated some influential theoretical perspectives from a broad spectrum of areas while at the same time expanding on the wealth of previous research established by Gardner's integrativeness theory. The L2 Motivational Self-System allowed researchers to venture into the previously uncharted waters of foreign language learning contexts by uncoupling the notion of integrativeness from its outward focus on the need to associate with the target language group which was brought about by the global status of English. In so doing, researchers were given a more comprehensive tool to explain language learning motivation in a broader set of language learning contexts. This resulted in a burgeoning of studies using the L2 Motivational Self-System in a variety of situations (e.g. Al-Shehri, 2009; Csiz´er and Luk´acs, 2010; Dörnyei and Chan, 2013; Dörnyei and Ushioda, 2009; Henry 2009, 2010, 2011; Hiver, 2013; Kormos, Kiddle

and Csiz´er, 2011; Magid, 2012, 2014; Papi, 2010; Ryan, 2009; Taguchi, Magid and Papi 2009).

In general, most research findings in this regard supported the ability of this model to explain diverse language learning settings. The Ideal L2 Self has proven to be a powerful concept as far as understanding language learning motivation within a range of diverse learning contexts the world over. For example, a study was done in Iran by Rajab et al. (2012) among 308 ESL students in their first and final year to examine the correlation between the Ideal L2 Self and other variables such as integrativeness and intended effort to learn English. The results of this study supported the findings of other related studies such as that of Taguchi, Magid and Papi (2009). It demonstrated strong correlations between deliberate learner effort and the Ideal L2 Self and integrativeness. It also found a weak correlation between intended effort and instrumentality and the Ought-to L2 Self. These findings established that the Ideal L2 Self is a broader framework which is more suitable to explain language motivation in a diversity of contexts (Rajab, Far and Etemadzadeh, 2012). Islam, Lamb and Chambers undertook a similar study in 2013 in Pakistan with over 1000 students from different learning institutions in the Punjab province. As with other studies, this research provided proof for the validity of the L2 Motivational Self-System as a viable framework to explain the motivation of language learners in a particular context, in this case in Pakistan (Islam, Lamb and Chambers, 2013).Other similar studies (Kormos and Csizér, 2008; Al-Shehri, 2009; Lamb, 2009; Ryan, 2009; Taguchi, Magid and Papi, 2009 and Yashima, 2009) had the same results as the ones mentioned in this section.

The abundant existing research also established some specific issues such as gender role intensification in Henry's (2009) research. Here it was concluded in research done in Sweden that the motivational influence of the Ideal L2 Self increases in girls over time but decreases in boys. It was also found in a study done by Papi (2010) in Iran that two aspects of the Motivational Self System, the Ideal L2 Self, and the learning context, reduce learning anxiety for learners while the Ought-to L2 Self has the opposite effect. Although the majority of studies done from the L2 Motivational Self-System perspective was directed at explaining language learner identities, Kubanyiova (2009) employed this framework to investigate the development of teacher identities in a longitudinal mixed methods research in Slovakia with EFL teachers. This study found that the relationship between the various identity goals that teachers assume in their educational and sociocultural settings resulted in conceptual change in teachers. It also demonstrated that the disparity between teachers' present actual selves and their desired future selves is what promoted learning among participants in this research (Kubanyiova, 2009, 314).

Dörnyei and Chan's (2013) research focused on visualisation as it relates to the relationship between a learner's ability to produce vivid images of possible future selves and motivation. The study was done with 172 Year 8 students in Hong Kong. A questionnaire based on the work of Taguchi, Magid, and Papi (2009), as well as those of Cohen (2001) and Reid (1984), was administered to Year 8 boys and girls. The results of this study, as with others preceding it, confirmed the relationship between the learners' possible selves and their language motivation and achievement. It further emphasised the significance of imagery in motivation and its importance to pedagogy (Dörnyei and Chan, 2013). This study, however, is not the first of its kind when it comes to exploring the role of

imagery as part of the L2 Motivational Self-System to determine motivation and language learning achievement. Abdullah Al-Shehri (2009) pioneered this line of inquiry with his investigation of the relationship between students' visual learning style and language learning motivation and achievement among 200 Arab students from a variety of learning backgrounds. This research also confirmed the power of the Ideal L2 Self as a motivating force in language learners. It also showed that visual learners surpass learners with other learning styles when it comes to language learning due to the strong relationship between the vivid visualisation of the Ideal L2 Self and motivation and subsequent language achievement (Al-Shehri, 2009). This line of research into the relevance of imagery and vision as essential elements in language learning motivation has been extended by Dörnyei as the most recent additions to the L2 Motivational Self-System.

Boo, Dörnyei and Ryan (2015) did interesting research about the frequency of studies involving language learning motivation done between 2005 and 2014. They collected data using a publication pattern analysis. The authors chose 2005 as the starting point for their investigation because it coincides with the year in which Dörnyei's L2MSS was first introduced and therefore they could ascertain the impact the L2MSS had on the field of L2 motivational studies. Boo et al. (2015, 146) mention four distinct areas of focus for their investigation,

a) to what extent the dichotomy of integrative and instrumental motivation is still featured in the current research agenda,

b) how the highly influential notions imported from cognitive and educational psychology during the 1990s (such as self-determination, attributions, and self-efficacy) fit in this shifting landscape,

c) how new theoretical concepts related to the L2 self have become established, and

d) how the evolution of research paradigms has been reflected in changes in the current research practices.

These researchers found that there was an unprecedented surge in research involving L2 motivation and they have identified 416 such instances of research at a rate of about one research paper being produced every 22 days. In 2005 and 2006 there were 33 cases of L2 motivation research, and it grew steadily to 138 cases in 2013 and 2014. A comparison was made between L2 motivation research and student aptitude to establish whether this burgeoning of research was peculiar to L2 motivation. It was found that there was a huge gap between these two research topics.

The results concerning the four focal points of the study of Boo et al. (2015) were that there was a spike in the integrativeness / instrumental dichotomy research in 2011 and 2012, but it dropped to only one article in the 2013 / 2014 period showing a decline in its prior primacy as a research focus. The study also established that other ideas imported into SLA in the 1990's did not endure the same as the L2MSS as a research focus or show similar growth during this period. It was also found that there is an increasing tendency in L2 motivational research to integrate various perspectives with the L2MSS in their research. The mixed methods research approach also featured prominently in the paradigm shift associated with the growing primacy of the L2MSS theory. The demographics involved in the plethora of studies is another point of interest; most of the research was done involving East Asian students, and the most prominent group of students was at tertiary level.

The findings of the research discussed above are typified by research published in 2014 involving L2 motivation from a diversity of language learning contexts related to a variety of theoretical perspectives regarding how the self-concept affects language learning motivation of students as well as their practical implications. A prominent feature of research during this crucial period is that it relates to various permutations of L2 Motivational Self-System and other identity and motivation constructs being integrated in creative and complex ways. Some theoretical perspectives also made a first-time appearance in identity and language learning research.

As for the theoretical paradigms, there is a comparative study of three major theoretical perspectives, the Socio-Educational Model, Self-Determination Theory (SDT) and the L2MSS included with the aim of finding similarities and differences between them. The researchers, McEown, Noels and Chaffee (2014), found that each of the theoretical perspectives that were used in their study provides a different vantage point from which to explore the language learning motivation of students and thus each is more fitting for a particular research purpose. They found that the Socio-Educational Model is more suitable for studies where the focus is on intercultural and community-related issues while the L2MSS and the SDT are more fitting for learning-related issues such as motivational intensity and self-evaluation. Their research also suggests that the theoretical perspective chosen by a researcher should also be influenced by the age group that is being studied. This is based on their findings that the L2MSS is more appropriate for adolescents and young adults because of their newly emerged ability to self-reflect and to imagine an ideal future self. Younger learners, on the other hand, are better understood from a Self-Determination Theory (SDT) view in which the intrinsic motivation concept, learning the L2

for fun, is more valid. They also emphasise that there should be due consideration for the level to which each of these three paradigms are appropriate for various EFL contexts and target languages based on the impact that cultural differences may have on the research outcomes. They suggest that these paradigms should include aspects to account for these varied research contexts. The authors concluded that there are facets of language learning experience that have not been addressed by any of these three theories and that some aspects could be better understood if they were re-examined from a fresh point of view. This study further confirms the aptness of the theoretical attitude adopted by the present research in terms of the suitability of the L2MSS for the age group of the students involved in this study, the desired motivational aspect to be measured and the effort to integrate other perspectives with it to make it more suitable for the context of this research.

The research of Mercer (2014) represents such a new theoretical perspective in relation to the self-concept of language learners. She argues that the self-concept of language learners can be expressed in terms of their relationships with people, groups, objects, places, contexts, languages and ideas. The foundation of this approach is the concept that each language learner is distinctive and has a unique sense of self and the role it plays in their language learning experience. Mercer (2014) argues that using a network approach to the self-concept successfully highlights the complexity and interconnectedness of self domains while other approaches seek to reduce the self-concept to predetermined components and as such the complex nature of the self-concept is lost. It is hard to imagine that conventional data collection methods, especially those of the quantitative variety, could be effectively applied in this case because of the multiplicity and the levels of complexity that are inherent to such a network of relationships. It is

therefore that the author used a more creative approach in collecting and analysing the data. The researcher used in-depth interviews, and she asked participants to create multimodal texts consisting of images and other multimedia components. These texts were not restrictive and could include any form of expression the participants wanted to use. The results of this study produced intricate networks of relationships in terms of the self-concept of the participants, and it included different people, contexts, places, experiences, and artefacts. It allowed the researcher to extract a wealth of information about the various aspects of the participants' language learning experience that would otherwise not have been accessible.

Another theoretical perspective that emerged in 2014 is present in the research of Kimura (2014) in which language learning motivation theory merged with the Complex Dynamic System theory. In terms of this theory, a complex system consists of heterogeneous agents that interact to produce unpredictable non-linear results, and it is open to external influences. The L2 learning classroom is seen as a complex dynamic system with teachers, students, the curriculum, etc. being heterogeneous agents. The principal precept of this theory is change, and it is because of it that non-linear trajectories can be drawn. As the system develops, it goes through phases of stability as well when the system is ruled by strong forces called attractors. This study was done to investigate the motivation of two L2 teachers in middle school settings focusing on strong attractors that govern middle school L2 teaching in Beijing. The researcher employed an ethnographic case study approach to this research in which the data was collected using video recordings of the teacher's classroom practices. The research data also included secondary data which relates to the colleagues of the two main participants in this

investigation. Interviews were similarly conducted with the two teachers and seven of their students. The analysis of these data produced interesting results in terms of both the short and long term. These results involve an enormous amount of detail about the overall development of the participants over time. For example, one of the participants started out as extrinsically motivated to teach English as a result of her not achieving the required score on a proficiency test to go on to become an interpreter or translator like her colleagues, so she had to settle for teaching. As time progressed, her motivation changed, and this is evident from the fact that she intended to embark on further professional studies as a teacher.

Some studies (Csizér and Kormos, 2014; Kim and Kim, 2014; Iwaviec, 2014) focused on the significance of self-regulation in language learning. Self-regulation refers to the extent to which students are "motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989, 329). All three these studies applied the L2MSS in tandem with self-regulated learning perspectives to explore the language learning motivation of students in diverse learning contexts in Hungary, Korea, and Poland respectively. Two of these studies used survey research designs while the other used a mixed methods approach involving a questionnaire and interviews. All three these studies had similar results. They found that the Ideal L2 Self is a powerful predictor of self-regulated learning and self-efficacy and positive self-efficacy beliefs support the conception and affirmation of the Ideal L2 Self. Those who have a vivid vision of their Ideal L2 Self show increased self-regulated learning behaviour (Csizér and Kormos, 2014; Iwaniec, 2014; Kim and Kim, 2014). These studies and their findings are significant to the

present research regarding the significance of the relationship between language learning motivation, self-efficacy and self-regulated learning which are integral to it.

The relationship between identity and motivation, which is the core precept of the present study, also featured prominently in the proliferation of research that characterises this period. One study is particularly interesting, the research done by Miyahara (2014) investigated how and in what ways the affective dimensions are implicated in the construction of the language learner identity. The research incorporated the L2MSS with Dewey's (1997) idea of experience. This investigation is relevant to the present study because of the significance of the notion of experience which coincides with the third component of the L2MSS, the L2 learning experience. The focus of this investigation was how past experiences interacted with the present learning environments to construct or validate the Ideal L2 Self. In this regard, continuity of the self over time, from the past to the present and then finally the future, is an essential part of understanding the motivation of language learners. Continuity (see 2.5.2.) is an important point of intercept between this study and the present research which will be discussed in the following sections. It also serves to validate the inclusion of the continuity motive in the present study. Data were mainly collected employing interviews that were conducted over a period of one year. This investigation found that students vary as far as their ability to construct an Ideal L2 Self based on their prior experiences. Those who had positive, supportive past experiences were more likely to be able to construct the Ideal L2 Self. Others were able to produce a minimised Ideal L2 Self which functioned to support a greater ideal self. It also established that construction of the Ideal L2 Self is influenced by the interaction between affect and experience in the past, present and future (Miyahara, 2014). This study overlaps with the

focus of the present research and provides support for its focus on the influence of the present prominent identities of students as well as their general language learning experience and the general social environment or milieu in which it takes place (see 4.5.1.1. and 5.4.1.2.).

A review of the past sixty years of language learning motivation research done by Al-Hoori (2017) is equally significant in its assessment of the current phase. This author's estimation of the current phase is similar to those expressed by others like Boo (2015) in that they describe it as a period of diversification characterised by a variety of research themes. Despite its diversity, this phase has the dynamic nature of motivation and its changeability over time as a central theme. The research focus of this period addresses the shortcomings identified in prior phases. For example, research in both the previous phases concurred in describing motivation as a conscious process. In past studies, motivation was studied over a short period using simplistic research methods. Research during these periods was mainly focused on tertiary level students in limited cultural contexts, and the influence of technology was widely neglected. The main current research trends identified by Al-Hoori address these issues emanating from past research attitudes, and they include dynamic motivation, unconscious motivation, long-term motivation, languages other than English, and technology and motivation.

The research featured in this section of the literature review point toward future research that is so diverse that some researchers fear that this area of the investigation might become fragmented (Dörnyei and Ryan, 2015). McEown et al. (2014) assert that the present theoretical diversity may be a source of perplexity for some researchers. However, an integrated approach to this diversity lends itself to varied perspectives in terms of the

theme under investigation. This is a reflection of the present research which is in agreement with the current research trends which tend to integrate multiple theoretical perspectives. Similarly many of the studies surveyed in this section point toward greater expansion of the L2MSS through integration in terms of researchers applying multiple perspectives to investigate the language learning motivation of students. The result of such an integrative approach along with more creative research methods, as demonstrated by these past studies, produce detailed, nuanced insights that reflect the complexity of motivation and identity. The present research views expansion of the notion of identity, which is a central precept of the L2MSS, as an essential part of its theoretical foundations. This is done by integrating perspectives from other related fields such as psychology and education. The following section discusses the need for such a broadening of the notion of the self-concept in the L2MSS.

2.3.5. The Need to Expand the Notion of Identity in the L2MSS

The L2 Motivational Self-System (Dörnyei, 2005) represents a major paradigm shift in language learning motivation research and has shown great potential as a theoretical model with which to explore and understand English language learning contexts within the ever expanding frontiers of the global EFL landscape. However, the idea of identity espoused by this theory is based on the notion of selfhood advanced by psychology, education and other related fields in Western culture. In these domains the self is generally regarded as individualistic, simplistic and unproblematic (Harvey, 2013). This notion of self applies to the conception of identity in the core element of the L2 Motivational Self-System (Dörnyei, 2005), the Possible Selves theory (Markus and Nurius, 1986) and therefore this critique is pertinent to it (Harvey, 2013, 159).This account of self

is based on Jack Martin's (2007) critique of the predominance of the Western cultural viewpoint and the general neglect of the historical and sociocultural context of the person in educational psychology research (Martin et al., 2010, 171; Martin, 2007). The L2 Motivational Self-System demonstrates the motivational potential of the Ideal L2 Self but does not pay much attention to the learner's actual present selves or identities (Taylor et al., 2013, 4). Proponents of the L2 Motivational Self-System also concede that the Learning Experience component of this model, which relates to the learner's perception of the learning situation, is under theorised and offers little explanation of how the construction and internalisation of future possible selves are affected by the learning context (Dörnyei, 2005, Ushioda, 2014). Harvey (2013, 159) argues that in order to understand what motivates learners and why as well as the ways in which their specific sociocultural context promotes or impedes motivation, it is essential to move away from the individualistic, apolitical, unproblematic view of identity. The present study confirmed that such a Western bias is present in the conceptualisation of the Ideal L2 Self and it is here where the present study makes a significant contribution (see 7.4). Similarly the L2 Motivational Self theory promotes an individualistic bias in terms of its focus on the ideal future self as the most effective motivational agent and its lukewarm acknowledgement of the motivational potential of the ought-to self. The present study found that the ought-to self contributes as much to the motivation of students than the Ideal L2 Self.

This individualistic approach focuses predominantly on arriving at generalizable rules to explain how context affects identity rather than expounding on the person as a multifaceted, agentive individual who has a complex relationship with his or her own dynamic context, and therefore, it fails to explain how motivation may be socially

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negotiated and constructed. Identity and motivation are therefore inextricably connected to the specific context in which they come into being because the identities that people choose to take on, as uniquely personal as they may seem, originate from the social dynamics prevalent in that particular context (Harvey, 2013, 159).

It is clear from the above argument that despite the wide applicability of the L2 Motivational Self-System (Dörnyei, 2005), it may not fully account for the complexity of the self in L2 motivation arising from the multifaceted nature of identity and motivation and the significance of the specific context in which they develop. Comparative studies employing the L2 Motivational Self-System in Iran, China and Japan (Taguchi, Magid and Papi, 2009) confirmed the validity of this construct in certain foreign language learning contexts, however the particular workings of each of the three core components of this framework differ from one context to the next (Aubrey and Nowlan, 2013, 129). In particular, the third core principle of this model, the Learning Experience (Fig.1) component, which is predicated on the influence of the learning environment on the learner's language learning motivation, has not been conceptualised on the same level as the other two components (Dörnyei, 2005). Research done in support of the L2 Motivational Self-System has predominantly focused on the Ideal L2 Self principle, while some studies included a focus on the Ought-to L2 Self; however, the Learning Experience component has been largely ignored. It is also evident from these studies that there is no unitary definition of this aspect among the proponents of this theory. Taylor (2011) mentions, for example, that MacIntyre and colleagues (2009) define it as a history of learning success, while Yashima (2009) describes it as the actual experiencing of language learning.

The idea of identity is central to the L2 Motivational Self-System which focuses on the motivational potential presented by the desire of the language learner to bridge the gap between the present self and the vivid image of a possible L2 future self. Future selves can only be effective if there is a noticeable difference between the current self and the possible self; irrespective of whether a vivid possible self exists in the mind of an individual or not. If there is merely a slight disparity between the current and future selves, cuing the future self may not have any motivational value because expending effort then can seem superfluous. It is only when a positive or negative future self that shows a clear and definite discrepancy between the current and future selves is salient that the potential for motivated effort exists (Oyserman and James, 2006). This idea is closely associated with Higgins's (1987,1998) self-discrepancy theory which holds that people are motivated to act by their need to alleviate the discrepancy that exists between the present and possible selves. In this way, possible selves represent points of comparison by which the gap between the current and possible selves is revealed, and they provide the incentive, direction and impetus to reduce this gap (Dörnyei and Ushioda, 2009). From another perspective, either the ideal desired self or the feared self may be more likely to encourage motivation. This depends on which of these two selves is more dissimilar from the current self. For example, cuing a healthy ideal possible self for individuals who are in good physical shape is unlikely to prompt motivated action; rather a feared unhealthy possible self is more likely to result in motivation due to the greater discrepancy between it and the current self (Oyserman and James, 2011).

The L2 Motivational Self-System is however predominantly future oriented and therefore does not pay particular attention to present identities (Taylor, 2010, 57).

Consequently, it is difficult to gauge whether there is a discrepancy between the present and future selves of the learner. It is for this reason that the present investigation has included a component that focuses on the learners' salient present identities.

It is for this reason that Taylor (2011) felt the need to expand on the tripartite system of the motivational self-system to adapt it to her own research context which involved adolescent English foreign language learners in Romania. This was done by reconceptualising the L2 Motivational Self-System as a more present actual-self orientated quadripolar idea. Her notion of identity, although solely related to adolescents, contributes a broader and more comprehensive understanding of the foreign language learner identity in relation to their L2 language learning motivation. This system is characterised by the internal/external and actual/possible dichotomies which form the basis of the four main components of this system. These are the private-self, public-self, imposed-self and the ideal-self. The private-self represents the actual internal self which comprises of all the present intimate attributes. The public-self is the actual external self that involves the social presentation that a person may display to others depending on the relationship. The ideal-self is the private possible self which represents the person that one would like to become in the future. The imposed-self is the possible external self which can be described as the hopes, expectations and desires that others believe a particular person should achieve. Taylor's (2011) theory may, therefore, be better practically applicable to foreign language learning context such as the one in which present research was conducted.

Teimouri's (2016) research into the role that emotions play in the language learning motivation of Iranian students also suggested an expansion of the L2 Motivational Self

System. His research examined the relationship between the students' self-concept and three different emotions, anxiety, shame and joy. He suggested a revision of the L2 Motivational Self-System because of inconsistencies regarding the Ought-to L2 Self in previous research. His revision of this theoretical model was done so that it may be in congruence with the original theory of Higgins (1987). Higgins's self-discrepancy theory holds that three identity aspects are involved in motivation, the ideal self, the ought-to self and the actual self and people strive to narrow the gap between the actual present self and the possible future selves (ought-to self and ideal self). In Higgins's (1987) study, this conception is based on four identity aspects, the ideal self (own) relating to the ideals, hopes and wishes that one has for oneself; the ideal self (other) that represent the hopes and desires that others wish to see in a person; the ought-to self (own) and the ought-to self (other) which are the possible future selves that one is supposed to become based on the duties and obligations set by oneself and others respectively. Dörnyei has adopted only two of these identity aspects for his Motivational Self System theory, namely the ideal self and the ought-to-self which he named the Ideal L2 Self and the Ought-to-L2 Self. Teimouri holds that this was done to avoid confusion. However this has contributed toward relegating his idea to a narrower concept. Teimouri (2016) applied Higgins's original model to produce more nuanced results in term of the how these possible selves interrelate with some emotions and how it affects language learning motivation.

Teimouri (2016) found that these four possible selves represent a motivational continuum based on the level of internalisation of motives denoted by each self. At one extreme is the most externally motivated aspect, the ought-to self (other) followed by the ought-to self (own) and then ideal-self (other) followed by the ideal-self (own) at the most

internalised extreme. His main contention with the L2 Motivational Self-System is that although the Ideal L2 Self and the Ought-to L2 Self are distinctively defined, they seem to be poorly represented in the items of the multivariate scales involving each of these self aspects. He claims that there is an overlap between these two identity aspects in the items of the survey and that some of items are ambiguous. Teirmouri (2016) emphasised the distinction between these two aspects because of the contrasting motivational effect that result from each of these identity aspects.

Due to the multifaceted nature of motivation it is necessary for the present research to concentrate exclusively on those aspects of motivation that are relevant to its core notions and to use a diversity of applicable theories to support those significant aspects related to motivation (Kimura et al., 2001). Based on the preceding discussion, it is crucial for the present study to consider ideas from identity research in language learning and other theoretical models from general psychology to augment the L2 Motivational Self-System Model to more effectively explore the specific Saudi Arabian university English language learning context. Thus, the Identity Based Motivation model (Oyserman, 2001) has been used to provide the present research with the theoretical basis to explore the language learner's current salient identities in relation to possible future selves. Taylor (2011) and Teimouri's (2016) respective expansions of the L2 Motivational Self-System are also significant to the present research as alternative ideas in relation to the possible selves presented by the L2 Motivational Self-System. The two sections that follow discuss these aspects in greater detail. The preceding section discussed the need for the L2MSS to be reviewed and expanded so that it reflects the complexity and dynamism and of language learning motivation and its contexts specificity. The question that arises from this

is whether the L2MSS is theoretically suited to merge with other paradigms to accommodate the demands of a complex and dynamic view of motivation across learning contexts. Research done over the past decade or so seems to favour the L2MSS for such a role as discussed in the following section.

The research of Boo et al. (2015) and Al-Hoori (2017) is especially significant in supporting the idea that the L2MSS is well suited for future research when it is applied in collaboration with other theoretical paradigms. The diversity of research done in 2014 also supports this notion. These studies evidently extended the L2MSS by merging it with other ideas about motivation and identity with some studies applying tried and tested research paradigms while others ventured into creatively different ways of examining these complex and dynamic concepts.

2.4. Identity Research for the Expansion of Identity in the L2MSS

The above argument illustrates the broadening of the theoretical framework regarding the notion of identity in language learning motivation from the confines of the social-psychological paradigm to include perspectives from other fields such as education and general psychology which increased the number of variables implicated in L2 learning motivation. In so doing, the motivation of learners in newly established language learning contexts, such as EFL settings which result from globalization, could be better understood and explained. The abovementioned theoretical expansion in language learning motivation research did not initially include a direct focus on the role of the 'core self' of the language learner as a powerful motivational factor; although identity and the self have been indirectly associated with motivation from the outset (see 2.1.1.1.). The relationship

between the self and motivation has moved increasingly closer to the epicenter of a growing number of studies as research in this field developed over time, as will be shown in the discussion that follows.

The role of identity or the self-concept is crucial in guiding a learner's behaviour and learning strategies because it ties together a number of important psychological aspects such as beliefs, motivation, affective responses, and self-regulatory skills and strategies (Mercer, 2011). This makes identity one of the most pervasive, comprehensive, and ambiguous terms used in psychology. The number of different definitions related to this term is indicative of the broad reach it has in relation to the amount of theoretical perspectives attempting to explain it. Also, terms such as identity, self-esteem, self-efficacy, and the self-concept are used interchangeably in SLA research; however, the particular research focus usually dictates the choice of term used. As Mercer (2011, 336) puts it, "A key problem facing work in this area is the multitude of overlapping constructs related to the self, resulting in endless discussions surrounding definitional concerns and fine-grained, nuanced conceptualisations." It is therefore important for this study to clearly define and narrow down the domain within which it is going to function. The sociocultural and poststructuralist approaches to identity serve as the theoretical underpinnings for this study. Therefore the definition of the self-concept applied by the present research is as defined by Oyserman and Fryberg (2006, 2), "Self-concepts are what we think about when we think about ourselves. They are semantic, but also visual and affective representations of who we were, who we are, and who we can become."

This section will consider a number of theoretical frameworks which provide the ideological basis of this study.

2.4.1. Identity in Motivation

Motivation is a complex and powerful concept by which researchers attempt to explain the rationale behind human behaviour. However, when it comes to language learning, some scholars believe that, as a purely psychological concept, it cannot fully explain why people choose to undertake the sometimes demanding endeavour of acquiring an additional language and then persisting with it. It is for this reason that research in this field has shifted in the 1990's from a purely psycholinguistic approach to a second language acquisition emphasis which involves greater stress on sociological and anthropological elements especially sociocultural, post-structural and critical theory (Firth and Wagner 1997, 2007).The 1990's represent an era of major shifts in thinking about identity in language learning in the same way as it does for motivation. This period is characterised by a rich proliferation of research based on an innovative outlook on language learning and identity following the ground-breaking article by Norton entitled 'Social identity, investment, and language learning' published in the TESOL Quarterly in 1995. Following the publication of this article, many studies took on this approach and focused on how students learn and often resist learning a new language in a variety of social, historical and cultural contexts along with their identity relevant power dynamics. Thus the significance of the poststructuralist understanding of identity in relation to various aspects of language learning has been established by a list of important studies. Block (2007, 11) refers to the poststructuralist approach as the preferred way among identity researchers in language learning (Norton andToohey, 2011 and Block 2007). This section will explore various ways in which identity has gained prominence in language learning

research as a result of the poststructuralist research focus. It will also present the contribution of Norton to the field of identity and language learning and the relevance of her view to the current study.

The poststructuralist orientation considers language not as an impartial system of communication but rather as a location of contention based on conflicting positions in relation to power and truth within varied social contexts (Norton and Toohey, 2011, 416).This view pays particular attention to power relationships among individuals, communities, and nations. The poststructuralist views on language, subjectivity, and positioning in particular, as well as the sociocultural perspective on language learning, have been implicated as significant influences in recent studies involving foreign language learning and identity. Such a study was done by Pavlenko (2003) in which she investigated the imagined professional and linguistic communities available to 44 preservice and in-service EFL and ESL teachers. The poststructuralist and the sociocultural approaches also provided the theoretical grounding for these studies. According to this conceptual framework (Norton and Toohey, 2011), identities are …

> fluid, context-dependent, and context-producing, in particular historical and cultural circumstances. From this perspective, personalities, learning styles, motivations, and so on are not fixed, unitary, or decontextualized, and while context 'pushes back' on individuals' claims to identity, individuals also struggle to assume identities that they wish to claim. (p. 420).

Canagarajah (2004) succinctly summarises the prevalent theoretical framework which supports recent research foci in the language learning arena as follows:

Our interest now is to consider how learners negotiate competing subject positions in conflicting discourse communities and how these struggles shape their practices of language learning. In order to pursue such an orientation profitably, we had to redefine our understanding of the human subject. We have borrowed constructs from disciplines as diverse as philosophy, rhetoric, literary criticism, and the social sciences. We have adopted different theoretical positions ranging across feminist scholarship, language socialization studies, Bakhtinian semiotics, and Foucaldian poststructuralism. These schools have helped us understand identities as multiple, conflictual, negotiated and evolving. (p. 117)

The ideas of Foucault (1980) and Bourdieu (1991) are among the most influential theories with language learning researchers interested in exploring various aspects of identity. Their contribution to this field concerns how power relations can hamper or promote specific human actions. For instance, Bourdieu (1991, 66-7), who views language as symbolic power, asserts that the value attributed to speech cannot be understood in isolation from the one who speaks, and the speaker cannot be understood aside from the greater social relationships that obtain in that particular situation. Hence, with every act of speaking a new understanding of identity in relation to the greater social realm is negotiated. In this view, the multifaceted nature of identity is emphasised in that the various aspects of identity such as race, gender, ethnicity, and others are involved in determining identity (Norton and Toohey, 2011).

This field is also informed by the poststructuralist language theory of the Russian literary theorist Mikhail Bakhtin (1981, 1984 and 1986) whose main focus was on positioning. Positions refer to identities and, from this perspective, positions or identities

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are assigned to individuals by social structures while at the same time individuals are capable of negotiating their own identities. This idea is evident in research done by Menard-Warwick (2005) in which she investigated the learning context of a vocational English language classroom. She found that while the teacher tried to empower her students, the conventional classroom practices and materials, as well as the prevailing societal discourse, contributed to a context in which learners are frequently hindered from appropriating desirable identities (Menard-Warwick, 2005, 2 - 4).

Some sociocultural language researchers applied the work of Lave and Wenger (1991) whose situated learning theory was influenced in part by Vygotsky's ideas. The concept of legitimate peripheral participation espoused by Lave and Wenger was especially effectively used by these researchers. As with the poststructuralist approach, the sociocultural perspective allowed researchers to understand language learning as more than an individual act of taking on communicative proficiency in a particular language (Norton and Toohey, 2011, 419). It rather sees learning as a social process and learners as individuals who hold different power positions in social and historical groups. In this view, learning is understood as participation in the practices of a particular community using the cultural tools available to them in that context. Thus, language is learned and used as a dynamic tool. This emphasises the context and conditions under which learning takes place as well as issues of access. Access in terms of legitimate peripheral participation relates mainly to the ease of 'access to expertise, to opportunities for practice, to consequences for error in practice' (Lave and Wenger, 1991, 100-17). This is significant to language learning research as it stresses the centrality of the unique characteristics of any community in determining the role of identity in motivation. Therefore

a one size fits all approach is unlikely to produce an authentic understanding of the role played by identity in any given language learning context. With this in mind, the merit of the sociocultural approach for the current study is noticeable when the unique context in which English is learnt in Saudi Arabia (see Chapter 3) is considered (Norton and Toohey, 2011).

2.4.1.1. Language Learning and Investment as Identity Construction

As alluded to earlier, Bonny Norton Peirce's 1995 article was at the forefront of the immense changes in the study of language learning, particularly in reference to identity and motivation. Norton and McKinney (2011) describe their identity approach to language learning as,

> In common with a sociocultural theory (SCT) approach (Lantolf, 2000), an identity approach views learners as historically and socially situated agents, and learning as not just the acquisition of linguistic forms but as growing participation in a community of practice. Learning in both approaches is thus seen as part of the on-going process of identity construction. (p. 87)

The central concept of Peirce's (1995) research is 'investment' which she coined in relation to the economic metaphor of 'cultural capital' derived from the work of Bourdieu among others. Cultural capital refers to the products of education such as qualifications, knowledge, and ways of thinking which are peculiar to a particular class or group. Bourdieu asserts that as with financial capital, cultural capital has variable exchange value (Bourdieu, 1986). Norton discovered during her work with immigrant women that long-held, well-established principles of motivation did not sufficiently explain her particular

research context. Motivation theories at the time predicted that learners who do not succeed in learning an additional language did so because they were not sufficiently or appropriately motivated. Peirce (1995) found that that did not accurately relate to the learners with whom she was working. It thus became apparent that there was more to language learning than the purely psychological understanding of motivation which was described as a set individual characteristics of learners. This view of motivation also ignored the power relations that exist in language learning environments. Peirce noted that in the learning situation that she was investigating uneven power relationships between language learners and target language speakers were prominent and that high levels of motivation did not necessarily result in achievement. The idea of investment complements and expands on the original understanding of motivation.

Peirce (1995, 17) observes that students invest in learning English expecting to gain more symbolic and material resources with the aim of increasing the value of their cultural capital. When the learners' cultural capital gains greater value, they re-examine their identity and future aspirations. Consequently, the notions of investment and identity jointly determine the socially and historically constructed relationship that learners have with the target language and their occasional ambivalence to learn and practice it. As with the other aspects of the poststructuralist approach, investment acknowledges that student identities are complex and changeable over time and space while they are constructed from socially available resources and what learners exert effort to achieve. This argument makes a case for the importance of considering how identity issues affect learners' language learning motivation and the way in which students' disinvestment in some learning activities may be misconstrued as being unmotivated. The core focus of the

'investment' concept is to expand the psychological construct of motivation to include the sociological concept of investment to understand language learning as a result of the relationship between a learner's drive to learn and the identity changes that are involved in such engagement.

The value that the investment theory has for language learning research is that it can more effectively describe situations where learners may be highly motivated to learn a language but are seemingly uninterested in certain practices. It may also be that students are aware of the instrumental value of learning English, but they appear to be resistant to engaging in certain learning activities. The reason for this may be that learners feel that they are positioned undesirably by particular classroom or learning practices. For example, Duff (2002) found surprising results in her work among multilingual secondary school students in a classroom-based study in Canada when the teacher tried to provide opportunities for non-local learners to speak in class. The non-local students avoided talking in class for fear of being ridiculed by their local counterparts. Their reluctance was interpreted as lack of willingness to learn or to develop their language abilities. These learners withdrew from engaging in speaking activities and instead invested heavily in writing activities and in so doing they resisted being positioned unfavourably and having to assume an undesirable identity as a result of the imbalance in the power relations that exist in the classroom (Duff, 2002, 310 -15).

The investment approach supports the research focus of the current study in that it expands the view of what drives students to participate in language learning actively and why they often resist. It does this by including the concept of identity in relation to its social and historical context as part of the idea of motivation. The research focus of the present

investigation involves how learner identities may affect their language learning motivation, and these are the two main principles underlying the investment concept as well. The investment approach may also assist in providing a more thorough explanation for issues related to students' resistant classroom behaviour other than brushing it off as a lack of motivation. Also, based on Peirce's (1995) observation that students invest in learning English expecting returns in the form of material and symbolic gains, the present research attempts to highlight what makes a possible future English speaking self a desirable entity for which students are willing to invest their time and effort. There are too many different material and symbolic profits for this study to explore therefore it instead focuses on the psychological needs related to these benefits. For example, the drive for higher social status may be linked to the psychological need for self-esteem and acceptance.

It should, however, be noted that, despite the useful contribution of the idea of investment to the present study, the context in which Peirce's (1995) research was done differs from the context of the present study. Her research was a case study of five women who were new immigrants to Canada where the social situation is influenced by the immediate presence and dominance of the target language community which represents a site of struggle based on the imbalance of power. In foreign language learning context such as Saudi Arabia, such power dynamics may not be apparent because the situation is vastly different to the absence of native speakers and the anonymity of the imagined community. Also, as a case study, the generalizability of the results of Norton's research may be limited. In contrast to the relative homogeneity of the participants of the present research, Norton's study involved a multi-cultural group. However, Saudi Arabia does have a multicultural dimension to its demographics as a result of people from various world

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cultures who live and work there. The influence of these cultures is diminished because of the overwhelming dominance of the Saudi culture. In terms of the language learning context, foreigners, especially English teachers, are not at liberty to exert a significant cultural influence on Saudi students because of the cultural imbalance of power which is slanted in favour of the dominant Saudi culture (see 5.4.1.5).

2.4.1.2. Communities of Practice and Imagined Communities as Social Identities

Language learning is influenced by both the personal and social identities of students. In many instances, social identities relate to the communities that learners interact with while learning the language or those that they would like to be affiliated with as a result of acquiring the target language. In most cases, English is learnt in contexts where such target language communities are not immediately present and as such they are imagined communities. The notion of communities of practice is an idea affiliated to Lave and Wenger's situated learning theory and legitimate peripheral participation. In its original form, as espoused by Wenger, communities of practice are the sites where learning takes place through participation in the activities related to a particular community. Lave and Wenger (2002, 115) also suggest that not all communities that learners wish to be affiliated to are physically accessible to them. Such groups are aptly referred to as imagined communities. These imagined social entities are by no means an invention of an individual's mind, but rather refer to actual existing communities. For example, a nation is regarded as an imagined community simply because no matter how small a nation is, it is impossible for an individual to have actual physical contact with most

citizens or even to know most of them. Kanno and Norton (2003, 242 - 44) have adopted this construct to examine the relationship between imagined communities and imagined identities. The central idea here is that when learners engage in acquiring a new language, they imagine who they might be in a future context and therefore what communities they can be affiliated to to gain prominence. This is especially a pertinent issue when it comes to learning English in its globalised context where most learners have no significant access to the target language community, or the target language group is considered to be an ambiguous entity untethered by geographical boundaries. Such a global community would essentially be an imagined one.

The idea of imagined communities and imagined identities also seems to have a striking resemblance to the possible future selves promoted by Markus and Nurius (1986), which is a core aspect of the present study. Imagined identities and communities coincide with the future-oriented focus related to the Ideal L2 Self, which is, in essence, an imagined future self state associated with an imagined linguistic or professional community. The psychological need of language learners to be acknowledged and accepted by a particular community, real or imagined, undoubtedly plays a significant part in their willingness to invest in the language learning process and therefore it is one of the aims of the present research to investigate these drives. A detailed discussion follows in Section 2.5.2 of this literature review under the discussion of Motivated Identity Construction Theory. Therefore, these concepts not only support the theoretical position of the present research but also contribute an additional explicative framework that can comprehensively address learner identity issues in relation to their motivation and language achievement.

The central premise of this section is that power relations emanating from the social, cultural and historical context can enable or constrain identity construction or the identity options available to a language learner in a particular context. The context and more importantly the power relations that exist within it determine the level of agency, the available identity options, ideas about what a desirable future identity is, and whether or not it is worth the effort to invest in learning a new language. This has a direct bearing on determining how student identities influence their language learning motivation. The scope of these research emphases also includes questions about the right to claim ownership of the English language and to personalize it to a level where it expresses the voices of the people of that particular culture. Norton's (1995) position as informed by this theoretical framework provides an alternative but complementary perspective to the L2 Motivational Self-System (L2MSS) of Dornyei (2005) due to the many commonalities they share and has explicative potential where the L2MSS possibly falls short.

2.4.1.3. Non-Participation and Resistance as Identity Struggles

Language learning has been described in the preceding discussion as a site of conflict for learners due to the power dynamics that exist in each particular context. As illustrated by the previous arguments, conflict may arise when learners are unfavourably positioned by the unbalanced power relations when disagreeable identities are ascribed to them. Tension can also occur when learners struggle to resolve the conflict present in their learning context due to opposing identity choices that arise from language learning and the sociocultural situation. This section briefly looks at non-participation and resistance related to identity conflicts. This is of consequence to the present study as it adds an essential element that could assist in determining whether learners' non-participation is a

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way of resistance involving conflicting identities or whether it is indicative of unmotivated behaviour.

Canagarajah (2004, 116) maintains that such identity struggles are common in language learning situations globally so much so that they are integral to the language learning process. He asserts that people engage in learning an additional language to construct desirable identities and to join preferred communities to participate in social life and communication, and successful language learners are those who manage to resolve these struggles. He researched EFL contexts in Sri Lanka and the USA and found that learners in these contexts acknowledged the economic value of learning English but were also aware of the social losses this may incur. These learners were placed in a conflicting position in relation to learning the new language and maintaining a relationship with their vernacular communities. Canagarajah (2004) identified private literacy practices which he refers to as Pedagogical Safe Houses. Here learners could renegotiate their identities away from the teacher's control in resistance to the undesirable identities ascribed to them (Canagarajah, 2004, 121). The underlying premise of the present research is that some learners' low language learning achievement may be due to their inability to resolve some type of identity conflict that exists in their learning context and this is manifested in acts of resistance and non-participation. It is thus of interest to this study to take support from this theoretical framework especially when learners show motivation to learn English, and they comprehend its significance to their academic and future career trajectory, but otherwise, demonstrate resistant behaviour in the classroom.

2.4.2. Conclusion

The theoretical underpinnings of the literature surveyed in this section direct the present investigation toward adopting a richer understanding of the learning situation so that it deals with learner motivation and its relationship to the self with full appreciation of all the complexities involved. Hence, this requires that the current research should recognise that the value system of a particular group or groups within a set context affects the worth ascribed to the English language and the appeal of assuming a possible future identity derived from it. Further, the perceived cultural gains associated with learning English are important factors that can affect an individual's decision to acquire a new language or to resist it. Also, this approach encourages a perspective of language learning in which learners are not described by simplistic dichotomies such as being motivated or unmotivated students. It can, therefore, be safely concluded that the influence of the poststructuralist and sociocultural theories of language learning are pertinent to the present study as it derives a range of fundamental principles from them. It is clear that most of the previous studies done in this domain relate to the SLA field. However, the principles are equally applicable to foreign language learning contexts as can be seen from the number of studies done in foreign language situations.

2.5. Expanding Identity in the L2MSS

The preceding discussion demonstrates that the centrality of the self in recent language learning motivation thinking has created numerous alternative ways of exploring motivation in diverse learning contexts. The L2 Motivational Self-System is a result of this new direction in language learning research, but despite it being a more comprehensive paradigm in which several theoretical perspectives converge, it has some significant

limitations. The chief proponents of this ideology, Ushioda and Dörnyei (2009), concede that,

> Proposing a tripartite construct such as the L2 Motivational Self-System runs the risk of ending up with a rather static category system that does not take into account sufficiently the process-oriented nature of motivation or the dynamic interaction between motivation and the social environment. (p. 354)

Therefore, for the present study to successfully apply the L2 Motivational Self-System and to contribute to the language learning motivation discussion, it is necessary to borrow ideas from disciplines such as education and psychology to plug these gaps. This approach is also in conformity with the general movement to bring motivation research closer to mainstream motivational theory which started in the 1990s (see Section 2.2 of this review).

The L2 Motivational Self-System theory does not pay sufficient attention to the role of the sociocultural context of language learners, and it does not consider the effects that their present salient identities have on their willingness and ability to generate an Ideal L2 possible future self. Further, it is not concerned with the reasons why some learners may find the Ideal L2 future self desirable and why others may be repelled by it. The present study has adopted two theories from motivation research in general psychology and education, the Identity Based Motivation theory and the Motivated Identity Construction theory to provide a more detailed understanding of the role of the self in language learning motivation.

2.5.1. Identity-Based Motivation

Given the limitations of the L2 Motivational Self-System as far as the learning experience and the present significant identities of learners are concerned, it is necessary to incorporate perspectives from general psychology that can provide theoretical support to address these shortcomings. In this case, the identity-based motivation model is ideally suited for this purpose because it describes the learner's ability and willingness to construct possible future selves based on the effect of present significant identities and the impact of social and contextual influences. This is one of the areas in which the present study aims to make a significant contribution by providing a context-specific face to the anonymous, ambiguous, simplistic, unproblematic and individualistic notion of the L2 language learner presented by the L2 Motivational Self-System. In addition to offering a more complex idea of the L2 language learner in the specific context of the present study, it also attempts to provide a better understanding of how significant present identities facilitate or hamper the construction of the Ideal L2 Self and consequently what impact it has on language learning motivation. In other words, it helps to present a social, problematic and complex conception of the self to arrive at a more accurate account of the relationship between the self and language learning motivation.

The belief that people prefer to engage in behaviours that are in harmony with the self-concept and are apprehensive towards actions which are not is the main premise of the identity-based motivation paradigm proposed by Daphna Oyserman (2007). "Identity-based motivation theory (IBM) assumes that the self-concept is multifaceted, including many diverse and not well integrated identity-components whose content is dynamically constructed in context" (Elmore and Oyserman, 2012, 177). The fact that these identity

components such as possible identities are complex, diverse, and not well integrated is indicative of the propensity of possible identities to conflict with each other for prominence from one context to the next. This implies that one may be consistently involved in identity-based choices. Action-readiness, dynamic construction, and interpretation of difficulty are the three postulates at the centre of the IBM theory (Elmore and Oyserman, 2012, 177 - 78).

- Action-readiness involves the conception that identities prompt readiness to act in a manner which agrees with specific identities and to understand the world based on an identity-congruent outlook (Oyserman, 2009, 252).

- Dynamic construction refers to the occurrence by which the following are dynamically constructed in context; which identities are salient, what do these identities mean, and what actions are congruent with them.

- The interpretation of difficulty concept predicts that when a behaviour feels congruent with a cued identity, then the exertion related to such an action will be perceived as validating its importance rather than signifying that it is unattainable. The implications of this for current behaviour is that current action is unlikely to result if a person perceives the difficulty involved in a particular action as suggesting that such an action is impossible (Elmore and Oyserman, 2012).

The complexity of both identity and motivation due to their abstract nature demands that the present study adopt a wide theoretical vantage point from which to observe and explain these phenomena. The significance of the IBM theory for this research lies in its ability to provide this researcher with an added means by which to make these concepts, which are obscured by their complexity and abstract nature, explicit and accessible for

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meaningful exploration. Due to the nature of these concepts, it is hard to measure them directly and therefore it is necessary to investigate their relationship with other aspects. For example, a students' interpretation of difficulty may be indicative of their motivational state. If a student feels that a cued present identity is in harmony with the learning situation and the possible future self it promotes, then he/she is more likely to persist in learning despite the apparent difficulty it presents. In other words, it helps to clarify the relationship between the actions of learners and their attitudes in relation to their motivation and identities. Also, the content of the self-concept comprises of such a vast array of information about the self that it is impossible to report on it in its entirety. Moreover, despite the ability of the self to influence motivation and behaviour, it is vulnerable to social and situational influences (Oyserman, 2001, 502).

2.5.2. Motivated Identity Construction and Identity Motives

Research has thus far emphatically demonstrated the inextricable relationship between motivation and possible selves; however, Vignoles et al. (2008, 1168) assert that very little has been done to clarify why people are drawn towards certain identities and why they are pushed away from others. Concerning the Ideal L2 Self as an effective self-guide, it has been argued by Dörnyei and Ushioda (2011, 83) that an individual may nurture many possible selves and that learners who have a vivid Ideal L2 Self tend to be better motivated and thus more likely to be successful language learners. However, not all learners in the same learning context may be attracted toward constructing an Ideal L2 Self. It thus follows that it is possible that those students who have effective Ideal L2 Selves are drawn toward developing this future identity while those who do not are pushed away from such a language learning identity. This issue is a core concern of this study

which aims to identify the effect of student identities on language learning motivation. Thus, the identity motives construct as espoused by the identity construction theory has the potential to explain the disparity in motivation and the related language learning achievement of learners in the same learning context based on the effect of these identity drives.

The identity construction theory is based on the principle that identity is both a personal and social concept. It further argues that identity construction is guided by specific motives or goals adopted by an individual (Vignoles et al. 2006, 309). These goals are what Vignoles and his colleagues (2006, 309) refer to as identity motives which they define as ''pressures toward certain identity states and away from others, which guide the processes of identity definition and construction''. This implies that people are drawn towards identities that satisfy identity motives and tend to avoid identities that frustrate them.

Vignoles (2011, 412) has identified six identity motives involved in identity construction and maintenance across various cultures. These are the self-esteem, continuity, distinctiveness, meaning, efficacy, and belonging motives. The self-esteem motive involves adopting an identity driven by the desire to see oneself in a positive light. Thus people are more likely to desire identities that have the potential to enhance self-esteem and fear those who involve lower self-esteem. Self-esteem is regarded as a fundamental component of the language learning situation which is inextricably connected to motivation. MacIntyre (1999, 33) maintains that learning English as a foreign language is more likely to challenge the self-esteem and identity of learners more than any other learning activity. Self-worth interrelates with language learning motivation at two significant

levels vis-á-vis the present study. Firstly, a number of theories (social psychological theory (Gardner, 1959), intergroup theory (Giles and Byrne, 1982), international posture (Yashima, 2002), L2 Motivational Self-System (Dörnyei, 2005, Rayan, 2006)) indirectly implicate self-esteem in L2 motivation based on the learners' willingness and to accept aspects of another community and culture as part of their identity. Such an acceptance is possible only if the student's self-worth is maintained in the process. Secondly, self-esteem features prominently in the learner's experience of the learning situation especially in terms of the L2 Motivational Self-System (Dörnyei, 2005) in which Learning Experience is one of three fundamental aspects. Learners who find that their self-esteem is challenged by the learning situation are likely to demonstrate unmotivated behaviour. Vignoles et al. (2011) confirmed that the self-esteem motive is equally relevant to societies from Western and non-Western cultures and that people draw self-esteem from those aspects of their identity that are coherent with their cultural values. Based on this, it was found that there is a difference between individualistic and collective societies. Individualistic societies find self-esteem in identity aspects that provide feelings of control over one's life whereas in collectivistic societies self-esteem is derived from those areas of identity related to fulfilling one's duty (Vignoles et al., 2011, 413).

The continuity motive derives from the need to feel that one's identities are stable, continuous and persistent over time despite major life changes (Vignoles et al., 2011, 413). This means that people want to feel that their past, present and future identities are interconnected to form a continuous stable thread. Continuity of identities is not a fixed certainty, but it has to be construed despite continual change. Therefore continuity is not the same as stability as such because it does not imply the nonexistence of change but

rather that there is a type of conceptual link connecting the past, present, and future temporal aspects of identity despite change. Adopting possible selves invariably implies that some form of identity change is expected to occur. Thus continuity is a major factor in determining the desirability of particular selves as far as they can promise continuation with the present self. People tend to seek possible future selves promising continuity of the self and show an aversion towards possible futures selves they fear would disrupt their self-continuity (Vignoles et al., 2008).This argument lends support to the idea that integrativeness, which involves learners relinquishing some or all aspects of their current identity in favour of adopting an identity closer to that of the L2 target group, may be untenable for EFL learners because it frustrates their desire or need for continuity. This is especially clear in the case of Schumann's (1978) acculturation model. Schumann (1986, 381) argues that for learners to acquire the target language they have to surrender their 'own lifestyle and values to adopt those of the target language group' and in so doing they improve their acquisition of the target language.

In the context of the present study, the participants are first-year university students who are in the process of making the difficult transition from high school to university which represents a major life-changing event (Parker et al., 2006, 1330). The magnitude of disparity between high school and university inevitably involves learners having to assimilate and take on new social and personal identities rapidly. This change causes learners to feel a sense of loss and identity discontinuation (Scanlon, Rowling and Weber, 2007, 228). This situation is further exacerbated by the incongruence between the level of English proficiency these learners possess when entering the university and the standards required by most university courses (McMullen, 2014, 132). The continuity motive can be

challenged by the suddenness of the demand to adopt new identities, especially an L2 self when students feel that their continued existence as the individuals they were in the past and are at present is under threat.

The distinctiveness motive stems from the desire to feel distinct from other people. It is based on the drive that moves individuals to consider themselves as different from others which is an essential element of being human. Distinctiveness is explained with regard to three terms, difference, social position, and separateness. Difference refers to distinctiveness in certain characteristics which include abilities, opinions, personality, and appearance while social position is associated with distinctiveness related to a person's position in social relationships such as kinship ties, friendships, social roles, and social status. Separateness involves distinctiveness which emanates from being apart from others in terms of physical and symbolic boundaries and experiencing feelings of privacy, independence, and isolation. Vignoles (2000, 349) disagrees with the opinion that distinctiveness is less pertinent to collectivist societies and asserts that all three the mentioned aspects would be evident in most, if not all, cultures. The difference between cultures would be that difference and separateness are more pronounced and valued in individualistic societies while social position is more prominent and highly regarded in collectivist societies.

The need for people to feel that their lives are purposeful and have significance and meaning is the source of the meaning motive. Many psychologists believe that the drive to make one's life meaningful is a core precept of human nature. It is therefore essential for people to feel that the events in their lives are not random and arbitrary but holds meaning

for their existence. It thus follows that people prefer identities that fulfil the meaning motive and avoid those that detract from this motive.

The drive which is at the centre of the efficacy motive is described as the need for people to feel that they are competent and can influence their environment. It represents feelings of competence and being in control of a particular situation. Efficacy is a prevalent concern in possible desired and feared selves in that the competent agentive self is desirable while incompetence and failure reflect undesirable feared selves (Vignoles et al., 2008, 1169). As with the other motives, efficacy is equally relevant across various cultures and may only differ according to what forms of competence are valued in different cultures. In this regard, Markus and Kitayama (2003, 6-17) identified two types of agentive behaviour, disjoint and conjoint forms of agency. Disjoint agency relates to individualistic societies and is situated in the individual while the conjoined type is seen as the collective effort of a group of people as in collectivist cultures.

The need to feel part of a group and accepted by other people is central to the belonging motive. Research done by Hoyle and Sherrill (2006, 1688) has shown that social inclusion is a significant part of people's future possible selves and exclusion is prominent in their feared selves. The need for belonging is a core human drive, and thus it is equally applicable to different cultures. However, there may be some differences. It has been suggested that this motive may be stronger in collectivist cultures. However, evidence exists to show that it is equally pertinent to individualistic societies (Vignoles, 2011).

2.6. Gap in the Literature

The above survey of the literature has shown a need for further research in the areas of language learning motivation in the Saudi university EFL context for many reasons. The number and scale of published studies in this field lack compared to what has been done in other English language learning environments. Also, a large percentage of the research done in this area narrowly focused on determining the motivational orientation of students within the instrumental / integrative (Al-Amr, 1998; Al-Otaibi, 2004; Alrabai, 2007; Elsheikh, 2014; Al-Seghayer, 2005; Al-Zubeiry, 2012) and extrinsic / intrinsic dichotomies (Moskovsky and Alrabai, 2009; Javid, Al-Asmari and Farooq 2012; Al-Asmari, 2013; Elsheikh, 2014) which is deficient in terms of its explicative capability in relation to student language learning motivation. This is abundantly clear from the various research findings that show that students are inclined towards more than one motivational orientation within a particular investigation. A number of studies (Al-Otaibi, 2004; Al-Huqbani, 2009; Moskovsky and Alrabai, 2009; Makrami, 2010; Al-Samaani, 2012; Al-Zubeiry, 2012; Daif-Allah, 2012; Al-Qahtani, 2013; Al-Natheer, 2013; Al-Huqbani, 2014; Elsheikh, 2014) are mentioned in the following section in which it was found that students show both instrumental and integrative motivation; thus, presenting researchers with the challenge of accounting for these surprising outcomes. This is indicative of the need for a different approach to the study of language learning motivation in this context and to expand the theoretical grounding of such studies beyond the current limitations of the integrative/instrumental and intrinsic/extrinsic dichotomies. A further discrepancy is noticeable from the many studies indicating that Saudi EFL students are motivated to learn English while on the other hand equally as many studies found a lack of motivation to be the status quo.

The current study is intended to fill this gap in the literature by using a poststructuralist approach which emphasises the dynamic nature of motivation and identity and their changeability over time while considering their sensitivity to the sociocultural context in which language learning takes place. Also, the centrality of learners' present and future possible identities to the motivation process is an essential part of this paradigm. Thus it provides a broader theoretical foundation with the ability to better explain the language motivation of EFL students in the Saudi context. Considering that the currently ubiquitous theoretical models have run their course and have little new to offer to the discussion of EFL motivation it is clear that the current study can potentially contribute a fresh new approach which has the potential to account for student motivation more accurately.

2.7. Chapter Conclusion

Ushioda's (2012) accurate summation of the historical development of the field of language learning motivation is worth mentioning as a fitting conclusion. She concisely wraps up a half a century of research into these words:

> Simplifying somewhat, we might say that L2 motivation research originated in a focus on what makes L2 learning distinctive from other forms of learning (1960s-1990s). Researchers then recognized the need to redress the balance and bring L2 motivation theory in line with main-stream motivational psychology (1990s). Since the turn of the century, L2 motivation research has kept apace

with significant developments in mainstream psychology, integrating these with

theoretical perspectives specific to language learning. (p. 58)
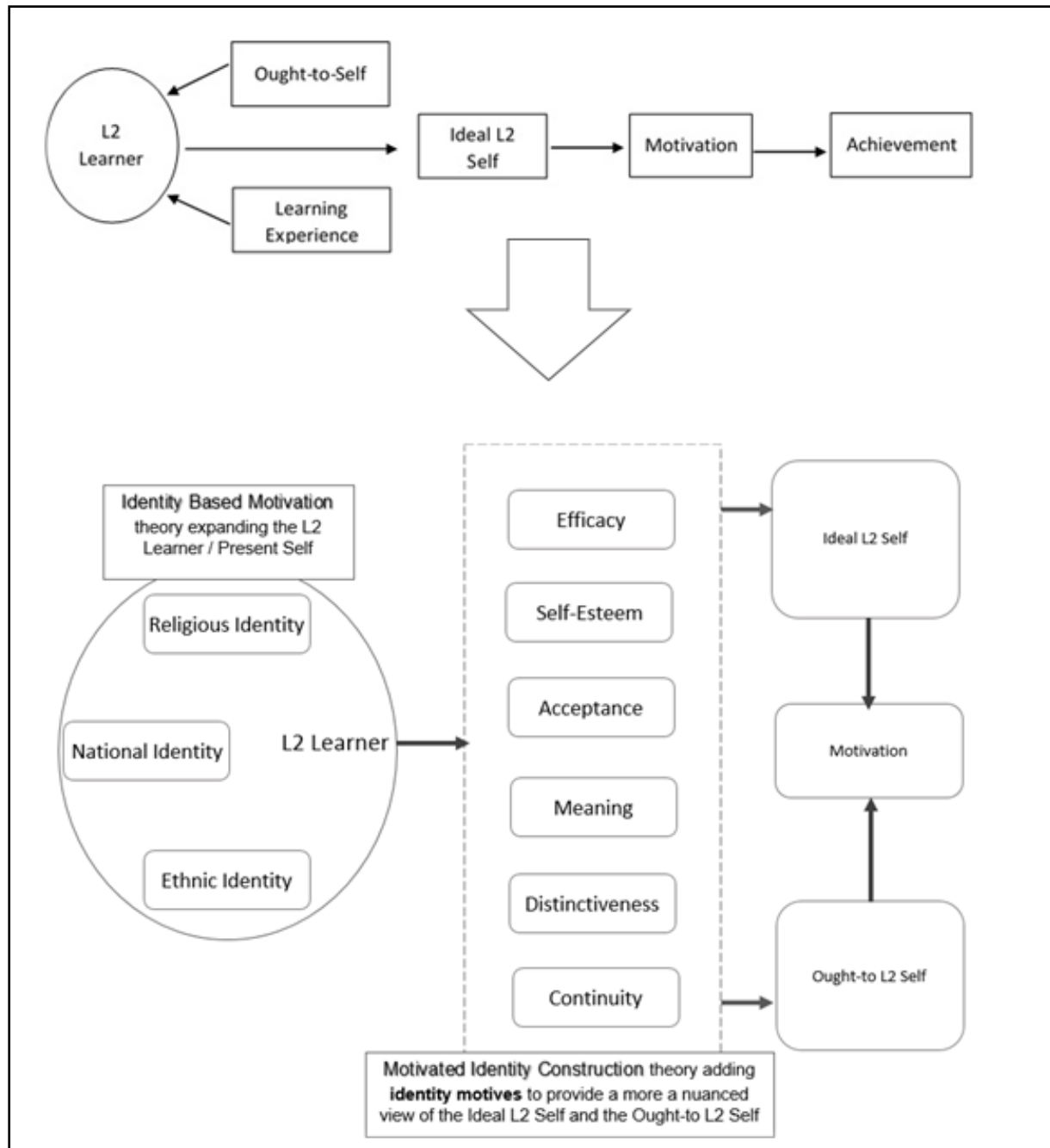
Figure 4. Expanding the L2 Motivational Self-System Theory by incorporating the IBM and MIC theories

The previous section provided a survey of various language learning motivation theories from the simplistic dichotomous social psychological (Gardner, 1959) paradigm to the more sophisticated L2 Motivational Self-System (Dörnyei, 2005) and their applicability to diverse actual language learning contexts globally. One of the contributions of the present study is the expansion of the L2 Motivational Self-System (L2MSS) so that it could be better suited for researching the language learning context of the present study. The L2 learner in the L2MSS, who represents the current actual self of the student, is not entirely explored by this theory. The present study placed emphasis on the significance of the current self by incorporating the most significant present actual selves into the L2 learner aspect of this theory. Figure 4 above demonstrates how the notion of the L2 Learner was expanded to consider other significant identities such as the religious, ethnic and national identities. There is no simple, direct relationship between the present actual self and the possible future selves of these students. The connection between the actual and possible future selves is mediated by some identity motives or reasons why a student's ideal or ought-to self would be significant to his or her language learning motivation. Figure 4 shows how the L2MSS theory has been extended by these motives. The Ideal L2 Self and the Ought-to L2 Self were also expanded.

English is predominantly learned and spoken as a foreign language in many regions across the globe including the Arab world and Saudi Arabia in particular which represent an interesting context in which these various notions of language learning motivation could be put to the test. It is important to consider the work that has already been done in this context and to establish a point of departure for the present research to proceed towards a more context-specific theoretical model of L2 motivation in Saudi Arabia.

Chapter 3

Motivation Research in Saudi Arabia

3.1 Introduction

The essential role of motivation in language learning achievement is universally acknowledged, and therefore it has not escaped the attention of language researchers operating in contexts in which Arabic speakers learn English. This section discusses the body of research produced within this particular environment. The focus of motivation research in this context seems to reflect the general trends prevalent in the field of language learning motivation over the past number of decades. However, the volume and range of the studies done with Arabic speakers in EFL contexts such as Saudi Arabia appear to be substantially lower than in other settings (Moskovsky and Alrabai, 2009; Javid et al., 2012; Alrabai, 2011).Therefore, the recent proliferation of research based on the most recent L2 Motivational Self-System does not seem to have gained much ground in these situations as well. However, Javid and others (2012, 284) report that in recent years motivation research has acquired some prominence in Saudi Arabia due to the establishment of Preparatory Year Programme (PYP) courses in universities which place students at the centre of the learning process and thus greater attention is given to what drives them to learn. Despite this, general appreciation of the importance of motivation to the area of language learning remains an under-researched idea in this context (Javid et al., 2012 and Alrabai, 2011).This section focuses on the state of research on motivation by discussing previous language learning motivation studies conducted in Saudi Arabia.

Al-Zayid (2012) describes the state of language learning motivation research as follows:

> 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 (p. 5)

Alrabai (2011), concurring with Al-Zayids sentiments, argues that the small number of studies concerning motivation in the Saudi Arabian context have focused on identifying the type of motivation prevalent among groups of English language learners in this setting and confirming the prevalence of low levels of motivation among students in this context.

There are a number of studies examining the motivational orientation of language learners in the Saudi Arabian context regarding the integrative/instrumental paradigm as well as the intrinsic/extrinsic dichotomy. However, especially in the last decade or so, there has been a variety of studies done in this region related to language learning motivation. These focus on aspect such motivation techniques (e.g. Alrabai, 2010, 2011), English for specific purposes (e.g. Al-haqbani, 2010), demotivation (AlMaiman, 2005, Al-Sharif, 2012 and Al-Khairy, 2013), gender differences (Aslam, 2014), and the L2 Motivation Self System (e.g. Al-Shehri, 2009), Al-Otaibi, 2009 and Eusafzai, 2013).

These studies contributed significantly toward the global body of research emphasising the vital role of learner motivation in EFL learning and they have also made a positive contribution toward efforts to cultivate a corpus of research that would provide a

better understanding of the motivation of Arabic speaking EFL learners in general and Saudis in particular. However, the preceding discussion in this chapter has amply illustrated that a more robust context sensitive theoretical foundation is required to understand and explain L2 learner motivation fully; a theoretical base that goes beyond simple dichotomies and linear causal relationships. It requires researchers to consider a broad array of relevant theories in tandem with established models of language learning motivation. These studies, therefore, provide a clear starting point for further research and thus provide evidence of the need for the present study.

3.1.1. Clarification of Terminology

The research reviewed in the following sections predominantly discusses various aspects of language learning motivation in tertiary institutions such as universities and vocational training colleges. However, there are some studies that were done at various levels of high school and primary school. Other studies involve a mixture of various levels of education. In these studies the term 'teacher' is used to refer to lecturers, teachers and instructors. The terms 'students' and learners are also used interchangeably in these studies. It is common in this context for university students to refer to their lecturers as teachers. This is evident from the student questionnaire responses of the present study. The present study utilised the same terminology that each researcher applied to his / her research context. For example, Alrabai (2014) used the terms instructor and teacher interchangeably, and he did the same with the terms learner and student. The present research similarly used the terms teacher and student to report on Alrabai's research.

The current research, however, consistently applies the terms lecturers and students when referring to those who participated in this study. Lecturers refer to those

who prepare and present EFL classes to university students. The term students is used to refer to those adults affiliated with the university's preparatory year programme to study various courses including English as a foreign language. The terms teacher and learner were also used in this study to refer to general learning context where no particular references is made to the level of education involved.

3.2. Research on Instrumental and Integrative Motivation

Gardner's language learning motivation theory has been at the forefront of motivation research for many decades, and it has affected the research focus of many studies done in the context in which Arabic speakers learn English as a foreign language. For example, Moskovsky and Alrabai (2009) lament the scarcity of motivation research among Arabic speakers and the predominant focus of studies in these contexts on the instrumental/integrative divide. Some studies concentrated on determining the type of motivation learners displayed based on the above dichotomy and the effects of such motivation on their language learning achievement. The results of many of these studies (Al-Amr, 1998; Al-Otaibi, 2004; Alrabai, 2007) found that the Saudi students who participated in their studies were predominantly instrumentally motivated. This view is also supported by Al-Seghayer (2005) who argues that English is widely used for functional purposes in Saudi Arabia while he ascribes low language learning achievement to the externally controlled motivation provided by the curriculum which he believes is to the detriment of promoting a more intrinsically motivated unit of language learning students. Al-Amr (1998) concluded that Saudi students show instrumental motivation because their learning environment precludes the possibility of them coming into contact with the target

language community and therefore the possibility of striving to be part of such a group in an integrative way is inconceivable. In a similar quantitative study, Al-Otaibi (2004) examined the relationship between language learners' level of motivation and use of language learning strategies. This study found that participants were both instrumentally and integratively motivated. Al-Zubeiry (2012) examined the socio-psychological orientation of 120 male and female Saudi university students using an adapted version of Gardner's (1985) AMTB questionnaire to collect data. In this investigation the results showed that learners were both instrumentally and integratively motivated. Instrumental motivation was much higher, with a mean of 4.08 compared to the integrative motivation mean which was 3.71. Another study of significance in this context and the most recent is that of Elsheikh (2014) and her colleagues. In this study, the researchers set out to determine the motivational orientation of female university students; the results of which would be used to devise a strategy to improve the motivation of such learners. The investigation focused on four primary motivational orientations, integrative, instrumental, intrinsic and extrinsic motivation based on a questionnaire consisting of 15 items. This study found that participants were predominantly instrumentally and extrinsically motivated, but they also show significant levels of integrative motivation. Elsheikh et al. concluded that their results "agree with Al-Otaibi, 2004 and Al-Zubeiry, 2012: studies which indicated that Saudi EFL learners are highly motivated in learning English for both instrumental and integrative orientations" (Elsheikh et al., 2014, 43). Similar findings, in which both integrative and instrumental motivation were found to be of consequence to learners' language learning achievement, were also reported by a number of others such as Al-Huqbani (2009), Moskovsky and Alrabai (2009), Makrami (2010), Al-Samaani (2012), Daif-Allah (2012), Al-Qahtani (2013), Al-Natheer (2013) and Al-Huqbani (2014).

The fact that participants showed high levels of both instrumental and integrative motivation in all the studies mentioned above supports Gardner's (1985) principal argument that language learning motivation always involves an element of integrativeness even though the motivation might be instrumental by nature. Gardner asserts that learning a language requires some level of openness toward the target culture and a willingness to communicate with the target community. These findings also correspond to the results of Dörnyei (2006) related to his longitudinal research done over 15 years in Hungary despite the fact the mentioned studies are based on simple dichotomies. The mixed results emanating from a dichotomous approach implies that the study is inconclusive and therefore further research is required. Therefore the findings of Dörnyei's study lead him to question the rationality of the interpretation of integrativeness construct firstly, particularly in EFL contexts, as referring to the desire to assimilate with target language communities and secondly to consider an alternative paradigm, the L2 Motivational Self-System. Thus, these findings support the idea that integrativeness could be better understood if it is interpreted in terms of the possible selves construct. This also lends credence to the assumption that a poststructuralist paradigm focusing on the centrality of identity in language learning motivation, which is the primary postulation of the current research, can more accurately investigate the motivational basis of EFL learners in contexts such as those in Saudi Arabia. It also confirms the ambivalence that exists with regard to whether Saudi EFL students are motivated or not based on the two principle trends that are prevalent in Saudi EFL circles. It is thus amply clear that this context requires a more comprehensive theoretical framework by which to explain this apparent discrepancy.

3.3. Motivation Intensity – Low Motivation

Many researchers in the Saudi Arabian context have acknowledged the essential role of motivation in language learning success. Many of them ascribed the lack of achievement to low levels of motivation among learners in this environment (e.g., Aslam 2014; Liton et al., 2012; Alshlowiy, 2014; Khan, 2011; Shah, 2013; Al-Murabit, 2012). Liton et al., for example, said, "In the true sense of the term, Saudi EFL classes suffer from the sheer lack of both intrinsic and extrinsic motivation" (Liton et al., 2012, 133). This view is supported by many other researchers in this field. Zainab Aslam (2014) more specifically researched the causes of low levels of motivation among female students in Saudi Arabia. Aslam maintains, "Despite all these continuous efforts low motivation levels among the English learners especially females is a cause of worry for educationist in countries like Saudi Arabia" (Aslam, 2014, 8). She mentions some factors believed to be responsible for the students' unmotivated state. Among these are social factors pertaining especially to female students such as the limited contact these students have with the outside world. This, she believes, is the reason why they do not feel it necessary to learn English because their interaction with others is mostly with close family members and Arabic suffices for this purpose. Aslam also cites the lack of job opportunities for females in this situation as another significant factor. Alshlowi (2014) describes the lack of motivation among students as a "huge issue" and he, like others, mentions some ways in which teachers could increase the level of motivation among learners. Similarly, Khan (2011) mentions lack of motivation as one of the significant barriers to learning that exists in the Saudi context. He says, "In the case of Saudi Arabia, it has been found that neither teachers nor students are adequately motivated towards educational goals" (Khan, 2011, 245). However, Alsamaani (2012) in his research investigating the beliefs of 250 Saudi

students concerning learning English as a foreign language found the opposite to be true. These students completed a questionnaire which contained five sections including a section on expectations and motivation. The results of this research were that the average mean for the section on expectations and motivation was higher than the other four sections thus leading the researcher to conclude that students in this particular context were highly motivated to learn English. Alsamaani has however conceded that limitations such as the small number of research subjects do not allow for these results to be generalised. It does nevertheless warrant further research. Maherzi's (2011) study also pointed towards motivated behaviour among language learners. She conducted a study among Saudi female students to determine their perceptions related to the classroom climate and motivation. The study involved a questionnaire which was administered to 137 university students. The investigation revealed that student motivation was positively correlated with a classroom climate that was perceived by students as being supportive of student autonomy.

3.4. Motivational Techniques

Another research focus closely affiliated to the discussion of low levels of motivation is that of motivational techniques applied in the classroom situation by both teachers and students. Alrabai (2010) researched the use of motivational strategies in the EFL classroom for his doctoral thesis. This investigation was done in two phases. The first phase involved a questionnaire completed by 119 EFL teachers in Saudi Arabia to determine the ten most significant motivational strategies used by teachers in these settings. The second phase was done with 296 students and 14 teachers. During this phase of the research, students were divided into experimental and control groups. Seven

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teachers were assigned to each of the groups. The experimental group was subjected to the ten motivational techniques identified in the earlier phase while the control group was taught without applying these techniques. The research was done over one semester, and students were asked to complete questionnaires at the beginning and end of the term. In this study, it was found that there was a marked change in the motivating behaviour of teachers in the experimental group while the control group teachers remained unchanged. The same positive results were found for students in the experimental group. They showed positive changes in their motivation while the control groups showed no such change. Eman Alshehri (2012) conducted a similar small-scale qualitative study focusing on the perception of teachers and students concerning the motivational strategies used by EFL teachers in Saudi Arabia. It should be noted that the teachers that Alshehri is referring to here are EFL lecturers. This research was done involving five students and six teachers. Semi-structured interviews were conducted with the participants. The results of this research identified 13 important themes about motivational strategies used by teachers. Among these were teacher behaviour, tasks, integrative and instrumental values, and Ideal L2 Self. The results of this study found that there are a number of motivational strategies deemed essential by both students and teachers. Bukhary and Bahanshal (2013) found in their qualitative study done with 80 students from four universities in Saudi Arabia that many of the participants were not motivated to learn English due to the mismatch between their interests and the learning content. They felt that the course material was boring and did not relate to their real-life objectives for learning English, such as a future career. Content, language proficiency, and teaching methods were also cited as further significant factors causing students to be unmotivated. Alrabai (2011) on the other hand examined how frequently EFL teachers used

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motivational techniques in the classroom. This investigation was done with a group of 30 teachers in a university in Saudi Arabia. Here again the term teacher is used to refer to lecturers or instructors. A survey was administered to ascertain how frequently teachers implemented 55 motivational techniques. The result of this research confirmed that the most commonly used techniques are those related to proper teacher behaviour and those that are focused on enhancing students' self-confidence. Teachers also employed techniques that encouraged students' expectancy of success and those that made language learning a pleasant experience for learners. However, it was found that teachers hardly considered techniques related to fostering autonomy among learners and those strategies related to promoting group cohesiveness. Christo Moskovsky (2013) and his colleagues did a study in Saudi Arabia in which they investigated the effects of the motivational strategies teachers use in class with 14 EFL teachers and 296 students. Questionnaires were administered before and after the eight-week teaching period in which the ten preselected strategies were implemented with the test group. The results of this study found that the learners in the experimental group, who were exposed to the motivational strategies, showed an increase in their motivation over time; thus concluding that teachers' motivational practices directly cause second language learner motivation to improve (Moskovsky et al., 2013). These research findings confirm the relationship between student motivation and the motivational techniques teachers use. However, further research may be required to establish specific motivational techniques based on more recent notions of motivation such as the techniques involving visualization based on the L2 Motivational Self-System.

3.5. Motivation in English for Specific Purposes courses

To address the problem that students have with materials and courses that seem irrelevant to their interests and future professions, researchers such as Makrami (2010) also paid particular attention to motivation and English for specific purposes. This is similar to what Bukhary and Bahanshal (2013) investigated (see 3.4.); however, this study involved ESP. The participants for this research were 507 university students, some of whom studied general English courses while others studied English for specific purposes. The instrument used was an adapted form of Gardner's (1985) IAMTB which contained 99 items translated into Arabic. The experiment aimed to determine the motivation, attitude, and anxiety of two groups of students. The survey was administered at the beginning of the semester and then again at the end of the semester. Makrami (2010, 72) found that both groups examined in this investigation started out with high levels of motivation and a positive attitude towards learning English accompanied by low levels of anxiety. It is noteworthy that the ESP group started out lower on motivation and attitude than the EGP group. However, both groups ended up with lower motivation and attitude and higher levels of anxiety than with what they initially started out. These results are unexpected according to Makrami, and therefore he argues that this is because the course materials were not specifically designed for the students of this university nor were they allowed to choose what they would like to learn because the choice of course material was not based on any needs analysis. Alhuqbani (2009) conducted similar research among Saudi police officers to explore their attitude and motivation related to their learning English as a foreign language for specific purposes. A questionnaire was distributed among 206 members of various departments in the security of Saudi Arabia. The research results indicated that

participants showed high levels of both instrumental and integrative motivation. However, the levels of instrumental motivation were higher. This according to Alhuqbani confirms the outcomes of previous research done with ESP students which confirms that such students predominantly learn English for utilitarian reasons. Alhuqbani (2014) did another related study among cadets studying at the King Fahd Security College in Saudi Arabia. A questionnaire adapted from Alhuqbani's previous research (Alhuqbani, 2009) was used to collect data from the 223 cadets. As with his previous research, it was found that the cadets scored high in both integrative and instrumental motivation.

3.6. Intrinsic and Extrinsic Motivation

The Self-Determination Theory of Deci and Ryan (1985) has been a common framework for researching language learning motivation among Arab students. Many studies focusing on the intrinsic-extrinsic motivation dichotomy have been reported from researchers in this particular environment. Moskovsky and Alrabai's (2009) study done with 55 randomly selected male and female EFL students taken from various educational backgrounds is an example of such research. In this study, the researchers aimed to determine the type and level of motivation prevalent among the participants particularly focusing on intrinsic motivation. The results of this investigation showed very high levels of motivation among the participants. However, the researchers maintain that these results, if taken at face value, can be misleading considering the low level of achievement prevailing in this context. Therefore, the outcomes of this study require further discussion. It was found that participants were predominantly instrumentally motivated followed by intrinsic motivation as the second most frequently reported type of motivation in this group with extrinsic and

integrative motivation in third and fourth place respectively. They also noted that there were differences based on age and gender. The study done by Elsheikh (2014) with female university students rendered similar results with instrumental motivation being the most frequently reported type with lower levels of intrinsic motivation. These findings are in line with other similar studies such as the one done by Javid, Al-Asmari and Farooq (2012) involving 709 undergraduate students. The results of this study showed that students showed high levels of both extrinsic and intrinsic motivation with some differences regarding gender and university major. Extrinsic motivation was predominantly higher that intrinsic motivation. It was also found that female medicine and technology major students were positively inclined to both intrinsic and extrinsic motivation to a greater extent than their male counterparts while the opposite was true for English-major students. However, other research found that students were intrinsically motivated. An example of this is the study done by Al-Asmari (2013) with 176 students from the Preparatory Year Programme in a Saudi university. His research aimed to determine the motivational orientation of students and their attitude towards aspects such the target language community. Al-Asmari (2013) found that students showed a positive disposition towards English and the target language group and they are in fact genuinely intrinsically motivated to learn.

3.7. Research based on the L2 Motivational Self-System

L2 Motivational Self-System has been applied to examine the motivation of Saudi students in some studies, most of which were reported in the Arab World English Journal. These include the research of Al-Shehri (2009), Al-Otaibi (2009), Eusafzai (2013). The first of these relates to the L2 Motivational Self-System and visual learning as alluded to earlier in this section. Al-Shehri broke new ground with his research when he set out to establish

a link between student motivation, imagination, future selves and visual learning styles. His research involved 20 students studying English as a foreign language in Saudi universities, 78 Arab students studying English as a second language in UK universities, and 102 Saudi high school graduates studying a one-year English course. Data were collected using a questionnaire containing items related to four variables, motivated behaviour and intended learning effort, L2 motivational self, visual learning style, and imagination. This investigation found a strong correlation between motivated behaviour and the Ideal L2 Self; thus establishing the motivational power of the Ideal L2 Self. Further, it also confirmed a strong relationship between the Ideal L2 Self and visual learning style indicating that visual learners are better able to construct a vivid and detailed Ideal L2 Self which leads to the conclusion that visual learners demonstrate higher levels of motivation to learn English (Al-Shehri, 2009). Al-Otaibi's (2009) research focused on students' vision of their future selves as a motivational source for self-regulated learning in female EFL students in Saudi Arabia. A questionnaire was completed by 33 students, and eight were selected from these for follow-up interviews. The questionnaire was used to gather data related to three multi-item scales focusing on motivational intensity, self-regulated learning, and visions of the Ideal L2 Self.   The results of this investigation, as with the previous study, established the L2 ideal self as a significant source of motivation which, in this case, was also positively correlated with self-regulated learning. Data emanating from the interviews supported these findings (Al-Otaibi, 2009). The research done by Eusafzai (2013) is the latest available study in this context. His research aimed at investigating the motivation of preparatory year students in a Saudi university using Dörnyei's L2 Motivational Self-System to understand how these students conceptualise their L2 possible selves. The research was done with data collected from 434 students of

which 203 were males and 231 females. This study used a quantitative approach based on a questionnaire adapted from Taguchi, Magid and Papi, (2009) to survey factors related to students' L2 selves and to determine how these factors relate to language learning motivation. The results of this research found that only seven out of the 15 investigated factors were significant to the motivation and L2 selves of students in this particular context. These were: "attitude towards learning English, attitude towards L2 people and culture, instrumentality-promotion, value of studying English, instrumentality-prevention, parental encouragement and English anxiety" (Eusafzai, 2013, 197). Attitude towards learning English and instrumentality-promotion were found to be the most significant predictors of motivation for this group of students.

3.8. Demotivation

A small number of studies, such as those of AlMaiman (2005), Al-Sharif (2012) and Al-Khairy (2013), focused on demotivation. The term demotivation refers to the situation in which a person starts out highly motivated but this state of motivation is diminished during the learning process, and the learner ends up less motivated than in the beginning. Dörnyei and Ushioda describe it as, "various negative influences that cancel out existing motivation" (Dörnyei and Ushioda, 2010, 138). AlMaiman's (2005) research involved 301 seventh-grade students who completed a questionnaire before they started their English course and then again at the completion of the course after 32 weeks. This research found that students had high levels of motivation before they began the course, and after completing the course, their motivation levels fell significantly. Thus, it was concluded that these students became demotivated during the term of the course. AlMaiman found that the students' demotivation was due to the disparity between the students' needs and the

nature of the national English curriculum. Another example of this line of inquiry is Al-Sharif's research which he did with 365 male and female English major students. The participants completed a questionnaire examining five demotivating factors as well as the level and type of motivation of each participant. The results of this investigation were surprisingly contradictory because it demonstrated that most students, about 90 percent of them, were motivated; but at the same time, they also showed that some factors had a highly demotivating effect. Two factors, in particular, seem to be at odds in this study; most students showed a positive attitude towards English and the target language group, but at the same time they also reported being demotivated by factors such as the learning environment, materials, and methods. Al-Sharif asserts that the demotivating factors could be related to the complex nature of motivation as well as the students' familiarity with a more teacher-centred approach. Al-Khairy's (2013) study attempted to identify the demotivating factors prevalent among English language learners in Saudi Arabian universities. The result of this study pointed to a number of factors causing students to become demotivated. Among these are, teachers who do not use modern teaching aids to make classes more interesting; students' inability to understand native and non-native English teachers, and the lack of interlocutors with whom to practice their language.

3.9. The Effects of Significant Identities on English Language Learning

The importance of the perceived effect that identity has on English language learning motivation and achievement among Saudi university students is the main premise of the current study. Therefore this section will discuss prior research based on the observations of Saudi university students about the effects of English on their significant present identities. The only study closely related to this notion is that of Haq and Smadi (1996) in

which they investigated the attitudes of 1176 Saudi university students towards English in relation to its impact on their most significant present identities. The sample group represented a random selection of students aged 18 to 23 from all Saudi universities. A questionnaire containing 30 items was distributed among the sample group. The questionnaire focused on obtaining data about the perception of students about the effect of English and Westernization on their national identity and religious commitment. This study found that most students associate learning English with prestige and it thus supports their self-esteem. One of the most significant findings, however, is that the majority of students did not perceive English negatively as a vehicle for spreading Westernization in their country. Further, a small majority of them also felt that English neither threatens their Arab identity (50.1%) nor does it endanger Arab unity (50.4%). Most students (69%) felt that learning English does not require adopting Western culture and values which indicates that an integrative motive is unlikely among them and thus lends further credence to the idea that studies in which an integrative orientation was reported should be reinterpreted. The vast majority of participants believed that learning English does not diminish their religiousness. On the contrary, Haq and Smadi's (1996) research is an important indication of the positive attitude of Saudi university students have concerning the influence of English on their most significant current identities. However, Mahboob (2013) argues that the conclusions drawn by Haq and Smadi from this study dismiss the sizable negative responses as insignificant and thus offer an oversimplified account of the relationship between English, Westernization, Islam and the Saudi national identity. Mahboob and Elyas (2014) also contend that the positive results of this investigation may be linked to the content of the English language textbooks used in Saudi schools. They (Mahboob and Elyas, 2014) describe these texts as follows,

With texts that are infused with Islamic and Saudi references, the links between English and Islam are highlighted and the reading of English as an Islamic language normalised. This suggests that English does not necessarily impose a Western perspective (although it does tend to stereotype others), but rather allows students to learn English by engaging and discussing issues that are relevant to the local context and represent local perspectives (pg. 140).

In light of Mahboob's (2013) and Mahbood and Elyas's (2014) criticism, it becomes clear that further research is required to explore the relationship between student identities, motivation and English language learning using an approach that considers the complexities of identity and motivation as proposed by this current study.

3.10. Concluding Remarks

Some of the literature surveyed in this section highlight the relative paucity of language learning motivation research that exists in the Saudi Arabian context. It also shows that the number and level of diversity of the most recent studies done in language learning motivation in this particular setting are indicative of a shift away from the integrativeness paradigm. The amount of research undertaken from the year 2000 onwards seems to have increased steadily, although it is still comparatively lower than other parts of the world like Japan (see Apple et al. 2013). The focus of the studies done here has also gradually moved towards the constructivist paradigm prevalent in motivation research in other regions. This is evident from the most recent surveys (Al-Sheri, 2009; Al-Otaibi, 2009 and Eusafzai, 2013) focusing on the L2 Motivation Self System, which is consistent with general trends elsewhere.

Chapter 4

Methodology

4.1 Introduction

This chapter gives a detailed account of the scientific investigation in which data were systematically collected and analysed to establish the effects that student identities have on the motivation involved in learning English as a second language in a Saudi university. It outlines the data collection process which comprised of both quantitative and qualitative information based on a mixed methods research approach. This section also reports on the characteristics and recruitment of the sample group and the context in which this study occurred. This chapter aims to present information about the methodological approach adopted in this research to establish the suitability of its methodology to the research question addressed by this study.

The primary data collection instrument in the present research was the student questionnaire which examined some L2 motivation related themes. The purpose of this instrument was to establish whether students were motivated or not and if learner identities affected their motivation to learn English as a foreign language using the possible-selves paradigm espoused by the L2 Motivational Self-System theory (Dörnyei, 2005). The two secondary methods that were used were a teachers' questionnaire and student interviews. The function of these was to determine how learner identities affect L2 motivation by providing more detailed and personalised information about the relationship between the students' identities and their drive to learn English. Both quantitative and qualitative data collecting methods were employed concurrently to improve the authenticity

and trustworthiness of the findings and is commonly referred to as triangulation in the mixed-methods research approach.

4.2 Research Methodology

Research methodology in this instance refers to the multifaceted meticulous scientific process by which a researcher goes about solving a research problem. Here this term is used in its broadest sense and incorporates the term research methods as one of its constituent elements (Sahu, 2013, 3). It also includes the rationale for using particular research methods to investigate specific research questions (Hammond and Wellington, 2013, 109). This section describes the general methodological framework of the current research and the most suitable methodology for this study is the survey approach. Survey research is a non-experimental research methodology which involves gathering data using self-reporting questionnaires, various types of interviews, observation, and focus groups (Given, 2008, 846). In other words, it does not entail an independent variable being experimentally manipulated, but is rather aimed at discovering or describing the relationship between variables (Hutchinson, 2004, 285). Creswell (2009) defines survey methodology as follows:

> A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. (p. 145)

The motivation for employing survey design for the present investigation relates to its suitability for exploring complex psychological aspects of human life such as attitudes,

opinions, and behaviours (Lavrakas, 2008, 860). Survey research has been used extensively in applied linguistics research to investigate a number of language learning constructs related to learner beliefs, strategies, anxiety, and motivation. These are abstract psychological concepts which cannot be directly discerned using conventional observation methods. Survey research methods allow researchers to operationalize and measure these abstract ideas (Wagner, 2010, 18). In fact, Corbetta (2003, 117) holds that the only way that motivation, attitudes, beliefs, feelings, perceptions, and expectations can be examined is by directly questioning the subject implicated in the social occurrence under investigation. Moreover, the flexibility of this design allows researchers to study a broad variety of research questions using survey methods. Further, this type of the inquiry does not occur in an artificial experiment situation; therefore, it is easier to generalise the results of the present study to other similar real-life contexts. The efficiency of the survey research design is another major advantage that justifies its use for the present research. It allows for a significant amount of data to be collected in a relatively short time and at a minimal cost and effort in comparison to setting up an experiment. It is, therefore, possible to examine as many variables as possible related to the context of the particular study. Survey research methods, especially questionnaires, have a better chance of affording anonymity to the participants and as such contribute towards greater researcher objectivity (Muijs, 2012, 140).

Another essential element of the present study is that it involves a descriptive research design as opposed to an exploratory or hypothesis testing model. The principal feature of this sort of investigation is to 'describe the characteristics of a group or particular situation' (Sahu, 2013, 27). It is primarily directed at studying the condition of an

occurrence that already exists to establish probable causes for an effect that has previously transpired under conditions where the researcher had no control over the variables (Sahu, 2013, 6). In terms of this study, the influence of Saudi university students' identities on their language learning motivation will be described.

The present research is a cross-sectional study which means that the selected sample was surveyed at one particular time only to collect data from which inferences could be made about the general population. Thus the same data collection method; for example, the lecturers' questionnaire was not repeated with the same respondents at any other time. Each of the data collection methods was administered once only to produce a snapshot in time of the sample group (Lavrakas, 2008). The rationale for this is that the present study focuses on the motivation of first-year university students and therefore a cross-sectional approach is appropriate to capture the motivation of these students in this particular context during this specific phase.

4.2.1 Research Methods

The aim of a researcher involved in studying aspects of human life is to explain the complexities of human behaviour and attitudes and the extent to which any particular research can achieve that goal may be limited by the research method utilised by the researcher (Pinto, 2010, 813). Research methods are traditionally divided into two broad categories, quantitative and qualitative methods (Muijs, 2004). Each of these types of methods has its own strengths and limitations. However, a third approach called mixed methods research in which the two mentioned conventional models are used in tandem, has also gained popularity in recent times (Creswell, 2009, 203).

Quantitative methods refer to ways of collecting and measuring data in a numeric or countable form, for example collecting test scores or Likert scales. These methods are frequently applied to survey research, experimental methods and hypothesis testing (Hammond and Wellington, 2013, 107). In these types of research methods mathematical and statistical methods are applied to the data, and the results can then be presented as values in graphs and tables (Franklin, 2013, 17).

In contrast, qualitative methods relate to data that are not countable and can therefore not be expressed in numeric terms. They often refer to intangible and immeasurable aspects such as attitudes, behaviour, experiences, qualities, values, states of mind, and ideas (Franklin, 2013, 17). Qualitative methods correlate strongly with methodologies that focus on the local rather than general condition; for example, life histories, narrative enquiries, case studies, and ethnographies (Franklin and Wellington, 2013, 107). It is also most often associated with research involving psychological aspects of human behaviour such as motivation (Sahu, 2013, 8).

Mixed methods research refers to the application of a combination of both quantitative and qualitative methods to the same research. This model exploits the advantages of both quantitative and qualitative methods to deal with complex research problems for which either of these methods if applied independently, would be ineffective. The merger of these two approaches provides researchers with a broader understanding of the research problem than any of them individually. This method is also known as integrating, synthesis, quantitative and qualitative methods, multimethod, and mixed methodology (Creswell, 2009, 203).

4.3. Mixed Methods Research

The research design for the present research is based on the mixed methods model because of the numerous advantages inherent to this model which include its potential to provide researchers with confirming, complementary, and contrasting data sources. It also can present an accurate and comprehensive view of a research problem when, for example, "words, pictures, and narrative are used to add meaning to numbers or vice versa"(Hammond and Wellington, 2003, 108).

The concurrent triangulation approach to mixed methods research was utilised in the present research as the strategy for collecting, interpreting and discussing the data. This method involves both quantitative and qualitative data were collected simultaneously during the same phase of the research. The main purpose of this is for one method to compensate for the limitations of the other or for one method to enhance the strengths of the other to produce well-validated and corroborated results. This is in addition to the advantage of a shorter data collection time frame in comparison to sequential methods. It is also the best-known type of mixed methods research approaches. As for the current research, its primary focus is on the quantitative aspect, despite the concurrent nature of the data collection process. Both sets of data were collected separately, and the mixing or integration of the two methods occurs in the discussion of the results section where the quantitative results are discussed, and quotes from the qualitative data are used in a supportive capacity to confirm or disprove the quantitative results (Creswell, 2009 and Pinto, 2011).

The quantitative factors of the present research are two questionnaires, one for students and the other for lecturers. The student questionnaire represents the core of the

current research with the lecturer questionnaire playing a more supportive role by providing validation for the major aspects of the student survey. Student interviews were conducted as the qualitative element of the present research to corroborate the data collected by the student questionnaires. The student and lecturer questionnaires were administered simultaneously and after that interviews were conducted with students who completed the survey and volunteered for the interviews. The lecturer questionnaire also includes a qualitative section in which they were asked open-ended questions so that they may express their views about possible factors that may cause their students to be unmotivated.

4.4. Participants

The participants in this study are 102 students studying in the preparatory year programme at a Saudi University. They are all males between the ages of 18 and 21, and most of them are newly graduated from high school. The students completed a questionnaire after which the initial number of 102 questionnaires was reduced to 93 when invalidated ones were excluded because they had too much missing data. From the 102 students who participated 10 of them volunteered to be interviewed from a group of students nominated by their lecturer because of their high level of proficiency. These figures are appropriate for this study in that they are statistically significant in a number of ways. The number of cases, which is the sample size for both quantitative and qualitative data collection methods, exceeds the number prescribed by various scholars as the minimum for different research purposes. For example, Dörnyei (2007) reported the following minima concerning a variety of investigation objectives: for correlation research, a minimum of 30 participants are required, at least 15 participants in each group for

comparative and experimental procedures, and at least 100 participants for factor analytic and similar multivariate procedures. Also, for a sample to be statistically significant it has to be normally distributed, and for this reason, there should be at least 30 participants in the actual sample (Dörnyei, 2007).

There seems to be little agreement among authors about the ideal number of interviewees for qualitative interviews. Some authors like Brinkmann (2013, 58) lean towards a number between 12 and 15 participants while acknowledging that even 15 may be excessive in some instances. Creswell et al. (2006) suggest three to five participants for case studies and up to ten for phenomenological studies. A smaller sample size is justifiable because in the case of interviews statistical representativeness is not the prime focus for the most part but rather to examine the life experience of the participants in detail (Brinkmann, 2013, 59). Besides, most qualitative research employs smaller numbers of interviewees so that more in-depth information may be obtained; therefore it is not unusual to find studies with fewer than 10 participants (Lichtman, 2010, 142). Due to the divergent views on the most appropriate sample size for qualitative interviews, it may be safe to assume that the ideal number should be determined on the merits of each study which is dependent on many factors such as the nature, philosophy, design, and aims of each particular study (Edwards and Holland, 2013, 7), not to mention the willingness of participants to be interviewed. It may also be at the sole discretion of the researcher when to end the interview phase based on when the saturation point has been reached. The saturation point refers to when the sample size increases and the data derived from the interviews become repetitive and further data would not provide any fresh evidence (Mason, 2010, 2).

All the participants are male Saudi nationals who are monolingual Arabic speakers and who have studied English as a foreign language in high school and continue to do so as part of their preparatory year programme (see 1.2.2.). They are between 18 and 22 years old, with the majority of them being 19 years old. Their language proficiency is described by themselves and their instructors as beginner to intermediate level with a small number being described as upper-intermediate. The students were recruited for this study on the campus of the university in which they are studying.

In addition to the students, fourteen EFL lecturers participated in this study; this number represents 66 % of the total of 20 EFL lecturers teaching English as a foreign language in the preparatory year programme in this university. This group of lecturers is made up of both monolingual English speaking teachers from countries such as the USA, the UK, and South Africa and bilingual teachers whose first language is Arabic. Instructors were asked to complete a questionnaire containing items related to their perceptions of student motivation, their attitude towards learning English and their general behaviour in the classroom situation. As a basic requirement, EFL instructors such as the group which participated in this study had to have a first degree preferably in English or a related field and an EFL teaching qualification such as the CELTA certificate

The sampling procedure for this study is based on convenience or opportunity sampling in which the sample selection is of a non-probability nature (Hammond and Wellington, 2013; Lavrakas, 2008). Convenience sampling is the most commonly used type of sampling method in L2 research (Dörnyei, 2007). The target sample was selected based on practical considerations such as the availability of the students and the willingness of the university administration to allow a study of this nature to be done with

its students and staff. However, this type of sampling is also purposive in the sense that in addition to the ease of accessibility of the sample group in question they also possess other important characteristics which are key to the research. Therefore, the sampling procedure employed in this study is by no means purely convenience based as the students who participated in the study constitute a typical representation of the population of male first-year Saudi university students learning English as a foreign language to fulfil the requirements for further study in their chosen academic career. The characteristics of the students mentioned in this section are representative of most Saudi university students in the preparatory year programmes with regard to their nationality, age, prior learning, level of English proficiency, sociocultural background, and their purpose for learning English.

As for the student interviews, participants were recruited purposively, and therefore it was criterion based. The reasoning behind this kind of sampling strategy is derived from the idea that the best cases to sample for qualitative research are those who are most likely to generate information-rich data. Information-rich cases refer to those participants from which the researcher can learn the most about the core themes of the research. The type of purposeful sampling applied here was intensity sampling which refers to selecting cases that are information-rich because they display the phenomenon under examination with a higher level of intensity compared to others (Patton, 1990, 169). In this case, it refers to students who were regarded by their lecturers as motivated individuals because they were persistently hardworking and persevering achievers who were also proficient enough in English to adequately express their views, beliefs, and feelings to provide useful information in the interviews.

The third participant in this study is the researcher / interviewer. His positionality in relation to other participants and his interaction with them are vital to the way in which participants respond to the research. This researcher is a South African Muslim who has lived and worked in Saudi Arabia for over a decade. As a member of a Muslim minority, the researcher is able to relate to the identity struggles in which these students are involved with regard to adopting aspects of another culture. The cultural commonalities that he shares with the students may have made it easier for them to relate to him as a co-religionist rather than an outsider. It is also possible that this has contributed toward the positive outcome of this research.

Ethical clearance was sought from Stellenbosch University's Research Ethics Committee (see Addenda 9 and 10). Students and lecturers were asked to volunteer as participants in this study and those did, signed consent forms (see Addenda 4 and 5). Both lecturers and students were informed that they could withdraw at any stage and that the data anonymised and kept on a password protected computer.

4.5. Quantitative Research Component

4.5.1. Instruments

The research instruments used in the quantitative section of the present study as part of the mixed methods research approach where the two structured questionnaires, one for students and another for lecturers. Questionnaires or surveys are one of the most commonly used instruments with which to gather data in human sciences research for many reasons (Nunan, 1992, 140; Corbetta, 2003, 117). Creswell (2012) defines it as follows:

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. (p. 376)

However, the most important consideration for using it in this research is that a significant number of participants could provide a wealth of information in a matter of a few minutes and this is important especially in educational setting where administrators and management would usually not allow any activity that may potentially detract from student learning time. Furthermore, questionnaires are extremely versatile because they can be used on many different types of people to investigate a variety of aspects in diverse contexts. This is in addition to its efficiency as far as reducing the time and effort researchers may spend on researching a given topic (Dörnyei, 2003, 101).

Two questionnaires were developed to elicit information from students and lecturers. The students' questionnaire was the primary instrument in this investigation as student identities are the focal point here and the lecturer questionnaire was administered as a follow-up measure to confirm some of the data discovered in the students' survey.

4.5.1.1 Student Questionnaire

A student questionnaire (Addenda 1 and 2) was used to collect data related to various aspects of the students' motivation to learn English. The questionnaire consisted of 60 items focusing on seven distinct areas: milieu, L2 Ideal Self, Ought-to L2 Self, intended effort, amotivation, identity motives, and present significant identities (see descriptions below). Each of these variables is represented by multi-scale items. The

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rationale for this relates to the nature of the two fundamental issues examined by this research, motivation, and identity. Both these concepts are complex, unobservable and change dynamically over time; therefore, an equally sophisticated instrument is required for research of this nature to obtain reliable and valid data (Dörnyei and Ushioda, 2011, 197).

The student questionnaire was translated into Arabic since the aim was not to test their level of proficiency in English but to obtain information about the students' motivation to learn English and how it is influenced by various aspects of their identity. It was felt that questions on such elusive concepts such as identity and motivation would be better understood by the participants and therefore more accurately answered if they were presented in their first language, Arabic. Three bilingual EFL lecturers who are experienced translators were given the English version of the questionnaire, and each produced an independent translation. After that, they conferred and agreed on a final translation which was then submitted for a final review with a professional English / Arabic translator.

A number of the items included in the survey were adapted from the questionnaire administered by Taguchi, Papi and Magid (2009) in which they compared the motivation of L2 learners in three Asian countries, Japan, China, and Iran, to validate the L2 Motivational Self-System of Dörnyei (2003) (see 2.3.4).The rationale is that the reliability of the instrument they used has been established and therefore it seemed to be appropriate to use it in this particular research context because of the many similarities between their original study and the current research. The Saudi Arabian context, although different concerning its unique sociocultural characteristics, is similar to that of

Japan, China and Iran where Taguchi et al. did their research. They are similar regarding them being EFL learning environments where learners study English at university level in isolation from the target language community. It is especially close to the Iranian context in terms of both countries having strong religious affiliations. Moreover, many young people in both these countries learn English to join foreign universities. The instrument used in the three Asian countries was not adopted in totality in this investigation because the aims of the two differ significantly. The Taguchi, Magid and Papi research primarily focused on replicating the Hungarian study done in 2002 by Dörnyei and his colleagues with the aim to validate the L2 Motivational Self-System. However, the current study seeks to establish the effect of learner identities on their L2 motivation using the L2 Motivational Self-System as part of its theoretical foundations. Thus, only items related to Milieu, L2 Ideal Self, Ought-to L2 Self, and Intended Learning Effort were adapted from the instrument used by Taguchi et al. (2009). Each of these will be discussed in turn below.

4.5.1.2. Milieu

The concept of milieu was used to account for the effects of contextual influences on the learners' L2 learning motivation. Most of the items in this section were taken from the Taguchi et al. (2009) questionnaire and were initially used in Gardner's earlier research. The questionnaire items that examine this concept are 9, 15, 20, 41, 48 and 53. These items were then adopted as part of Dörnyei and his colleague's research done in Hungary in 1993, 1999 and 2004. Milieu in L2 motivation research refers to the social effects emanating from the students' immediate environment. However this contextual influence relates particularly to the role of significant others such as parents, friends, and

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peers, so, therefore, it does not include the broader sense of the context. In general, aspects of the educational environment, such as the role of the lecturer, in this case, does not appear within the parameters of milieu in this particular context but are discussed under the heading of the learning situation (2.2.2.1.1. and 2.3.3.). Milieu includes "a network of everyday material and social resources which shapes the language learning processes and careers of individuals" (Palfreyman, 2006).

The rationale for including milieu in this questionnaire relates to a number of important issues. Firstly, the overall social support derived from the immediate environment is vital to the learners' L2 motivation and is directly connected to their ability to generate a vivid Ideal L2 Self which is a precondition for a possible self to be a viable self-guide. Thus the common accessible resources in a particular social context determine the ability of an L2 Ideal Self to be conjured into existence and for it to have the potential to produce the impetus for learners to choose to learn English and to apply sustained effort which results in the desired language learning achievement. The current research context is one in which both social and individual aspects are pertinent to learner identities and should, therefore, be duly considered when researching their motivation to learn English (2.3.4).

Additionally, for possible selves to be effective in motivating L2 learning they have to be cued by the general social context in which learning is situated. Possible selves evoke motivation only when they are operational in the working memory. This, however, does not occur spontaneously but rather requires activation which can be prompted by a number of cues and a range of events relevant to the self-concept (Dörnyei and Ushioda, 2009). The social context or milieu is an important prompt to activate relevant possible

selves into the working memory of an L2 learner. Possible selves lose their motivational ability when they are not brought to the fore by relevant social contexts. For example, it is more likely for students in middle-class communities where there is an abundance of resources to cue education related possible selves than in communities where such resources are lacking. These resources which have the potential to cue such possible selves may include ample models of success such as teachers, parents and other significant knowledgeable others, and well-established structures to direct attainment of ideal possible selves (Oyserman and Fryberg, 2006). It is for this reason that students were asked in this section of the questionnaire to indicate the level to which they agree with the following statement; "The only English speaking role models I know are foreigners on television and in movies." For the present study, where students lack the social resources such as parental and familial support, positive attitudes and expectations of the community and the presence of local role models it may be challenging to construct viable possible selves (Ideal L2 Self) and thus students may be unmotivated to learn the L2.

4.5.1.3. Ideal L2 Self

The Ideal L2 Self is the future representation of an individual which is specifically associated with being a proficient L2 speaker as part of a possible future self (Ushioda, 2012, 65). According to the L2 Motivational Self-System theory, it is what drives the L2 learner to persevere for the duration of the language learning process. As with the previous section, many of the items in this part of the student questionnaire were taken from the Taguchi, Magid and Papi (2009) instrument. The number of items in this section was reduced and contained only six items to accommodate the additional identity-related

scales. This was done to keep the entire questionnaire to a manageable length. The items in this section (8, 14, 19, 29, 30 and 42) are directed at ascertaining whether learners can visualise themselves in an ideal future state in which they are proficient English language users. For example, learners are asked to what extent they agree with the following statement, "I often imagine myself as someone who is able to speak English." These items explore the likelihood and willingness of learners to assume a future identity which includes a significant English L2 component. The content of these future identities and the level of detail with which learners can imagine themselves in the future as users of the English language are however not examined here. The aim is merely to establish the existence of such a desirable future identity which is assumed to be positively correlated to language learning motivation and consequently achievement.

4.5.1.4. Ought-to Self

The Ought-to-Self section of the questionnaire (1, 23, 33, 38, 43, 45, and 57) is partially taken from the Taguchi et al. (2009) survey. The purpose of this section is to establish the nature of the external motives generated by the norms and expectations of others in relation to learning English in this particular context. These expectations relate closely to the general attitude of students, lecturers, parents and related significant others towards the status and importance of learning English. For example, one of the items in this section asks students, "Do you feel that if you do not study English, your parents will be disappointed in you?" This item is directed at whether students feel that their parents care about them learning English.

An essential precondition for possible selves to induce motivation is that the Ideal L2 Self and the Ought-to L2 Self should be in harmony. This means that ideal or desired selves should be congruent with ought-to selves. Since ought-to selves represent the norms and expectations that others such as peers and significant others have for an individual, they may at times feel as if they conflict with the more personally constructed ideal selves. For example, an academic future desired self may feel incongruent and in conflict with the socially constructed norms of an ought-to-self. This disjointedness between the two increases the likelihood of the individual choosing to modify his or her behaviour to accommodate the peer-relevant ought-to self (Dörnyei and Ushioda, 2009). It is for this reason that it is necessary to include the Ought-to Self to determine whether an existent Ideal L2 Self is a motivating entity based on the existence of either harmony or discord between these two selves.

Both the ideal and ought-to selves are similar in the sense that they relate to the same desired end state, but these may differ in the manner in which each of them supports achieving this end. Higgins (1998) argues that the ideal self has a promoting function related to hopes, aspirations, advancements, growth, and accomplishments. The ought-to self, on the other hand, is associated with a preventative function regulating negative outcomes that arise from failing to fulfil different expectations with regard to responsibilities and obligations (Dörnyei and Ushioda, 2009). In other words, both the ideal and ought to selves are equally relevant to the effectiveness of future self-guides (2.3.).

4.5.1.5. Intended Learning Effort

As with the previous sections, this portion was taken in part from the Taguchi et al. (2009) questionnaire. This questionnaire used eight items for this scale and the present study selected only five (3, 4, 28, 47 and 51) of those eight for the sake of brevity. The ideas represented by the omitted items were sufficiently covered by the ones that were used in the questionnaire.   This group of items aims to establish whether students feel that they display motivated behaviour toward learning English. The assumption here is that because motivation is an abstract notion which cannot be directly observed or measured, the effort that students are willing to expend on learning the L2 may be an indirect indication of motivated behaviour. For example, students are asked to rate their level of agreement with the following statement, "I can honestly say that I am really doing my best to learn English."

4.5.1.6. Amotivation

Amotivation, the inverse of motivation, is as elusive an idea as motivation. To determine whether the students are unmotivated to learn the L2 from the outset it is necessary to explore whether they express views that may be construed as them being unwilling to learn. Students were asked, for example, to what extent they agree with the following statement, "I prefer to study other subjects instead of English."

It is assumed that to demonstrate that the motivational prowess Ideal L2 Self there should be a positive correlation between the Ideal L2 Self and intended effort which is indicative of motivated behaviour in the context of language learning. At the same time, there should be a negative correlation between the Ideal l2 Self and amotivation to

establish the same motivational influence of the Ideal L2 Self. There are four items (11, 18, 24 and 35) in the questionnaire that examine this idea.

4.5.1.7. Identity Motives

This section includes six scales, each representing an individual identity motive. These motives represent the impetus for an individual to take on a particular identity. In other words, an individual would only assume a new identity if it satisfies these identity motives or needs. These motives include the need for self-esteem (2, 34, 50 and 58), acceptance (7, 52, 55 and 56), continuity (10, 13, 49 and 54), distinctiveness (32, 37, 39 and 44), meaning (17, 22, 46 and 59), and efficacy (26, 27, 36, 60). A number of items were identified in the literature and constructed for each of the above scales. The rest of the items were constructed specifically for this study based on experience gained from observing these students.

The justification for including these in the questionnaire is that they represent the main characteristics of a desirable possible future identity such as the Ideal L2 Self. Some preconditions for the effectiveness of the Ideal L2 Self as a motivational force have been mentioned by Dörnyei and others (Dörnyei, 2009, 2014; Pizzolota, 2006; Oyserman, Bybee and Terry, 2006); however, the properties of such a possible self-seem elusive. The identity motives lend some intelligibility to the ambiguous Ideal L2 Self. By distinguishing these motives as distinctive characteristics of the Ideal L2 Self, it may be possible to delineate the qualities of an effective possible L2 self which is representative of students in the specific context in which they learn the target language. Instead of merely acknowledging the presence of an Ideal L2 Self within a particular group of learners it may be possible to discern its defining features in a particular group of students and their

specific learning context. For example, some students may take on a new identity because of the distinctiveness they gain from it while others do not want to stand out but rather want to maintain their vital present identities as part of the continuity motive. Further, these ideas are not entirely new to the study of language learning motivation. In fact, Oxford and Shearin (1997) mention some of them as suggested ways of broadening the theoretical framework with regard to language learning motivation research:

> Teachers can recognize that foreign and second language learners probably have different clusters of motivations, although they share the same basic emotional *needs* for *comfort*, *acceptance*, and *esteem*. (emphasis added) (p. 24)

These also provide a well-defined scheme by which to discuss the relationship between the desirable future L2 self and motivation vis-á-vis the reasons for choosing to adopt or reject the said identity. Hence, a more informative discussion is possible rather than merely reporting on the presence or absence of the Ideal L2 Self.

Trying to demarcate the reasons why an individual may be attracted to a particular identity or not can be daunting in light of the innumerable possibilities that exist. Furthermore, most people attend to their identity motives spontaneously without having to reflect on them consciously, and it also involves some degree of self-deception. For example, in the case where students attribute failure to bad luck instead of lack of preparation, they do so to maintain their self-esteem; this is done unconsciously using self-deception. In other words, rejecting the unsuccessful student identity is a result of the student trying to maintain the self-esteem motive. Even in the absence of self-deception people are unaware of what drives them to adopt particular identities because these motives are more abstract than the concrete personalised goals people pursue every day.

People would usually justify their motivated behaviour based on these immediate goals. For instance, an individual may interpret the efficacy motive as the need to achieve a personal goal such as being better at her job (Vignoles, 2011, 406).

4.5.1.8. Salient Present Identities

This category comprises of items (5, 6, 12, 16, 21, 25, 31 and 40) designed to investigate the present significant identities of students. It is critical to include this group of items in the questionnaire because possible selves can be effective only if they are congruent with other relevant aspects of the self-concept, racial-ethnic stereotypes about the in-group, or other significant social identities. This implies that learners are likely to find it difficult to persevere in pursuing an academic possible self when their in-group is stereotyped as being averse to academic achievement (Oyserman and James, 2009). As far as pursuing an Ideal L2 Self goes, this may suggest that in contexts where acquiring an English-user identity feels incongruent with other pertinent identities, learners may struggle to persist in their pursuit of such a future goal. This may result from the belief that learning English 'is not for people like me'. This has been demonstrated by many studies (Oyserman, Gant and Ager, 1995; Oyserman, Kemmelmeier, Fryberg, Brosh and Hart-Johnson, 2003) that examined the effect of racial-ethnic and social identities on motivation. In one such study students were randomly allocated a task in which they described the content of their ethnic-racial identity either before or after completing a mathematics task. Students whose ethnic-racial identity included academic achievement as in-group congruent and who brought to mind their racial-ethnic identity before doing the task persevered to finish the math task. However the same was not true for those whose identity did not contain an academic achievement focus (Elmore and Oyserman, 2012).

The significant identities included in the present research relate to the students' religious, cultural, ethnic-racial, and national identities, based on the design and results of previous studies in the region (see 3.9). As the official state religion, Islam is a fundamental part of the Saudi identity and plays a prominent role in the lives of all Saudis, from their beliefs and attitudes to their day to day practices. It is unimaginable that Islam as one of the most important identity markers of people in this part of the world would not have an indelible effect on their attitude towards learning English. It is their beliefs about the attitudes represented by these significant identities toward learning English that would allow or hamper their ability to imagine and adopt an Ideal L2 Self. It is assumed that for students to be motivated to learn English, they should be able to generate an image of a desired future self which includes an English speaking component and that is only possible if such a future desired identity is congruent with their present significant identities such as these researched by the current study.

4.5.2. Lecturer Questionnaire

This instrument (Addendum 3) was designed to validate some of the data from the student questionnaire. As a lecturer with experience in teaching students in similar settings, the items for this questionnaire were developed by the researcher from ideas derived from the student questionnaire. The purpose of this survey is to verify some of the data from the student questionnaire that may be unreliably reported by students due to social desirability or prestige bias. This may occur in instances where the participants' responses to questionnaire items do not represent their true feeling or attitudes but rather what they believe to be the desired response or the response that would impress the interviewer. Such misrepresentation may be due to the innate human propensity for

representing themselves in the best possible light to the extent where it happens unconsciously and in a self-deceptive manner. This type of misrepresentation is expressed by participants overstating on good points and under-reporting on bad issues (Dörnyei and Taguchi, 2010; Krosnick and Presser, 2010, 285; Ornstein, 2013, 27). Although the anonymity of respondents to the student questionnaire has been emphasised in an attempt to reduce the possibility of this type of bias, it may nevertheless be expected that such distortion of the data may occur. It is for this reason that the perspective of a reliable third party, the lecturer, is of particular importance.

The lecturer questionnaire consists of 19 Likert-scale items and one open-ended question. The closed questions are broken up into two sections. The first section contains items related to the observable motivated behaviour of learners and their perception of the difficulty of learning English. For example, lecturers were asked to rate the extent to which they agree with the statement; "Students volunteer to do extra exercises and assignments to improve their English." The purpose of this type of item is to establish the motivated behaviour of learners in the classroom. Lecturers were also asked to what extent they agree with the statement; "Most students find learning English difficult." to determine whether they believe that their students find learning English difficult. Ascertaining their perception of difficulty is important in terms of its link with the ability of the desired possible self to stimulate motivated action. Academic pursuits such as learning a foreign language require sustained effort over a period of time and when learners perceive it as unduly challenging they may interpret this difficulty as evidence that the possible desired self it represents is an unrealistic academic goal which should be abandoned (Oyserman et al. 2006, 188). The second section of the questionnaire contains items related to the level of

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proficiency of the students, the appropriateness of the teaching materials to the level of the students, and the effect of the learning environment on learning. It also contains an item about the reasons why students learn English. An open-ended question is included at the end of the questionnaire to elicit the lecturers' opinions about possible factors that may negatively impact on their students' motivation to learn the target language. The open-ended question allows the researcher to tap into the lecturers' insights about their students' motivation which is derived from their general teaching experience as well as their many months of interaction with their students. Thus the scope of the discussion about the students' motivation is broadened beyond the limits of the questionnaire.

The mixed methods approach which this study has employed includes qualitative elements to further affirm and support the quantitative data collected by the student questionnaire. The qualitative data collection will be discussed next.

4.6. Qualitative Research Component

4.6.1. Student Interviews

The qualitative interview is the most widely used method of data collection in qualitative research (Brinkmann, 2013, 1). For this study, an interview refers to a verbal interaction between an interviewer and an interviewee where the interviewer attempts to extract information, opinions, and beliefs from the interviewee. The student interviews (see Addendum 4) were semi-structured which means that an interview guide was used to delimit the questions and topics the interviewer wished to cover but the interviewer allowed for some digression to pursue topical trajectories where these were deemed vital to the research. Thus the list of questions was not rigidly adhered to. These were open-ended

questions aimed at eliciting as much information from the interviewees as possible. Semi-structured interviews are the most commonly used type of interviews in applied linguistics research (Dörnyei, 2007, 136).

The purpose of the interviews is to offset the disadvantages of the questionnaire in terms of the possible bias errors, which were previously discussed, and the limited information provided by questionnaires. The interviews, therefore, could provide richer more reliable information to validate or disproof information provided by the questionnaires.

The interview guide consists of 20 questions focused on a number of topics. These areas of focus are directly connected to the eight themes that constitute the student questionnaire mentioned previously. The first of these questions asks about the reasons why the participant learns English. The views expressed by the students in response to this question should provide information about their motives behind learning English. This, in turn, may offer a wealth of information with regard to their motivation.

4.6.1.1. Learning Effort

Some questions are dedicated to examining the effort students expend to learn English. The purpose of these questions is to determine whether these students are indeed motivated to learn English and act as a check on items 3, 4, 28, 47 and 51 in the questionnaire. For example, among these questions students were asked; "How much time do you spend studying English outside of your university?" It is undoubtedly an

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indication of motivated behaviour when students do more than required to learn the L2 such as attending extra classes or doing additional work in their free time.

Students were also asked; "What are your future plans for your English studies?" and to discuss these plans in as much detail as possible. The aim here was to establish whether the students have procedural strategies in place to realise the image of the Ideal L2 Self that they have constructed. This is important as far as ascertaining the motivational prowess of a desirable possible future self is concerned.

4.6.1.2. Perception of Difficulty

The interviewees were also asked; "Do you ever feel that learning English is hard and you want to give up? So when you feel that way what pushes you to continue learning even when you feel that it's difficult to learn English?" These questions aim to confirm answers to the questions mentioned above and questions 11, 18, 24, 35 and 59 of the questionnaire and to elicit from students their perceptions of the difficulty involved in learning English, what actions result from these perceptions and what motivates sustained effort despite apparent difficulties. The significance of perceptions of difficulty in relation to the desired future self and sustained learning effort has been discussed in the section on the lecturer questionnaire.

4.6.1.3. Vividness of the Ideal L2 Self

"When you think of yourself in the future, can you imagine yourself as someone who can speak English well? Describe how you see yourself in the future in as much detail

as possible." The preceding question links up with questions 8, 14, 19, 29, 32, 42, 43, and 57 in the questionnaire and interrogates students about their ability to generate an Ideal L2 Self and the level of detail with which they can do so. The first and most fundamental precondition for future selves to be useful is that they should exist. People differ with regard to the ease with which such possible selves can be generated and the level of detail and vividness of these selves.

4.6.1.4. Future Goals, Present Effort and Feared Selves

The relationship between future goals, as represented by the Ideal L2 Self, and present motivated behaviour and effort is an essential requirement for the desired future self to play a dominant motivating role. It is for this reason that students were asked; "What do you feel would happen if you should fail to learn English? How will it affect your life?"

For possible selves to be of consequence as a motivational entity, the individual should appreciate the link between present actions and the future. This relates to the idea that being aware of the profound effect that current actions may have on future success has the potential to generate motivation. When the future feels unpredictable or uncontrollable, people are more likely to act in ways that focus on the present only. In other words, when the present is salient, the immediate consequences of actions would be prioritised over future outcomes. On the other hand, if the future is salient and feels real, the focus is more on acting in a way that would support advancing toward a future goal and less on the gratifying potential of the here and now. Many studies in academic settings have shown a positive relationship between salience of the future and positive

educational outcomes such as a higher belief in the importance of education and better assessment scores.

4.6.1.5. Salient Present Identities

Several questions asking students about the identity motives involved in the identity construction process have been included. These, for example, ask students about how learning English makes them feel about themselves. In another question, they were also asked about how English has positively changed their lives and whether or not they feel anxious about the changes their identity has undergone because of learning English. These and other similar questions have contributed a more comprehensive insight into what drives students to adopt an Ideal L2 Self. The objective of this is to verify the information about the identity motives provided by the student questionnaire.

Questions about present significant identities were also included in the interviews. Students were asked about how learning English affects their identities as Muslims, Arabs, and Saudis. For example, they were asked; "How does learning English affect your identity as a Muslim?" They were also asked about how they felt about how learning English and being taught by Western lecturers affect their culture. This was done to validate data from the questionnaires relating to the congruence between present significant identities and possible future identities such as the Ideal L2 Self.

4.6.1.6. Milieu

The effect of the general context in which learners acquire a new language is an important aspect of L2 learning motivation, and therefore it has been included in both the student questionnaire and the interviews. In the latter, however, students were asked about how their family and friends support their learning of English as well as the number

of people in the students' immediate environment who can speak English. The purpose was to determine the nature of the support that students get from their general environment outside of the learning situation.

4.7. Procedures

The primary data collection instrument in the present study, the student questionnaire, was piloted on two separate occasions. The first was conducted to verify the Arabic translation of the survey. In this instance, 27 EFL student were recruited from a private English language institute in Riyadh. The participants were all males between the ages of 18 and 25. They were from various educational backgrounds and included first-year university students, university graduates, high school graduates, and postgraduate students. These students were asked to comment on the clarity of the language and what they understood from the items on the questionnaire while they were completing the survey. Their observations and requests for clarification were noted and forwarded to the translators and alterations to improve the quality were made at a later stage.

The second piloting phase was done to establish the effectiveness and reliability of the instrument and involved first-year male university students between the ages of 18 and 21. Two hundred and twenty-seven participants completed the questionnaire, but only 216 cases were recorded for this phase after the remainder was excluded due to excessive missing data or recognizable patterned responses. As a result of the piloting phase, some items in the questionnaire were either excluded or changed.

The piloting process was followed by the administration of the actual final copy of the student and lecturers' surveys. The questionnaires were presented to the students during their English classes, and they voluntarily completed them after signing the

mandatory informed consent forms (see Addendum 4). The consent forms were distributed to the students before the questionnaires, and after that, the signed consent forms were collected and kept separately from the surveys to maintain the anonymity of the participants. The student questionnaires took about 30 minutes to complete. They were also asked to volunteer some biographical information related to the level of their English proficiency, age, and the college or faculty with which they were affiliated. The lecturers who participated in the survey completed the informed consent form as well and after that completed the questionnaires. The lecturer questionnaires are relatively brief and therefore took only about ten minutes to complete. Both lecturers and students were surveyed once only. The questionnaires were then collected and prepared for data analysis.

The student interviews were then conducted with participants who completed the questionnaires earlier. Each interview took about 15 minutes to complete. A voice recorder was used to record each of the interviews after obtaining the interviewees' permission. These recordings were password protected and safely stored on my personal computer. I later transcribed the audio recordings for analysis and kept the transcriptions on the same machine as the audio files.

4.8. Data Analysis

4.8.1. Factor Analysis

The student questionnaire described earlier in this chapter consists of some variables focused on exploring the effects of the students' identities on their language learning motivation. The sixty items which constitute this questionnaire focus on a range of elements related to learner identity. It is, however, unclear how these variables relate to

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each other in terms of the role that each of them plays in the language learning motivation of students in the particular context of this study. An exploratory factor analysis was conducted to ascertain what types of relationships exist among these variables. The purpose of such a factor analysis is usually to establish the underlying structure of the data collected and in this case also to reduce the number of variables so that they cluster together into a smaller number of factors. The factor analysis also functions to establish construct validity ensuring the multiple items in a particular instrument measure the construct they were intended to (Thompson, 2004, 3-5).

4.8.2. Descriptive Analysis

The data obtained through the lecturers' questionnaire were subjected to a basic analysis to show frequencies, medians, and modes to link to the data from the students' questionnaire.

The data produced by the student interviews and the open-ended question in the lecturers' questionnaire were subjected to the most basic quantitative analysis to demonstrate frequencies. However, this data were then qualitatively analysed to produce a more nuanced perspective of the quantitative information generated by the student questionnaires. The qualitative data were analysed using a process consisting of some iterative steps as recommended by Creswell (2009).This qualitative information was used to support the quantitative data. The data from the interviews were firstly organised and prepared for analysis, that is, the audio components were transcribed. The transcripts were then read a few times to gain a general feel for the themes that developed during the

interviews. After that, the data were divided into sections or coded according to relevant themes from the student questionnaire it supports.

Initially, general themes were identified and related to the questionnaire items. For example, data were organised into categories such as motivation, ideal self, ought to self and ideal self. These categories were then further explored to identify subtopics such as various ideal self elements, present selves, and prominent identities. These were expected topics that emerged from the interviews, and these represent the bulk of the interviews. Some unexpected topics arose as well like students' present engagement with the target language for their own personal purposes. These activities could neither be classified as those related to duties and responsibilities, although they are associated with their academic aims, nor could they be directly linked to the desired end state of students. All the themes that emerged were then related to the theoretical grounding of this research. Having established such relationships, the data that emerged were then analysed and that produced meaningful information and support for this study in the manner in which it was initially intended to.

4.9. Conclusion

The present study is a survey based on a mixed methods research approach which utilised two data collection methods, namely questionnaires, and an interview. The questionnaire is the primary data collection instrument supported by the lecturers' questionnaires and interviews. The quantitative data were subjected to a factor analysis to ascertain the relationship between the diverse variables. The qualitative data obtained from the interviews and the lecturers' questionnaires were used to verify the quantitative data. The chapter that follows describes the results obtained from the data in detail.

Chapter 5

Results

5.1. Introduction

This chapter reports on the results obtained by qualitative and quantitative research instruments employed during the data gathering phase of this study. The data was then analysed in relation to the theoretical foundation described in the literature review chapter while expounding the manner in which this study answers the overarching research question: "How do student identities affect their EFL learning motivation?" This question inherently assumes that multiple identities are implicated in the language learning motivation of EFL learners, and therefore a complex relationship exists between the two. This chapter aims to elucidate how the significant student identities and other related identity aspects correlate with their motivation to learn English as a foreign language. A survey research methodology and interviews were used to gather the data to establish the nature of this relationship between identity and motivation in this learning context. The quantitative data derived from the student and lecturer questionnaire are the primary sources of the analysis presented in this chapter and the qualitative data emanating from the student interviews were used to support the findings of these statistical analyses. The student questionnaire is discussed first in an in-depth manner as it is the most important data source for this study. This is followed by a discussion of the lecturers' questionnaire which primarily supports the student questionnaire. Finally, the chapter is concluded with a report on the information resulting from the student interviews. In concurrence with the triangulation methodology of the mixed methods research approach used in this study, this

chapter is followed by a discussions chapter in which the results of both data collection methods are integrated and discussed in terms of how they relate to each other in a supportive way and how they answer the central research question.

The three data collection instruments work together to answer the main research question. However, the focus of each of them differ significantly from the other. The student questionnaire examines the individual student's beliefs and attitudes about their identity in relation to their language learning motivation. The lecturer questionnaire, on the other hand, is directed at determining the lecturers' views about the students' classroom behaviour and more specifically their resistant classroom practices. The student interviews focus on exploring the multiple identities of students and the nature of the influence they have on motivation. These diverse perspectives produced significant contrasting data which in turn pointed towards unexpected findings.

5.2. Student Questionnaire

The student survey is the primary data collection instrument for this study. The questionnaire was completed by 102 first-year university students, and the purpose of the survey was to provide the researcher with information about the students' attitudes and beliefs about identity issues that affect their willingness to learn English as a foreign language. The data collected using this questionnaire were subjected to an exploratory factor analysis to determine the relationship between student identities and language learning motivation.

5.2.1. Factor Analysis

The general purpose of factor analyses is to reduce the data so that latent underlying structures and patterns are exposed. In a factor analysis, data are subjected to a statistical process whereby new unobserved variables called factors are formed when existing variables cluster together. In so doing a smaller number of new unobserved variables are produced from the larger original group of observed variables. "Specifically, a factor is an unobservable variable that influences more than one observed measure and that accounts for the correlations among these observed measures." (Brown, 2006, 13). Factor analysis uses shared variance to determine which variables cluster together (Thomson, 2004). In this case, variance refers to how far each number in a set of values is from the mean (Baglin, 2014). The results of a factor analysis are indicated by factor loadings which represent the correlation between a variable and a factor. These factor loadings are expressed as the Pearson's correlation coefficient which describes the strength of the relationship between a variable and its associated factor (Pett et al., 2003). Therefore, factor loadings are expressed in values between 1 and -1 where 1 represents a perfect positive correlation, 0 no correlation and -1 a perfect negative correlation. In other words, factors are groups of variables which associate strongly with each other as indicated by the strength of their factor loadings. It may, therefore, be concluded that each factor measures one particular construct or entity.

A factor analysis is particularly useful in instances where a large number of variables are used in a questionnaire as is the case with the present research. The factor analysis was applied to the sixty items that constitute the student questionnaire. These items represent seven topics related to identity and motivation. It was, however, unclear

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how these items relate to each other. To determine how these items correlate with each other and whether statistically significant conclusions could be drawn from such relationships, it became necessary to conduct an exploratory factor analysis.

	Extraction: Principal Components			
Value	Eigenvalue	% Total Variance	Cumulative Eigenvalue	Cumulative %
1	8.413834	14.02306	8.41383	14.02306
2	5.356037	8.92673	13.76987	22.94978
3	3.390970	5.65162	17.16084	28.60140
4	2.557758	4.26293	19.71860	32.86433

Table 1. Eigenvalues for each of the Identified Factors

The first step in the exploratory factor analysis was to determine the least number of factors that the data could be reduced to. The eigenvalue, which summarizes variance in a given correlation, was used to determine the number of factors. Eigenvalues represent the variance in the indicators (variables) explained by the successive factors. "Thus, eigenvalues guide the factor selection process by conveying whether a given factor explains a considerable portion of the total variance of the observed measures" (Brown, 2006, 26). The parallel analysis method using the eigenvalue to determine the number of

factors was applied to the present study. This process entails a scree plot in which eigenvalues obtained from the observed data are plotted against data estimated from a random data set. The appropriate number of factors is indicated by the point where the two lines representing the two different data sets intersect (Brown, 2006). Graph 1 above illustrates that the measured data set intersects with the random data set at the fourth factor which has an eigenvalue of 2.55. Therefore the least number of significant latent
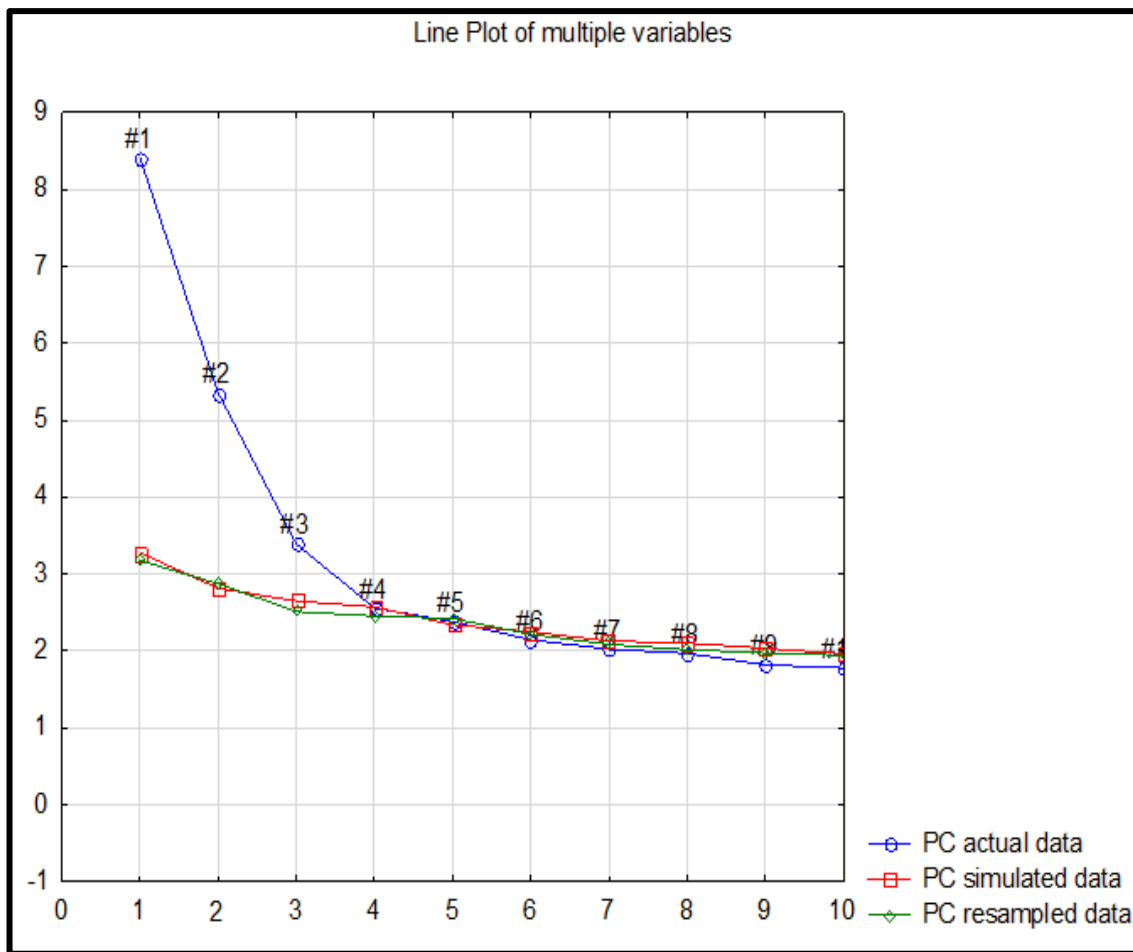
Graph 1. Parallel Test Using Eigenvalues

(not measured) variables to which the questionnaire items could be reduced to is 4.

The factors that were identified represent new, unobserved variables that comprise of groups of observed measures (variables) that, in this case, emanate from the student questionnaire. Thus these factors represent the 60 questionnaire items that were reduced to four new variables made up of groups of these items.

The fourth factor that was identified by the factor analysis was eliminated from further statistical analysis because it had only four items that loaded on it. For a factor to be well-defined and useful for further data analysis, it should relate strongly to several variables. A factor with only two or three variables may be regarded as undetermined and unstable, and it, therefore, jeopardises the reliability of this statistical method (Brown, 2006). Nine items from the questionnaire were also excluded because of their low factor loadings.

These new factors should be suitably named based on their relevance in terms of how they relate to the theoretical foundations of the present study. The factors were named based on the items that load on each factor and the nature of their relationship in terms of how they collectively contribute toward understanding the role of identity in L2 language learning motivation. Therefore the structure of each factor in terms of its constituent variables and their theoretical significance to this study needs to be discussed first. After that, appropriate names could be derived from the mentioned discussion. The sections that follow will provide the basis from which the names of the factors can be discussed.

5.2.1.1. Findings

The 51 items that were used in the factor analysis relate to seven identity and motivation centred categories derived from the theoretical foundations of the present

study. These are motivation, amotivation, Ideal L2 Self, Ought-to-Self, identity motives, significant present identities, and milieu (see 4.5.1.1). The seven categories mentioned above have thus been reduced by the factor analysis to only four factors sharing certain statistical and theoretical commonalities. It, therefore, follows that such a reduction of data invariably implies that some categories cluster together with others and also some items from these various categories are distributed among multiple factors as determined by their common variance. The results of the factor analysis are therefore discussed in terms of the significance of the items that group together. The fourth factor was not statistically significant because too few items loaded on it and therefore it was eliminated, and only three factors were used.

The factor analysis shows that the data obtained from the student questionnaire are modelled into a distinctive structure in which the questionnaire items cluster together based on clearly discernible themes that tie them together. The structure is therefore not only statistically relevant, but it is at the same time also logically and theoretically significant and meaningful.

The first factor encompasses items that directly relate to the students' efficacy beliefs in terms of their ability to learn English, their motivation to do so and their ability to imagine themselves in the future as proficient English users. For example, it includes all the items from the questionnaire related to the motivated effort of students as well as its inverse, amotivation. The common theme that draws together the nineteen items in this factor is motivation, the students' ability to imagine a possible future self, and their ability to learn English effectively. The items with the highest factor loadings on this factor relate to efficacy followed by the possible future-self and then motivated effort. It may, therefore,

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be reasonable to conclude that in terms of motivation and identity this factor is representative of the students' beliefs about their ability to envision an L2 related possible future self and the motivational aspects relevant to it. Therefore, this factor was named the Personal Motivational Aspects factor.

The second factor covers items related to external and social aspects of motivation such as the students' Ought-to-Selves and various other social aspects. It, therefore, follows that this factor should be called the Social Motivational Aspects factor. The third factor consists predominantly of items related to significant student identity elements such as their attitudes towards English from religious, ethnic and cultural perspectives, and therefore it is referred to in this study as Significant Present Identities.

The L2 Motivational Self-System perspective, which is the fundamental notion of this study, motivation can be understood in terms of three principles, the Ideal L2 Self, the Ought-to-Self and the learning context. These are distinct concepts of which each examines a uniquely different aspect of motivation, and therefore one would assume that these would each load highly within separate factors and not cluster together in the same factor. Based on this understanding, the general structure of the data exposed by the factor analysis indicates that

- all the items related to efficacy and the possible future self, which is favourable to an English-user identity (Ideal L2 Self), are associated with the first factor;
    - items that are indicative of motivation cluster around this first factor;
- all the items related to external social aspects in terms of learning English (the Ought-to L2 Self) relate to the second factor;

- all the items related to students' significant present identities are clustered together in the third factor.

The three factors that were identified by the factor analysis is theoretically supported by the idea put forward by Sedikides et al. (2011) who assert that the self-concept involves three essential components, the individual self, the relational self and the collective self. The individual self is constituted by those characteristics that set one apart from other people such as one's personal goals, aspirations, and experience. Regarding the present research, this self relates to the ideal self of students and incorporates the distinctiveness motive and the self-efficacy beliefs of students (2.5.2. and 4.5.1.7.). The first factor, involving the individual motivation and efficacy beliefs of students, is parallel to the individual self of Sedikides et al. (2011). The relational self, on the other hand, implicates the traits that one shares with significant others with whom one is a relationship, such as friends, family members, and partners. It determines the roles related to these relationships and reflects valued interrelationships. There is a striking likeness between this self and the second factor identified by the present study which focuses similarly on relationships with others that influence the language learning motivation of students. In both these self-aspects, there is an emphasis on the effects that relationships with significant others like parents have on the individual. The collective self represents the qualities an individual share with ingroup members and importantly, differentiates them from the outgroup. The third factor of the present study shares the same ingroup focus as the collective self in terms of the three prominent present identities that load on this factor. These identities include religious, ethnic and national identities that are primary aspects of their self-concept that set them apart from others.

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The present study, with its tripartite identity emphasis, finds further theoretical support in the Sedikides's et al. (2011) notion of the self with regard to the hierarchical organization of the self-concept and the variable motivational relevance of each element of the self. Three factors inherent to the present research are discussed at length in the following sections, and thus the link between the three elements of the self-concept proposed by Sedikides and others and those emanating from the present study will become more lucid.

5.2.1.1.1 Factor 1 – Personal Motivational Aspects

Factor 1 – Personal Motivational Aspects

Themes	Number of Items	Question Number
Ideal L2 Self	6	8, 14, 19, 29, 30, 42
Amotivation	5	11, 18, 24, 35, 59
Effort	4	3, 4, 28, 47
Efficacy	3	26, 27, 60
Self-Esteem	1	2

Table 2. Items that load on Factor 1 – Personal Motivational Aspects

The first factor, Personal Motivational Aspects, has nineteen items and six of those ask students about their personal orientation towards an imagined possible future self as an English user (Ideal L2 Self see 2.3.1.). These include, for example, questions such as Questions 8, 14, and 19. A further nine items focus on motivation and amotivation (see 4.5.1.3. and 4.1.5.6). These involve, for example, questions 4, 28 and 47. Items examining amotivation include questions 11, 18 and 35. All the items for each of the above categories, i.e., the possible future-self items and those related to motivation are included in this factor. In other words, all the items about motivation and the possible future-self loaded on this factor. This factor also includes three items that investigate the students'

perceptions of their ability to be effective at learning English (see efficacy 4.5.1.7.). These comprise of statements in the questionnaire items like questions 26, 27, and 60. One of the items included in this factor relates to the belief that students have about learning English making them feel good about themselves (see 2.5.2).

The results of the factor analysis have established the structure of the data in terms of confirming that all the items in the questionnaire can be reliably reduced to three factors converging around a central theme in each factor. However, this structure does not report on the students' responses that indicate their attitudes and beliefs with regard to English and their motivation to learn it. It is for this reason that the data from the factor analysis was further analysed for descriptive statistics based on the students' responses to the questionnaire items. The following section discusses the frequency of observations for the items that load on the first factor.
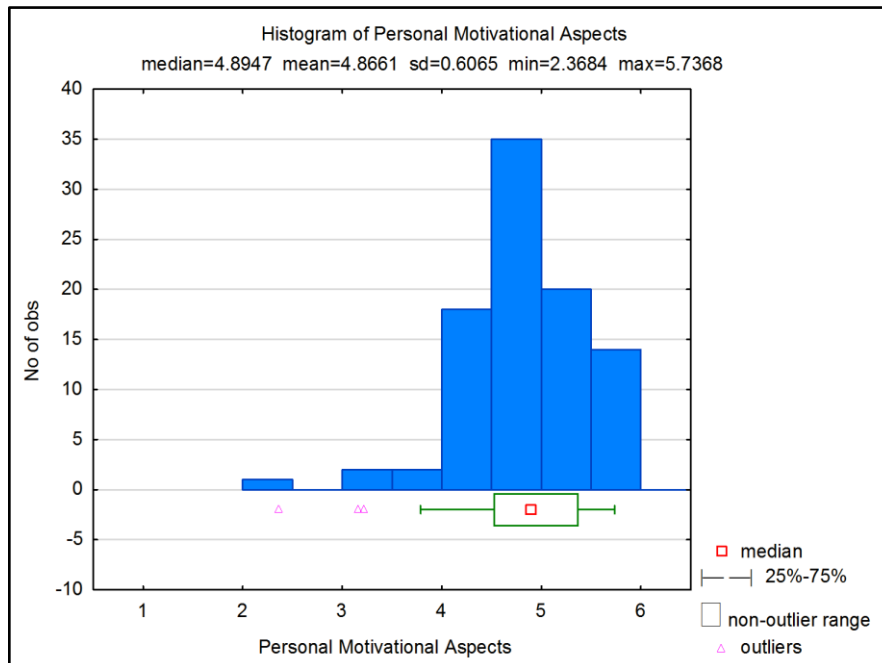
Graph 2. Histogram – Frequencies for Items that load on Factor 1

The data derived from the descriptive statistics report a high frequency of positive responses to the items which comprise the Personal Motivational Aspects. Based on a Likert scale from one to six in which one is at the extreme negative end and six at the extreme positive side, the median is 4.8947, the mean is 4.8661, as can be seen in Graph 2. The x-axis represents the Likert-type scale from one to six, and the y-axis represents the mean of the frequency of responses for each option on the scale. In other words, in Graph 2, there are on average of 35 incidences of students choosing option five on the Likert scale and about 18 incidences in which students chose option four on the Likert scale. In the Likert scale described here, scores from 1 to 3 represent various levels of disagreement with the statements and questions posed in the survey, and scores from 4 to 6 represent different levels of agreement. Further, as illustrated by the histogram in Graph 2 above, the data show a negative skew with most of the responses showing high levels of agreement to all the items that load on this factor. On average, most of the students chose option 4 and above of the Likert scale to all the items in this factor, and there is only a small number of negative responses.

5.2.1.1.1 Discussion

It is evident from the preceding discussion that the Personal Motivational Aspects as described above has been aptly named as all the items in this factor directly relate to those aspects that determine the state of the motivation of language learning students in relation to a possible future self from the perspective of their individual ability and volition. In terms of the L2 Motivational Self-System perspective, students are thought to be motivated when they show the capacity and willingness to generate an English-user possible future self, the Ideal L2 Self. To support this assumption, students should also

demonstrate their willingness to engage in motivated action that would lead to realising this possible future self. The high level of agreement with statements like "I am prepared to expend much effort in learning English." and "Whenever I think of my future career, I imagine myself being able to use English." show that they create a link between a future self and the actions that would get them there. In other words, the projected self motivates action towards itself. The students' ability to invoke a personalised image of an effective imagined future self that is open to the idea of speaking English depends on their beliefs about their ability to effectively acquire English proficiency in their given learning context and social milieu. In addition to this, students are more likely to be motivated when they have a positive attitude towards English. It is therefore significant that these motivational aspects converge under this factor and that the responses are overwhelmingly positive.

It is interesting to note that the item with the lowest factor loading relates to whether students think it would be important to use English in the future. The items regarding their ability to imagine themselves studying all their university courses in English have some of the highest factor loadings. Furthermore, the students' efficacy beliefs represent the highest factor loadings on this factor. This is significant because the ability to imagine a future English user identity and the belief that one can achieve such an identity is not the same as having the desire to take on such a self. Rather, the immediate importance of English as an academic requirement seems to be of greater significance to students than the ability to use English at some future point in time. This is discussed at length in the chapter to come. This factor also affirms their ability to envision a possible future self that uses English.   However, it is unclear from the items that load on this factor for what purpose they are prepared to learn English. Is it to take on an English speaker identity which ideally requires fluency in the target language, as proposed by the L2 Motivational

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Self-System, or whether it is to learn English as a means to obtain an identity which is not necessarily one that is proficient in English but one which nevertheless has to achieve a passing grade in a university course? These will be further discussed in the following chapter.

Most of the items in the Ideal L2 Self scale are expressed as "can do" statements and this is significant regarding the relationship between the items that load on this factor. It emphasises the link between efficacy and the Ideal L2 Self. It also casts doubt on the items used to examine the L2 Self with regard to whether they are worded in a manner that relates to an ideal future English speaking self. In fact, the study of Kormos et al. (2011) found parallels between the scale measuring the Ideal L2 Self variable and the self-efficacy motive. They initially included nine of the Ideal L2 Self items from the original questionnaire developed by others such as Ryan (2009) and Taguchi et al. (2009). They asserted that only one of the original nine items alluded to a future ideal end state involving the skilful use of English. This item stated, "Whenever I think of my future career, I imagine myself being able to use English". Even this item seems to refer to a distant career objective and not a proximal result of academic efforts. The rest of the items were found to either refer to distant future objectives or self-efficacy beliefs. They concluded, based on the findings of the structural equation models that were generated from their survey data, that this scale predominantly measured distant future goals and self-efficacy beliefs about attaining those goals in their research context. This is similar to what the present study found in terms of the manner in which the supposed Ideal L2 Self items clustered around the self-efficacy and motivation items in the first factor, the Personal Motivational Aspects factor.

The ought-to self in terms of the L2 Motivational Self-System represents the traits that a person feels he/she should have to avoid a negative future outcome and these are made up of the responsibilities and duties a student should fulfil to avert failure. Here too, this self does not seem to correlate with what is relevant to the situation that the students in this research are experiencing. This identity is not only vaguely defined by the L2 Motivational Self-System, but it is also insubstantial in terms of its ability to be a means of illuminating the complex relationship between identity and motivation in language learning undertakings such as the one being studied by the present research. Teimouri's (2016) research is relevant here (see 2.3.5.).Thus this identity aspect should be revisited and redefined to fit the complexities of the current research. The section that follows re-evaluates the appropriateness of these two constructs to this research which is necessitated by the dictates of the results emanating from the data. Here too the items that make up this scale in the present study is another reason why this identity aspects should be revised. This will be extensively dealt with in the following chapter.

5.2.1.1.2 Factor 2 – Social Motivational Aspects

Factor 2 – Social Motivational Aspects

Themes	Number of Items	Question Number
Ought-to L2 Self	5	1, 23, 33, 38, 45
Acceptance	3	50, 52, 55
Distinctiveness	3	32, 37, 44
Milieu	2	9, 20
Meaning	2	17,22
Continuity	1	49

Table 3. Items that Load on Factor 2 Social Motivational Aspects

This factor comprises of sixteen items:

- Questions 1, 23, 33, 38 and 45 investigate the students' ideas about the expectations and attitudes that are prevalent in their community concerning learning English. This according to the L2 Motivational Self-System perspective is referred to as the Ought-to-Self (see 4.5.1.4.). For example, "Studying English is important to me because an educated person is supposed to be able to speak English."

- Three items (Questions 50, 52 and 55) relate to students' beliefs about the extent to which learning English makes them feel accepted in society (see acceptance 2.5.2.). The statement, "I like learning English because I would like to be part of the global English speaking community." is an example of this.

- A further three items (Questions 32, 37 and 44) concern the students' attitude concerning the opportunity that English offers them to stand out in their community is also included in this factor (distinctiveness see 2.5.2.). This involves items such as, "Do you want to know English well because you want to stand out from your group?"

- Another two items (Questions 25 and 26) investigate the impact of the social environment on the students' motivation to learn English (milieu see 4.5.1.2.). The following item is an example of this, "There are many English speaking role models in my community that I wish to be like."

- Two items (Questions 17 and 22) inquire about the students' beliefs regarding whether their lives can have greater meaning if they are learning English (meaning see 2.5.2.). An example of such an item is, "Do you think your life would be much more meaningful if you knew English well?"

- Finally, this factor also contains an item (Question 49) that investigates the

Histogram of Social Motivational Aspects
median=4.1875 mean=4.2342 sd=0.7007 min=2.1875 max=5.75
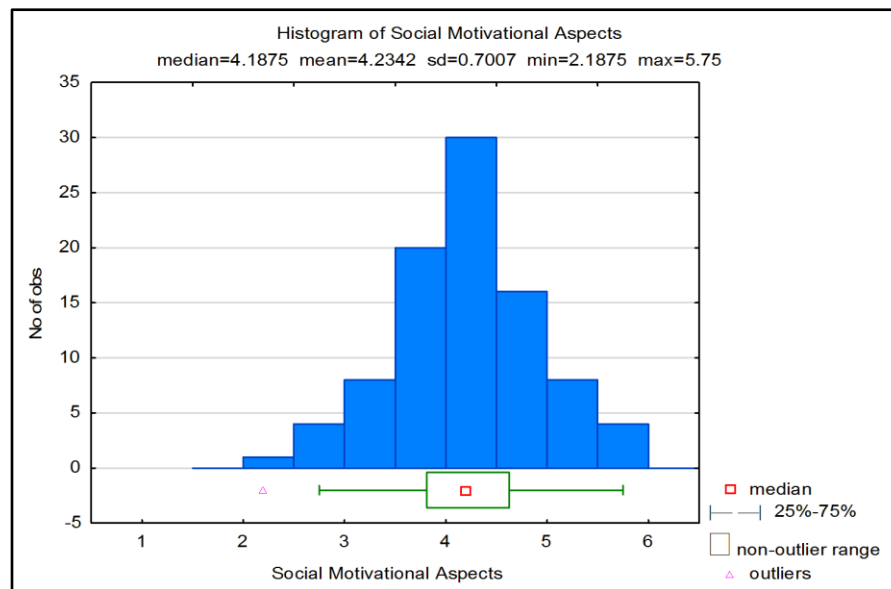
Graph 3. Frequencies for Items that Load on Factor 2

feelings of students pertaining to whether they believe that learning English has the ability to change who they are (continuity see 2.5.2) in the following words, "I don't like to learn English because it will change me into a different person."

As with the previous factor, the x-axis in Graph 3 represents the options on the Likert-type scale from one to six (1 strongly disagree – 6 strongly agree), and the y-axis represents the average frequency by which each of these options was selected by students for each of the items in this factor. Thus, it means that on average 30 students chose option 4 for all the items in this factor and only an average of 2 of them chose

option 2. The descriptive data show high frequencies of positive observations with regard to the items in this factor. The data demonstrate a negative skew, and the median is 4.1875, and the mean is 4.2342 which is indicative of the high frequency of positive observations based on the same six-point Likert scale described in Graph 3 above.

The data resulting from the factor analysis reveals a specific structure which seems intelligible and useful when perceived from the L2 Motivation Self System perspective. In this structure, the core is formed by all the items examining the Ought-to-Self which represents the external expectations that others in society have for students with regard to learning English and how learning the language is valued in this particular context. The theme espoused by this core construct is further accentuated by a number of other related groups of items of which the most significant are items connected to distinctiveness, acceptance, and meaning (see 2.5.2.). These four concepts, the Ought-to-Self, distinctiveness, acceptance, and meaning are particularly consequential to this factor because all the items representing each of these ideas have clustered together, as can be seen in Graph 3. The other groups of items included in this factor, although they support the same themes, incorporate into this factor only some items from their specific groups. For example, only two of the four items concerning the effects of the social milieu and one of the four items connected to continuity have been included in this factor. It is significant that these items cluster together based not only on statistical considerations but also in terms of their relevance to the theoretical foundation of this study. As explained in section 4.5.1.7, both distinctiveness and acceptance are directly linked to social dynamics where the former entails being remarkable in a way that would distinguish an individual from within his or her group while the latter refers to the idea of feeling part of the in-group. The milieu and continuity items are equally relevant to this factor in that they support the idea

of the relevance of social dynamics to the students' language learning motivation. The two milieu items examine the students' ideas about the availability of English speaking role models in their particular social context whereas the continuity item surveys the preservation of the students self which includes social identities. The high number of positive observations is also significant as it may be interpreted as evidence of the students' positive sentiments with regard to the impact that social aspects from their context have on their English language learning efforts.

5.2.1.1.3 Factor 3 – Significant Present Identities

Factor 3 – Significant Present Identities		
Themes	Number of Items	Question Number
Significant Identities	9	5, 6, 12, 16, 21, 25, 31, 40, 56
Continuity	3	10, 13, 54
Self-Esteem	2	39, 58
Milieu	2	7, 53

Table 4. Items that Load on Factor 3 Significant Present Identities

There are sixteen items that cluster together in this factor.

- Nine of them (Questions 5, 6, 12, 16, 21, 25, 31, 40, 56) relate to various present identities that are significant to students in this particular context such as their religious, ethnic, national, and cultural identities. An example of these items is, "When I speak English, it feels like I am weakening my connection with my culture."

- Continuity appears again, this time in three items that relate to the students' beliefs about the extent to which learning English impacts on the persistence of the present-

self (continuity see 2.5.2.). For example, one of these items states, "I like who I am now, but I am afraid that becoming an English speaker will change me."

- One item (Question 7) relates to milieu, and it investigates the students' opinions about the effects of their socio-cultural environment on their language learning motivation (milieu see 4.5.1.2.). This item is a statement expressed as follows "I feel uncomfortable speaking English because people like me do not speak English."

Histogram of Significant Present Identities
median=1.8125 mean=1.837 sd=0.4995 min=1.0 max=3.4375
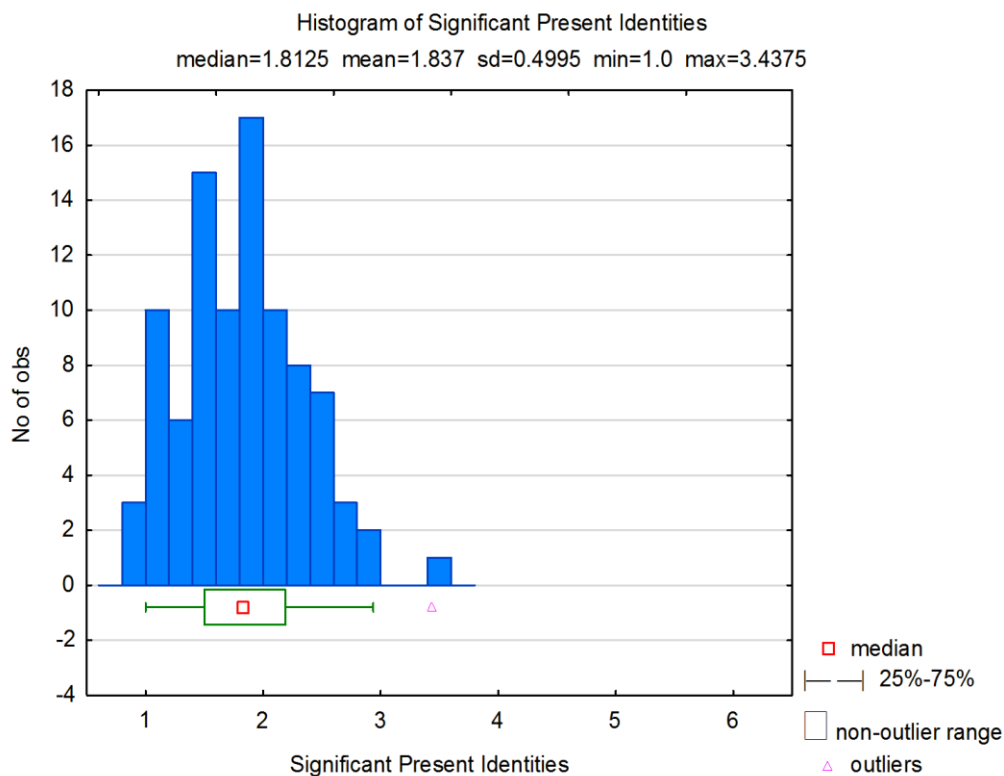
Graph 4. Histogram - Factor 3 Significant Present Identities

- A further two items (Questions 39 and 58) concerning what students think about how learning English makes them feel about themselves are (self-esteem see 2.5.2.) also   part of this cluster of items. The following survey items is an example of this; "Do you feel that learning English will make you inferior to others in your community?"

Most of the items in this factor are negatively worded, and therefore negative observations would mean that students do not agree with these statements. The low mean of 1.8125 and the median of 1.837, therefore, means that students do not feel inferior or uncomfortable (whatever the case may be). The above-mentioned is evident from the histogram shown above (Graph 4). For example, students responded negatively to the statement "Learning English affects my identity as an Arab negatively." which means that they do not believe that learning English has a negative effect on their ethnic identity, and in this is, in fact, a positive response in terms of the relationship between their identities and their language learning motivation.

Structurally, the core construct in this factor is constituted by those items associated with the students' significant present identities. Other items in this factor support the main idea espoused by this core group of items of which the most important is the group of items exploring the continuity motive. This is of real theoretical importance because continuity is directly related to the present identities in that it emanates from the feeling that these identities are stable and persist over time (see Section 5.2).

5.2.1.1.4. Shared Variables

The general structure of the data as clarified in the illustration below shows that hogheach of the three factors is constituted by some items which contribute towards a

central theme based on both statistical and theoretical considerations. It is clear that each factor is made up of a cluster of items exclusively related to a particular factor. All the items that relate to efficacy (Questions 26, 27, 60), the Ideal L2 Self (Questions 8, 14, 19, 29, 42), motivated effort (Questions 3, 4, 28, 47) and amotivation (Questions 11, 18, 24, 35, 59) load exclusively on the first factor, Personal Motivational Aspects. The Ought-to L2 Self (Questions 1, 23, 33, 38, 45), acceptance (Questions 50, 52, 55), meaning (Questions 17, 22) and distinctiveness (Questions 32, 37, 44) load exclusively on the second factor, Social Motivational Aspects. The significant identities (Questions 5, 6, 12, 16, 21, 25, 31, 40, and 56) items are the only ones that are exclusive to the third factor, Significant Identities. Other items that relate to the same theme are common to two factors. For example, some items related to self-esteem load on Factor 3 (Questions 31 and 58) and one of them load on Factor 1 (Question 2). The relationship between the variables and the factors they correlate with is both statistical and thematic. The following section attempts to justify the split of these variables between two factors.

The shared factors in this instance are self-esteem, continuity, and milieu. Self-esteem is common to both the first (Personal Motivational Aspects) and third (Significant Identities) factors. The correlation between the self-esteem item and others in this factor is
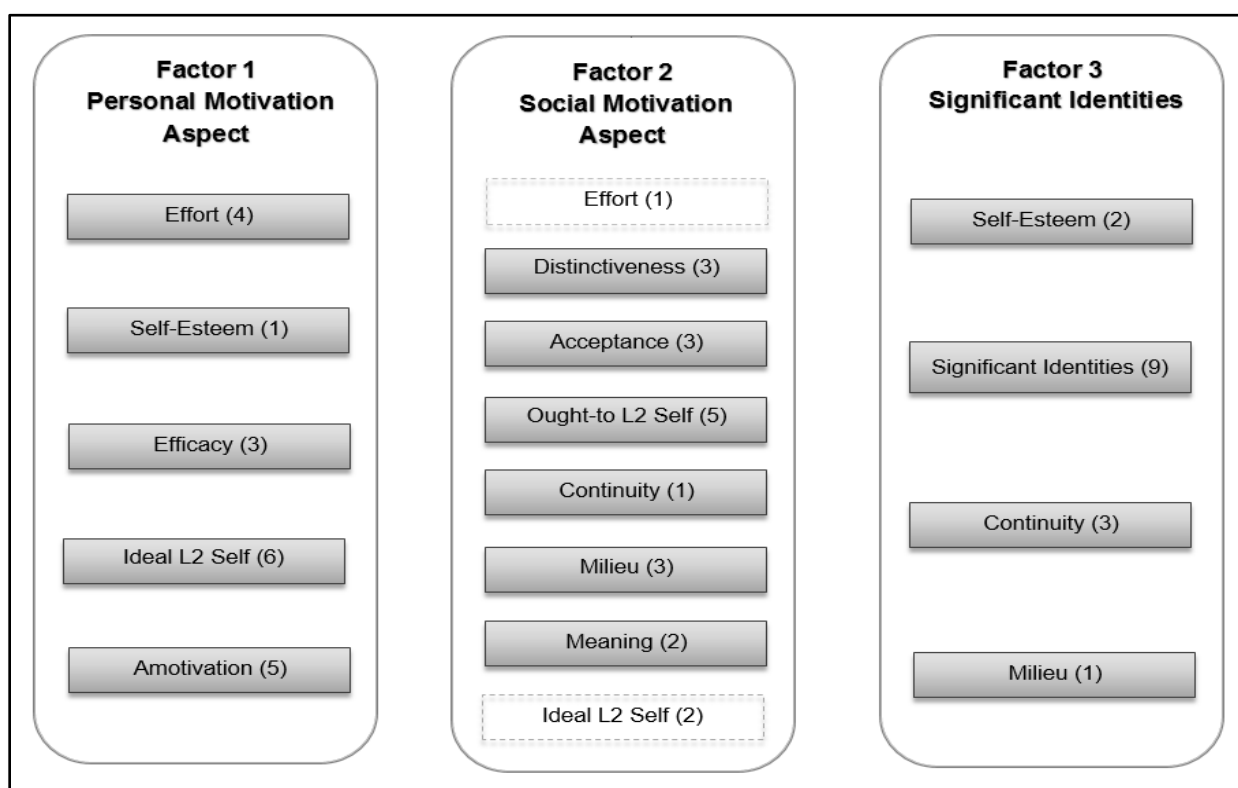
Figure 5. The number of items that load on each factor in relation to major theoretical themes

theoretically significant and may be attributed to their wording. The self-esteem item related to Factor 1 is a statement expressing that students feel good about learning English. A positive attitude towards English is a significant indicator of a student's potential language learning motivation and as such relates more closely to the motivational factor than social aspects of identity. Thus, this self-esteem item fits in with the other items in this factor. On the other hand, the other two self-esteem items (Questions 31 and 58) correlate

with the significant identity factor. Both these items relate to the feelings of the students about how learning English makes them feel about themselves with respect to how their immediate community values learning English. These two items therefore thematically correlate well with the significant present identities factor. In other words, the self-esteem variable correlates in part with the motivation factor and partially with the significant identities factor.

The continuity items correlate with both the social aspects and significant identities factors. Three continuity items (Questions 10, 13, 54) show a relationship with the significant identities factor as they examine the students' fear of losing who they presently are. The other item (Question 49) is associated with the factor linked to the social aspects of motivation, and the relationship between this item and the factor is based on the understanding that continuity implies stability of identity over time and this includes social selves.

The four items associated with the milieu theme are split over two factors, Factor 2 (Questions 9, 20, 53) and Factor 3 (Question 7). These items are distributed over the two factors based on their thematic fit with other items in each of the two factors. The first three items relate to role models in the community and the attitude of significant others toward learning English, and therefore they fit in better with this factor than Factor 3. The other milieu item emphasises the congruence between present identities and the students' desire to learn English. Here again, this factor is a better fit with other items in the Significant Identities factor than with the Social Motivational Aspects Factor.

It is also noteworthy that two items associated with the Ideal L2 Self were omitted from the Social Motivational Aspects factor and therefore they were not discussed with the other themes that are distributed over two factors. They seemingly do not fit in well with

the other items in this factor even though they statistically correlate significantly with them. The fact that these two items do not fit well with the other Ideal L2 Self ones in the Personal Motivational Aspects factor (Factor 1) is significant as well. All those Ideal L2 Self items that load on Factor 1 examine the students' ability to imagine themselves as future English users. The two items that were omitted distinctly focus on whether the students believe that they would need to use English in the future. It is therefore clear that students feel that they can imagine themselves as prospective future users of English, but they do not necessarily believe that they need English for what they want to become in the future. Thus, a discrepancy arises between the present significance of English and the essential nature of English language proficiency for the future success of these students. The Ideal L2 Self is described as the ideal possible future self that students desire to become and this future self is one that is proficient in English because it is a requirement for personal future success. This does not seem to be the case with these students, and therefore the aptness of the Ideal L2 Self as defined by the L2 Motivational Self-System is questionable. This also establishes the need to reconsider the Ideal L2 Self in relation to its place in the context of the present study. This is where the current study makes a major contribution regarding expanding the theoretical framework involving the Ideal L2 Self. A detailed discussion follows in this and the next chapter as this may be the most significant contribution of the present study.

5.2.1.2 Reliability

The three factors derived from the factor analysis were subjected to a reliability test. The Cronbach alpha scores for all three these factors were exceptionally high which further supports the results of the factor analysis in that it is indicative of the significant correlation that exists between the variables or items that constitute each factor. The first factor has an alpha score of .846 the second scored .818, and the third factor achieved an alpha score of .771. These scores confirm that each of the three factors measures one particular aspect and in so doing it confirms the validity of the results obtained by the factor analysis. The tables below represent the three factors and the items from the student questionnaire that load on each of them.

Variable	Summary for scale: Mean=92.4565 Std.Dv.=11.5229 Valid N:92 Cronbach alpha: .837906 Standardized alpha: .846301 Average inter-item corr.: .229819					
	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Squared Multp. R	Alpha if deleted
Question 2	87.07609	120.7442	10.98837	0.514122	0.477388	0.827992
Question 3	87.65218	122.7703	11.08018	0.349853	0.475725	0.833563
Question 4	87.13043	125.1134	11.18541	0.295536	0.394389	0.835550
Question 8	87.40218	121.5230	11.02375	0.397754	0.326341	0.831654
Question 11	87.75000	112.4484	10.60417	0.516508	0.539740	0.825434
Question 14	87.21739	122.5397	11.06977	0.381756	0.430348	0.832413
Question 18	87.52174	112.4669	10.60504	0.537887	0.537686	0.824094
Question 19	87.45652	125.3785	11.19726	0.281657	0.335506	0.836003
Question 24	86.70652	124.2074	11.14484	0.474001	0.649134	0.831423
Question 26	88.39130	111.0643	10.53870	0.505724	0.564310	0.826518
Question 27	88.29348	116.7074	10.80312	0.339785	0.458464	0.837252
Question 28	87.97826	111.5865	10.56345	0.520802	0.444782	0.825269
Question 29	86.82609	125.2089	11.18968	0.332696	0.373254	0.834546
Question 30	87.31522	117.4985	10.83967	0.573647	0.577640	0.824307
Question 35	86.95652	120.6068	10.98211	0.428938	0.652855	0.830336
Question 42	87.91304	116.3620	10.78712	0.521906	0.416568	0.825544
Question 47	88.06522	116.7131	10.80339	0.479070	0.433620	0.827536
Question 59	87.93478	120.1697	10.96219	0.299155	0.406100	0.837545
Question 60	88.63043	116.6678	10.80129	0.455214	0.372775	0.828759

Table 5. Reliability Statistics of the Student Questionnaire Items that Constitute Factor 1

Variable	Summary for scale: Mean=67.7473 Std.Dv.=11.2117 Valid N:91 Cronbach alpha: .809146 Standardized alpha: .818508 Average inter-item corr.: .224330					
	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Squared Multp. R	Alpha if deleted
Question 1	63.01099	112.8460	10.62290	0.336775	0.254488	0.803741
Question 9	65.19780	115.6972	10.75626	0.189709	0.156984	0.815309
Question 17	62.90110	111.0122	10.53623	0.511567	0.446873	0.793822
Question 20	62.64835	114.9093	10.71958	0.347768	0.333433	0.802854
Question 22	63.03297	109.7462	10.47598	0.426586	0.455958	0.797778
Question 23	64.76923	110.3973	10.50701	0.368833	0.375875	0.802099
Question 32	62.96703	106.4934	10.31956	0.631991	0.549085	0.785112
Question 33	63.81319	111.2288	10.54651	0.353839	0.363624	0.803017
Question 37	63.06593	110.5891	10.51613	0.383466	0.415192	0.800842
Question 38	62.95604	108.1299	10.39855	0.537980	0.538057	0.790689
Question 44	64.16483	110.6432	10.51871	0.293764	0.260850	0.809740
Question 45	62.62637	116.1461	10.77711	0.336005	0.351009	0.803642
Question 49	64.75824	106.0954	10.30026	0.447258	0.379395	0.796620
Question 50	63.75824	106.7987	10.33435	0.515086	0.482752	0.791374
Question 52	63.84615	106.6577	10.32752	0.608535	0.567128	0.786271
Question 55	62.69231	113.1141	10.63551	0.440679	0.377704	0.798031

Table 6. Reliability Statistics of the Student Questionnaire Items that Constitute Factor 2

Variable	Summary for scale: Mean=29.3913 Std.Dv.=7.99169 Valid N:92 Cronbach alpha: .740173 Standardized alpha: .771907 Average inter-item corr.: .177033					
	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Squared Multp. R	Alpha if deleted
Question 5	27.91304	56.88375	7.542131	0.477740	0.451183	0.718879
Question 6	27.27174	54.61094	7.389922	0.347289	0.265900	0.726540
Question 7	26.70652	54.09866	7.355179	0.323592	0.222405	0.730631
Question 10	27.56522	56.57183	7.521425	0.326022	0.200054	0.728105
Question 12	27.46739	55.87937	7.475251	0.402358	0.340484	0.721194
Question 13	27.01087	52.92379	7.274874	0.448082	0.303137	0.714665
Question 16	27.75000	55.23098	7.431755	0.490632	0.455016	0.714277
Question 21	28.15217	58.06380	7.619961	0.447144	0.327050	0.723192
Question 25	27.06522	55.19140	7.429091	0.207890	0.214986	0.750537
Question 31	27.95652	59.17202	7.692335	0.310529	0.254675	0.730870
Question 39	28.09783	58.93608	7.676984	0.306254	0.169659	0.730784
Question 40	27.55435	55.20356	7.429910	0.347071	0.227363	0.726207
Question 53	26.76087	56.22543	7.498362	0.238599	0.293413	0.740120
Question 54	27.78261	57.45274	7.579759	0.361853	0.334336	0.725808
Question 56	27.75000	57.73098	7.598091	0.330766	0.298399	0.728129
Question 58	28.06522	59.58270	7.718983	0.341831	0.211893	0.730404

Table 7. Reliability Statistics of the Student Questionnaire Items that Constitute Factor 3

5.3. Lecturer Questionnaire

The lecturer questionnaire (see Addendum 3) was conducted to validate the findings of the students' questionnaire. The primary purpose of the questionnaire is to reveal the views of the lecturers concerning the students' attitudes towards English language learning and to reveal their opinions about the language learning context of their classroom. This was done to avoid the response bias that often occurs in interviews and questionnaires which can lead to misinterpretation of the data. The following sub-headings refer firstly, to the themes that the closed-ended question investigated and secondly, to the themes that emerged from the open-ended section of the questionnaire.

5.3.1. Motivational Status

The first question examines the lecturers' views about their students' degree of motivation. Further, there are some questions about the students' resistant classroom behaviour. These essentially examine the lecturers' observations about their students' motivated effort to learn English. The majority of lecturers, nine out of fourteen, believe that their students are motivated to learn English. However, those who believe differently, still represent a significant minority. It is a challenge to observe and measure motivation due to its abstract and complex nature. Furthermore, the lecturers' conclusions about the motivational status of their students are based on their personal experience rather than research data and may, therefore, be speculative. This disparity is sufficient cause for further inquiry into why such a discrepancy exists among the lecturers.

5.3.2. Level of Motivation

The subsequent questions are directed at confirming the lecturers' beliefs about the students' level of motivation to learn English based their perceptions of the extent to which

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students apply themselves to learn English. It is significant that a marginal majority of lecturers, eight of them, believe that students actively participate in classroom activities while a significant minority believe otherwise. The motivational level of students is judged by lecturers based how they believe motivated students should behave. Here, lecturers consider the students' efforts to become communicatively proficient as a benchmark for judging their level of motivation. This phenomenon is discussed at length in the next chapter.

5.3.3. Resistant Behaviour

Despite the prevalent view among lecturers that students are motivated to learn English and that they actively participate in class activities, the data show a tendency towards resistant behaviour in some areas. For example, only 5 lecturers feel that students do their best to learn English while only 2 of them report that students are willing to put in extra effort to learn English and three lecturers report that students are punctual. Similarly, two lecturers report that their students volunteer to do additional work to improve their English proficiency while most of them, 11 lecturers, believe that students only participate in learning activities for which they receive a grade. Further, ten of them report that students find learning English difficult. The majority of lecturers felt that their students are motivated to learn English, but when it comes to resistant behaviour equally as many lecturers feel that their students do not do enough to learn English. Many lecturers also report resistant classroom behaviour. A clear discrepancy emerges in this case, and therefore further discussion and interpretation are required. This is discussed in the following chapters.

5.3.4. Learning Context

As far as their views about the learning context are concerned, the lecturers' opinions are predominantly positive. For example, most lecturers feel that students are achieving the aims of the English courses to some extent. Moreover, the majority of lecturers, nine of them, believe that most students are at the appropriate level of proficiency to be able to understand the English lessons. However, lecturers are divided concerning the ability of the learning material to enhance the students' language learning experience. One of them believes that the learning material does enhance the learning experience while three of them feel that that is mostly the case, seven of them believe that it does so somewhat, and three feel that it does not enhance learning at all. Further, ten lecturers surveyed in the present study report that most students learn English for a future career.

The lecturer questionnaire also contains an open question in which lecturers commented on aspects they believe may affect the language learning motivation of students. This section provides valuable insights into the beliefs of lecturers concerning the motivation of students to learn English. Lecturers mentioned a diversity of aspects that relate to language learning motivation. Comments predominantly relate to the effects of the learning context, student attitudes and the student's prior language learning experience.

5.3.6. Course Material

Most comments related to aspects of the learning context such as the course content, educational aids, and learning materials. The following are some comments from lecturers in this regard:

- "*Designing new courses that fit with / suit the students' interests and attitudes, providing them with new materials that support the learning process and encourage them to do their best to learn language.*"

- "[The] *university doesn't provide proper tools to teachers like printers, projectors, smartboards, etc. to enhance student interest.*"

One lecturer also felt that for students to be motivated the following should be present; "*an effective course material that seems to be from real and current texts*…" A number of studies in this context (Bukhary and Bahanshal, 2013 and Makrami, 2010) found that students' lack of motivation could be attributed to the mismatch between the learning material and student interests. The learning material that students used at the time data were collected for this study were high quality textbooks for beginners that focused on general English and included topics that would generally be useful to students who learn English for communicative purposes rather than academic objectives. This may represent some type of mismatch between what students believe they should be learning and what they are actually being taught. These textbooks are based on a student centred approach which is a challenge for students who are used to a textbook and teacher-focused approach. This may also be a source of dissonance for students who expect to be assessed in way that encourages rote learning and memorisation of the learning material.

5.3.5. Negative Attitudes toward future directed goals for learning English

Some lecturers mention that the affluent conditions of the students' life world have made them complacent and therefore they are not compelled to work for a better future. As one lecturer puts it, "*Easy and abundant life style makes many not to pay efforts to achieve their learning goals. They feel satisfied and do not fear future (sic).*" As for the

students' attitude, lecturers mention that students are only motivated by grades. For example, a lecturer remarked, "*Most students are exam oriented. At the end of the day, it is all about marks*". The assumption that all Saudi students are affluent to the extent where they need not be concerned with a future occupation is a grossly unfounded generalisation. Furthermore, in the absence of comprehensive research with regard to a future directed purpose for learning English among these students, it is likely that such remarks are subjective and based on personal experience rather than scientific research findings. Again, the significance of this study is highlighted and the possible contribution it could make to this field of study. The lack of insight among lecturers with regard to the real nature of the motivation of students to learn English is obvious. Their judgement of the students is based on simplistic ideas (instrumental/integrative and intrinsic and extrinsic dichotomies) emanating from Western points of view about the purpose of learning English. The disparity between the aims of lecturers and students concerning learning English is clear. A detailed discussion follows in Chapter 6.

5.3.7. Inadequate English Learning Background

Many lecturers felt that the English learning background of students was a significant contributing factor to their perceived deficient language learning attainment. One lecturer, for example, felt that students enter the preparatory year programme with the same attitudes and learning behaviour as they had in primary and high school. Some felt that the students' previous language learning experience in primary and high school has left them ill-prepared for further studies in the university.

5.3.8. Resistant Classroom Behaviour

The data collected by the lecturer questionnaire show that there is a general tendency among lecturers to believe that their students are motivated to learn English; however, they also feel that their students display resistant classroom behaviours such as tardiness, lack of enthusiasm to participate in classroom activities, and an unwillingness to expend extra effort to learn English. This is however not exclusive to the present study as a number of other studies in similar contexts have produces identical results (see 2.4.2., 2.1.2.3, 3.2 and 3.8). It is also noteworthy that a significant minority feel that their students are not motivated to learn English as a foreign language.

It is clear from the preceding discussion that there is a lack of consensus among lecturers as far as student language learning motivation is concerned. It also highlights apparent inconsistencies in terms of lecturers believing that students are motivated but at the same time reporting resistant unmotivated classroom behaviour from them. It is assumed that motivated students are likely to display motivated effort to learn; therefore, these results require further analysis and discussion (see 6.2.1). These are the views expressed by the lecturers with regard to the student's language learning motivation. Next, the students' views, beliefs and attitudes regarding their language learning motivation will be discussed.

5.4 Qualitative Aspects

5.4.1. Student Interviews

The student interviews represent the qualitative part of the mixed methods research methodology of the present research. The purpose of this section of the research is to support the findings of the quantitative data derived from the survey. It further aims to

provide a more nuanced and personalised perspective to the information resulting from the survey. This section of the research report details the results of the interviews and the manner in which they support the data from the survey.

The interview guide (see Addendum 6) has been formulated to correspond with topics from the student questionnaire to establish some supportive concurrence and to provide a degree of detail which is unattainable by the questionnaire. The student responses to the interview are discussed in relation to these topics rather than individual questions for the sake of succinctness. Therefore, this analysis discusses how students responded to groups of questions related to particular relevant topics or themes. These themes are motivation, future self, identity aspects, and learning environment. The interviews were semi-structured based on an interview guide. However, the data were analysed in a manner that provided for deviation from these set themes. Unexpected student responses were pursued as these provide interesting and significant information. For instance, the interview guide focused mainly on two identities, but some new ones emerged and provided for interesting information to be discovered. The themes are also not clearly delineable and show considerable overlap. For example, when students discussed the use of English for personal purposes, they inevitably also implicated the available resources in their community. In other words, there's an overlap between issues related to the milieu, community support and personal use of English. This type of overlap is acknowledged by the data analysis of the student interviews

5.4.1.1. Motivation

A set of questions in the interview is dedicated to ascertaining whether students display motivated behaviour and therefore student responses are discussed under the

heading motivation. This theme dominates the interview and includes subthemes such as attitude towards English, perception of difficulty, and motivated effort. This section is evidently connected to the survey questions examining students' motivated behaviour.

5.4.1.1.1. Positive Attitudes toward English

In this part of the interview, students were asked, among other things, about the reason why they learn English. This was done to establish whether students have a positive attitude towards English based on the idea that a positive attitude towards English is indicative of motivated behaviour. Students responded in a variety of ways to this question. Most of the participants (6) named their university studies as a reason for learning English. Five of these also mention other grounds in addition to this. As Ali[1] puts it, "*I must learn English because my specialize area request that, because all my books and studies English. How can I read the book and I didn't know English*?" Another student, Abdullah, said, "*I need English for the University and Uh for work.*" Abdulaziz said, "*I learn English, because I want to improve my skills in English language because I use that for my university.*" Some students also mentioned secondary reasons such as work (4), travel (5), self-improvement (2) and life (3) along with academic reasons. Rakkan's response to this question is an example of this when he said, "*Because I need that for my life and university and in sha Allah (God willing) will become doctor, I need that for my job.*" Others mentioned work, life, self-improvement, and international communication as reasons for learning English. For example, Hassan said, "*Yes, all my study is in English, so I have to learn it and I have to improve… Because in the future I need it when I graduate from the*

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[1] Ali is not the real name of the student identified here. All names attributed to students in this study are pseudonyms which are intended to ensure the anonymity of the participants.

university I need to know my English." Isa stated, "*Because I want to [im]prove myself*…
You can use it anywhere and when you travel any country you can speak English." Khalid
stated, "*I need it for my job. I want to be a doctor.*" However, the two students who
mentioned that they are learning English exclusively for self-improvement or international
communication may have done so while not discounting the fact that they learn English for
academic purposes because they are compelled to learn English if they wish to complete
a tertiary qualification from any university in their country. It, therefore, goes without saying
that their academic success and future careers depend on being proficient in English.

It, therefore, follows that there is a strong future related focus evident in the
interview responses, especially when considering that students undertake academic
studies, not for their own sakes, but for future social and psychological aims such as
enhanced self-esteem and acceptance which they expect to gain from the future careers
they wish to pursue. It is also clear from the student responses to the above question that
learning English serves a strong present functional purpose in conjunction to their
academic aims as indicated by students such as Ali and others who have found English as
a useful tool to access information which is not readily available in Arabic. He said, for
example, "*I want to know about health food but I can't find anything in Arabic search
everywhere but I find in another culture. There are people that know about this but in
English.*"

Students were also asked what they use English for besides academic reasons and
whether they access English media such as watching movies, reading books, listening to
music, or interacting with others over social media. Here, students showed an inclination
towards using their English language skills, albeit it restricted by their limited proficiency, to

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access a variety of English language media for informal learning or leisure. Abdulaziz's answer to this question is a typical example, "*I learn English because I want to improve my skills in English language because I use that for my university. I want to improve, to travel, to study. Everything in my life by English language.*"

Students were also asked what they use English for besides their academic studies and whether they use it for leisure activities which include watching movies, listening to music, accessing social media, and reading stories and novels. Students responded positively to a diverse combination of activities. For example, Sa'ad replied, "*Yes, to read stories or novels, or to watch a movie or YouTube.*" Tariq, on the other hand, said, "*Use to learn, watch the movie. Sometimes I use movie and translate to*". Only one respondent reported that he does not use English in his free time for leisure activities, but the reason for this is as he puts it, "*I don't have time.*"

It is amply clear from the preceding discussion that students not only learn English for academic purposes and their future careers but also for secondary purposes that are related to either informal learning or leisure. This confirms the positive attitude that students have toward the English language in relation to the utility or instrumental value it has for them. Although these uses that students have found for English are secondary to the main academic purpose, they are nevertheless relevant to students and significantly contribute towards the positive attitude that students have towards English. Ali explains that he uses English to watch videos on YouTube to get information about healthy living, especially about exercise and health foods. It is important to him because it helps him to maintain the lifestyle he wants. He also uses English to access social media to connect with people with similar interests because he cannot find the information he needs in

Arabic. He said, "*Facebook, YouTube, and there's people know about healthy food very good.*"

5.4.1.1.2. Learning Effort

When asked about how much time they spend learning English outside of their university, their responses ranged from half an hour to four hours. For example Abdulaziz said, "*Maybe about three hours.*" and Sa'ad replied, "*It's about uh… It depends…this month about four hours*". Those who reported that they spend three to four hours on English outside of their university said that they use this time to do extra English courses. Others who said that they spend between half an hour and an hour spend their time doing homework or engaging in informal learning activities such as reading for leisure or watching videos on the internet. As Hasan stated, "*I read maybe just an hour a book, English.*" The students' commitment to making extra effort to learn English should be considered within the context of the time constraints that they have since they have to complete a number of other courses such as mathematics and physics in addition to English.

The students' keenness to learn English is also evident from their responses to the interview questions examining their preparedness to travel to a foreign country to learn English, their future plans for learning English, and the extent to which they persevere when they find learning English difficult. All of them indicated that they would travel to a foreign country to learn English while some of them have already completed some English courses in foreign countries. Only one student expressed ambivalence to undertake such a journey for the sake of learning English at present, but he indicated that he would consider it at a future stage. They also articulated various future plans to continue studying

English. For example, Tariq said that he intends to improve his English to the degree that he would have the accent of a native English speaker. He plans to do this by taking English courses in an educational institute or from a private tutor. Others like Salah said that they would travel to another country to continue their studies there. They have also mentioned a variety of aspects that drive them to persist in learning English. Sa'ad, for instance, said that it is the thought of his future career as a doctor that pushes him to persevere. The rationale for these questions is to ascertain the extent to which students are willing to apply themselves to acquire proficiency in the English language. Their willingness to do extra work is indicative of motivated behaviour which may suggest that they are motivated to learn English.

In conclusion, there is evidence from the students' interview responses that they value English as a means to achieving a better quality of life at present and in the future. They find instrumental value in English in the present in terms of it being a useful tool to access information and leisure activities that could improve their lives. The most significant benefit of English comes from its ability to help them achieve their academic goals and the concomitant career aspirations which they expect would enrich their future lives in terms of the social and psychological gains their careers promise to provide. There are also indications that students are willing to expend effort to do extra work to learn English. When this is considered along with their positive attitude toward the English language, one may conclude that these students are motivated to learn English. Additionally, they also demonstrate that they have future plans to continue learning English which further supports the idea of their state of motivation to learn the target language.

5.4.1.2. Perception of Difficulty

This section is connected to the idea that the students' reaction towards the challenges they experience while learning English is an indication of their state of motivation. This notion postulates that a student who perceives an action or achievement as congruent with an identity which is salient at the moment interprets the difficulty involved in attaining it as justified because of the importance that such an achievement or action holds for the individual (see Chapter 2, Section 5.1).

Students were asked whether they find learning English difficult and what they do when they experience difficulties while learning English. They were also asked what pushes them to continue making an effort to learn English even when they find it difficult. Some students feel that learning English is a difficult pursuit for various reasons, but they continue to persevere even at times when they experience difficulties. Abdulaziz, for example, said, "*I feel English is hard and this is my problem because you want to spend much time to learn English. In my opinion that is hard. My friend say no it's easy when you learn hard you will get what you want*" When asked about what pushes him to carry on learning English his response was, "*It's uh my uh father and my mother helps me to study English hard. I say to him it's very hard. He say to me, 'You can because many people in our country and in our hometown get good uh get good score in English'*". Another student, Abdullah, responded similarly to the same question and said, "*Why the stupid man it's know English and why I don't*?" He went on to explain that the people he is referring to are not necessarily stupid but they are not as world-wise as he is but they know English. The first response mentioned here is an example of the significance of role models to an effective future self that can motivate students to persevere in the sometimes

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difficult pursuit of learning English. Such role models are part of the context in which the target language is learnt and therefore relate to the questions about the milieu in the survey (see Chapter 4, Section 4.5.1.2.). The second is significant to the future self in relation to the idea of self-efficacy (see Chapter 2, Section 5.2) where students feel that they can control their own situation and that they can succeed if they want to. It also has elements of role modelling in terms of the idea of, "If they can, then I can too." It is also consistent with the idea that salient present identities can affect the status and level of motivation students have for learning English (see 4.5.8.1.).

It can be concluded in light of the preceding discussion that even though students experience learning English as a demanding activity, they nevertheless persevere because they interpret this difficulty as a necessary prerequisite for achieving their all-important academic goals and as such, striving to acquire proficiency in English is agreeable with their current salient identities. Students demonstrate motivated behaviour because they believe that there is sufficient support from others in their community and the learning environment in terms of the role models they need to convince them that achieving an English speaker identity is not only viable and acceptable but also a socially desirable feat.

5.4.1.3. Vividness of the Ideal L2 Self

The future-self idea is a key theoretical foundation of this study and therefore it features overtly and prominently in both the survey questions and the interviews. The principal assumption here is that if students can envision a future self that includes a major English-speaking element in conjunction with noticeable motivated present actions, then students are motivated to learn English. This section of the student interviews relate to

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similar questions in the survey and the intent is to support and verify the findings of such questions in the survey.

All the students answered in the affirmative when they were asked about whether they can imagine themselves in the future as people who can speak English well. They differed however when it came to the details of the future selves they imagine to become. Isa, for instance, said, "*I ah study hard study I give myself more hours study. I can see myself in the future good in speaking. I can travel and speak with British people, and that's good for me, but if I don't learn, I stay my home*." Sa'ad said, "*I would became a famous doctor. I a surgery and continue my studies to take a prof. Go to learn in different countries in medical uh in medicine and get more experience*." The two cases mentioned here illustrate that students are able and willing to imagine themselves occupying identities that involve proficiency in English. As a matter of fact, to them, such proficiency is rather a requirement for the success they aspire to achieve in the future. In addition to that, they also demonstrate that the imagined future selves they aspire to attain are connected to present action and a plan of action to realise these future selves. Thus these images are more than daydreaming, but they are rather evidence of effective motivational experiences. There are also elements of a feared-future-self discernible in these interview responses as can be seen from Isa's response when he expresses the fear that if he does not learn he would have to stay at home because he would not be able to achieve any of his aspirations.

The most significant response in relation to this question came from Abdullah who said, "*I uh… my dream it's uh speak English uh very uh… like Arabic, speak English like Arabic and uh I get a good job. Uh, I uh will be good doctor, nice doctor, mutawwa'*

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doctor… In the hospital maybe you not uh I go hospital maybe three or four time uh years I don't see mutawwa' doctors… Maybe I think it's two or three just, it's few." His response gives a vivid description of what he envisions himself to be in the future. It is most interesting that he mentions that he sees himself in the future as a mutawwa' doctor which means that he believes that it is possible for him to remain a good Muslim while adopting a new identity as a doctor because there is no contradiction or conflict between his present salient identities as a Muslim and an Arab and his imagined future identity as a doctor who is proficient in English.

5.4.1.4. Future Goals, Present Effort and Feared Selves

The effectiveness of a possible future identity as a motivator is contingent on the presence of a feared self which counters balances the positive outlook of the future self. Feared selves are those possible future selves that are directly opposite to the Ideal L2 Self. It is the identity that students fear they would have to adopt as a result of their inability to achieve their future goals. The feared self relates to the ought-to-self aspect of the motivational self system perspective (see Chapter 2, Section 3.2 of this thesis). To establish whether such a feared self is present in the minds of these students they were asked how they would feel if they fail to learn English. Salah said, "*Change, this is the hardest thing I think because my goals will waste and change my goal because I failed in English learning.*" Tariq said that he would feel very bad, terrible. He added justifying his answer, "…*because it is very important in our life. I can't continue without my language not improve. It very hard, I afraid every day don't funny, don't happy because I don't improve.*" He explained further that he plans to become an engineer and he wants to go abroad to complete his studies. These examples of student responses make it clear that there are

definite feared future selves that they actively strive to avert present in the minds of these students.

It is, therefore, reasonable to conclude that students in this study envision future selves that relate to the Ideal L2 Self and which involve the attainment of extremely important lifegoals such as highly desired career paths like becoming doctors and engineers. These high aspirations are countered by their fear of failure in the form of the feared possible future self. This evidently implies that students are motivated to learn English in terms of the presence of both a viable possible future self or the Ideal L2 Self and a feared self.

5.4.1.5. Salient Present Identities

Identity is the second significant aspect investigated in this study. The interview questions about this aspect coincide with those in the survey. The participants were asked about how they feel learning English impacts on their present salient identities. All the students interviewed in this study responded that they do not feel that learning English has a negative impact on their present identities. Some students like Salah feels that learning English does not pose a threat to his identity as a Muslim, an Arab and a Saudi. He rather feels that learning English is a useful tool for propagating Islam among English speaking people. Khalid shares these attitudes and said, "*Maybe when I learn English I can spread Islam; maybe I can learn someone else about Islam. It's good; it's best idea*". Other students like Hasan and Abdullah feel that learning English does not essentially imply that one will adopt the culture and religion of target language group. Hassan expressed this when he said, "*…I want to learn English. I will take the English from them, I will not take from them religion…*" Abdullah said, "*No, no my culture it's my culture. I don't learn culture I learn language.*" Ali articulated the same sentiments when he said that students should

not indiscriminately take from their lecturers when they learn English but they should only take what is useful from them and discard whatever is not. This implies that they should only take what is beneficial in terms of the English knowledge and skills presented to them and not the cultural practices that are foreign to their own way of life. Khalid expressed the same idea in a different way when he was asked whether learning English demands that he should be a different person from what he already is. He said, "*No, I be like myself. I don't change anything to myself; just improve my language*". Other students admit that they do not mind the benign exchange of culture as long as it does not pose a threat to their religious beliefs or cultural practices. Abdulaziz's response to this question is a good example of this. He said, "*I will give him and he will give me a lot of culture like uh dress and uh clothes and how to write and how to speak, how to go.*" Salah supports this view and stated, "*I like to learn from him language and culture and let him know my culture and my language and ask him to go to Islam.*" Abdulaziz's answer to the question whether he feels that he has to give up some of who he is to learn English is just as profound. He responded by saying, "*No, because many people in our country learn English and is a Muslim, is a Saudi, also Arabic also have same culture I have it. Same us culture…*" Although his response was about fears of losing his identity, it comes across clearly that there are people in his social environment who are role models who illustrate that it is possible for people like him to learn English without exposing their own culture to harm. He then also mentions his uncle who is a surgeon and who has studied abroad as such a role model who is a proficient English speaker and true Muslim, Arab and Saudi.

Two of the participants expressed their apprehension about the cultural impact that learning English can have on them as individuals. One of them shared his annoyance with

lecturers who have tattoos on their hands. He explained, "*Yes, sometimes some teacher has a tattoo and that's not good. On his hand it tattoo; it's not good.* "This seems to be a mere peeve rather than a serious concern that would force him to change his cultural perspective and practices to conform to those of the lecturer. The other student voiced his anxiety about, not so much learning English, but travelling abroad and being exposed to a foreign culture and the possible impact it might have on him individually. Abdullah said, "*I afraid for when I learn English and go outside and I see the world and I see the bad things, women it's without hijab, without anything. I afraid for I change like him uh and I afraid I don't know uh but uh I afraid for the other country the other world and uh other culture*". It may seem as if the student quoted above feels apprehensive about leaving the cultural safe place of his home country to pursue the English language in a foreign country. He expresses his fear of assimilating into what he perceives as negative cultural practices. These fears are counter balanced by his earlier statements concerning his desire to learn English so that he may become a doctor who can speak English like a native speaker and who remains a practising Muslim. This student's statements about the extra learning activities his is involved are further positive indications about his willingness to learn English. This is further supported by the positive responses of students to the questionnaire items concerning how they feel about the cultural ramifications that learning English may have for their religious, ethnic, and national identities. Learning English in the safety of the culturally homogenous environment of his country does not seem to pose any threat to this student's cultural beliefs and practices to the extent where he feels negatively inclined towards the language. These students learn English within a culturally controlled environment where their cultural beliefs and practices are not threatened by it, and that is why this student feels anxious about leaving this protected space to study elsewhere.

Thus, these seemingly negative expressions towards the target language and the associated culture should not be judged superficially, but they should be seen as part of the bigger picture. These students have demonstrated that they are willing to learn English for their own purposes and so too, have they shown that they can learn English and preserve their cultural identity at the same time. For them, learning English does not involve the choice between maintaining and losing their culture.

In fact, some of them appreciate the cultural exchange that is made possible by their command of the English language to the extent where some of them feel that knowing English would allow them to propagate Islam to English speaking foreigners in their country and abroad. It is therefore clear that these students have a positive attitude towards the target language group. They, however, distinguish between the benefits of learning the language and the associated cultural aspects which they find benign and superfluous in light of their commitment to their own culture. They have also expressed that they are willing to tolerate these foreign cultural aspects as part of their education as long as they are under the dominance of their own culture. In other words, the benefits of learning English are not diminished by the cultural difference that exists between the students and the target language group.

In summation, there is evidence from both the qualitative and quantitative data that these students are motivated to learn English. The questionnaire data also established that they feel that learning English does not affect them negatively as far as their cultural identities are concerned. However, some of them also shared their apprehension about traveling abroad to learn English. It may therefore be concluded from this that motivation is complex and dynamic and, therefore, it is challenging to judge a student's motivation and

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attitudes based on a single piece of evidence. It is unlikely in this particular context that any students would be completely positively oriented toward learning English or, conversely, that he would be entirely negatively positioned. It is more likely that there are both negative and positive aspects involved in learning English for these students. The aim of this study is not to make simplistic evaluations of the students' motivational state but rather to highlight the diversity and complexity of both motivation and identity. This study therefore recognises that students are both positively and negatively oriented to learning English to various degrees. Further, such negative events my adversely affect students to different degrees.

5.4.1.6. Milieu

The milieu in which language learning takes place is important in terms of its ability to promote or impede learning in relation to the opportunities and resources available in it that can act as motivating or demotivating factors. This includes the availability of role models and others from the students' community who have successfully acquired proficiency in the target language. The material resources prevalent in their particular milieu is of consequence here as well. In this instance, the milieu refers to both the language learning environment in university and the broader social context outside of the university. Students were asked some questions regarding the support and resources available to them in their language learning environment connected to all the resources available to them in the university, and about the general social context from which they seek the support and encouragement they require to justify their academic investment in the English language.

The participants concur that learning English in their university is well facilitated in terms of the support they receive from lecturers and the available resources. For instances, Isa feels that it's good that the university employs foreigners to teach English and they play a motivational role for him and others. He said, "*I think the good thing from this university when he give teacher from other country he speak very well English. When you see the doctor speak very well English you say why I can't speak like this. Then you must learn and learn and learn because you want to be same like him.*" Some students shared some personal grievances they have concerning some lecturers or the textbooks they are using. Ali, for example, felt that the level of textbooks that they are using for English is above his level of proficiency. He said, "*Yes it's higher than my ability*" then he justified his statement by saying, *"… I am the beginner I can't understand very well*." Others like Salah feel that the learning environment in his university is good but he would change some of the lecturers as he puts it, "*I study four hour you know but the last hour two hours the teacher not good. He want to finish his class and go.*" These, however, do not seem to be insurmountable obstacles that would lead to the students giving up on learning English. When these negative statements are evaluated in isolation, they may appear to signify a barrier for these students as far as learning English is concerned. However, when they are analysed in conjunction with those statements and observations that show that they expend much effort to learn English, it becomes clear that these fears are manageable and not debilitating in this regard. Their perception of the level of difficulty involved in learning English and their perseverance despite it, is an indication of motivation rather than being unmotivated (see 2.5.1). Their expression of fear and apprehension should be considered in tandem with the way in which they use English for personal interests such as accessing the internet for information and participating in social media

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discussions. Furthermore, they report that they use English for entertainment such as watching movies and listening to music. Their questionnaire responses to items that investigate their feelings about whether they believe that English is a threat to their religion, ethnicity, and nationality also indicate that they do not feel at risk.

The general learning milieu which involves the social context in which students learn the target language is as significant as the immediate learning situation. Students were asked about the degree to which they are supported by their families, friends, and community to learn English. All of the students stated that they get financial and moral support from their parents and immediate families. Khalid, for instance, said, "*By money or by talk they support me very much. My father say he support me very much.*" When asked about the type of support he gets from his family, Ali said, "*To give me everything, money and car to go university.*" A number of them also reported that they have family members who are proficient in English. Abdullah said, for instance, "*My father he knows English… uh he uh, not always, but sometimes talk with me English… Actually, just my father, it's just my father he know English… he know good… he have good English…*" Sa'ad also said, "*My uncle can speak well and uh my cousins, lots of my cousins speak English well.*"

The above discussion clearly illustrates that students find support to learn English from their immediate environment and their learning context in the university in terms of the access they have to relevant resources. They feel that they are well supported by their close family and friends through their financial funding and moral backing. There is also no shortage of related role models in their environment which can potentially play a motivating role.

5.4.1.7. Self-Esteem

Self-esteem is a significant psychological need that can attract students towards accepting a particular possible future identity and to actively strive towards realising it (see 2.5.2 of this thesis). The assumption is that students would not readily undertake the laborious task of acquiring the L2 possible self unless it promises to fulfil certain material and psychological needs like a good job and the resultant higher self-esteem that accompanies it. Students do not learn English for its own sake but rather for the potential it has to increase the value of those who have acquired it with regard to it being a stepping stone to achieving their academic goals which in turn will lead to them acquiring greater social and cultural capital provided by the careers that their academic success has made possible.

Students were asked about how English makes them feel about themselves to gauge whether learning English positively affects how they feel about themselves. They were also asked about how they feel about being of those in their community who can speak English. All of the students responded that learning English has positively affected how they feel about themselves. Some of them responded by affirming the positive effect that the English language has on their daily lives while others explicitly spoke about how learning the language makes them feel. Sa'ad, for example, expressed the value of the language to his life and how good learning English makes him feel about himself when he said, "*Is make me happy, because when you understand what another person he says and can connect with them this makes me happy and make me feel great.*" Abdulaziz said, "*I feel I'm good man I can… I will improve myself, I will be identified in our community, I'm useful for community.*" This response, although it was in relation to self-esteem also shows

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elements of acceptance as the student feels that knowing English would let him gain recognition from his community. Students like Ali expressed that knowing English makes them feel unique and special as Ali puts it, "*I feel like I'm boss, I know another language*." Hasan, on the other hand, shares these sentiments when he said, "*I feel like I am special*."

The above discussion shows that students feel that learning English positively influences how they feel about themselves which they have expressed in a variety of ways. It, therefore, follows that their self-esteem is enhanced by their anticipated command of the English they assume to have in the future along with the social status that they envision it would afford them through the professional careers that they are striving towards at the moment.

5.4.1.8. Conclusion

The results of both the qualitative and quantitative data of the mixed methods approach adopted by this study were discussed in this chapter. The quantitative data were statistically analysed using an exploratory factor analysis to establish the relationship between the various aspects of the data. A clear theoretically sound structure comprised of various aspects of the data was found to cluster together and produced interesting structures which will be discussed in the following chapter in terms of how it answers the main research question of this study. The qualitative data derived from the student interviews produced equally meaningful and more nuanced perspectives that support the findings derived from the student questionnaire. In the chapter that follows, the results of both the quantitative and qualitative data will be synthesised into a coherent whole from which solid conclusions can be drawn in terms of the purpose of the present study. The chapter that follows will provide an interpretive discussion of these findings.

Chapter 6

Discussion

6.1. Introduction

The principal focus of this study is the relationship between the identities of students and their language learning motivation. In other words, the research question that has to be answered here is; how do student identities affect their EFL learning motivation? Firstly, the study had to establish whether the students in this study are motivated to learn English. It then had to select identity aspects (in a framework that deals with the motivation to learn English) that are peculiar to students in this particular learning context and then to investigate the link between their state of motivation and these present salient identities to answer this question. The mixed methods research strategy was employed to achieve these two goals. Therefore, this study had to deal with both qualitative and quantitative data. This chapter firstly synthesises the various quantitative and qualitative data, and after that, it discusses how the outcomes of this study relate to the research question mentioned above. The ensuing discussion will be under two main headings namely motivation and identity as the core concepts of the present study.

This chapter firstly discusses the discrepancies in the results that suggest that the students in this study are motivated, but they show some resistant classroom behaviour. Secondly, it examines the role of identity in the language learning motivation of these students with a distinct focus on the inadequacy of the Ideal L2 Self as the only and most significant motivator in this learning context. It discusses the necessity of expanding this concept based on the original discrepancy theory of Higgins (1987) and identity prominences as a significant precept of the identity theory model. Thus answering the

main research question; how do student identities affect their language learning motivation?

The relationship between the various identity elements is then explored to determine how they affect the language learning of students. The present academic self of students, which is the one that is involved in motivated effort to learn English, is linked to the Ought-to L2 Self that students envision as to how they should be as language learners to avoid negative future outcomes. Failure to achieve their academic goals is a prominent feared negative outcome for these students. The importance of this ought-to self is associated with their future career aspirations that represent their personal ideal selves.

6.2. Motivation

According to the L2 Motivational Self-System, there is evidence that students are motivated to learn the L2 when they can envision themselves in the future as people who can speak English, and this is supported by present efforts to realise this possible future identity. The student questionnaire was designed to examine various aspects of the three core principles of this theory while the lecturer questionnaire and student interviews were intended to validate the findings of the student questionnaire. The student survey has shown that students can envision a future self and they confirmed that they do extra work to learn English. The survey has also established that most of these students feel that learning English does not adversely affect their present significant identities with regard to their religion, ethnicity, and nationality. The survey further established that students feel that they can learn English which is indicative of their self-efficacy beliefs. This demonstrates that they feel that it is possible for them to learn English and to achieve an acceptable level of proficiency if they work hard at it. This was explicitly supported by the

student interviews in which students offered further details about the nature of how their motivation to learn English is influenced by their identities. In essence, it has been established that students are motivated to learn English as a foreign language in the form of university courses aimed at developing academic literacy in students. What is, however, unclear is the source of this motivation, what drives them to work as hard as they do to learn English?

The data collected from all three data sets (lecturer questionnaire, student questionnaire, and interviews) point out the students' positive inclination toward learning English. This positive tendency concerning English is supported to some extent by the views that lecturers expressed in their survey. The majority of those who participated in the study confirmed that they believe that most of their students are motivated to learn English, but at the same time, they also acknowledge that their students display resistant behaviours in class. Ideally, motivated students would demonstrate motivated actions concerning their willingness to do more than what is required to learn English in the form of classroom participation, doing homework regularly, engaging in extra learning opportunities outside of their formal learning situation in the university and other such activities. The interview responses have shown that many of the students participate in extra and informal learning activities and that they use English primarily for academic purposes while many of them apply it to a variety of secondary purposes. The student survey also confirmed that students are motivated to learn English based on the overwhelmingly positive responses they have given to questions related to motivated behaviour and the negative responses to questions about unmotivated behaviours.

Despite evidence from the student questionnaire and interviews that suggest that the students are motivated to learn English, many lecturers felt that their students did not achieve the level of proficiency in the language that they would expect from motivated learning and they reported some resistant behaviours. This apparent discrepancy presents a challenge as it suggests that while students consider themselves as motivated to learn and most of their lecturers support this claim, they are in practice not progressing well and therefore further discussion is required. It is apparent that other related issues may be responsible for students showing resistance in class and for the disparity that lecturers show about how they evaluate the motivation of their students and what the main aim of learning should be.

A section of literature reviewed in the present study discussed theories that sought to explain similar situations where students appear to be motivated to learn the target language but display resistant classroom behaviour. Norton (1995) (2.4.2.1.) ascribe this phenomenon to disparate power relations in the L2 learning environment while Canagarajah (2004) (2.4.2.3) assign such behaviour to unresolved identity conflicts and not necessarily lack of motivation.

The incongruity that exists between students and others concerning the main objective for learning English is the foremost reason for the uncertainty about the motivation of students in these learning contexts. This issue is discussed in detail in the following section.

6.2.1. Divergent Objectives

The seeming contradiction mentioned above may stem from an incongruity between the objectives of students and those of instructors. The students are directed

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towards learning English not for its own sake but as a means to a future goal because mastering the language is not a priority. Their lifeworld does not demand proficiency in the English language to a level where it is their principal means of communication, and it is necessary for their day to day functioning as is the case with those who learn it as a second language. For students in this setting what matters primarily is fulfilling the academic criteria that would give them access to the next educational level, which in turn would bring them closer to realising their ultimate career aims and subsequent life goals. In other words, these students are motivated to learn English for the functional purpose of passing courses and graduating from university so that they may acquire access to the benefits (cultural capital) that are inherent to a university qualification in this particular cultural milieu. This is clear from the interview responses in which students expressed their purpose for learning English as being overwhelmingly academic by nature. They are willing to invest in this pursuit only as much of their limited resources as is necessary to reach this goal. These students learn English as a university course in their home country where English proficiency is not their main aim as it does not afford them greater economic, social or cultural capital as may be the case with second language learners in a foreign country. They do not feel compelled to take on a new English speaking identity because they do not feel pressured to gain the acceptance of the target language group. Many researchers agree that students in this context learn English specifically to pass examinations, and they do not focus on attaining communicative competence (Aslam, 2014; Fareh, 2010). This sentiment is expressed by Al-Seghayer (2014, 19) who observed that "In the view of the majority of Saudi students, English remains largely an academic exercise, and they have little motivation to learn more than what is required to pass a test."

The lecturers, on the other hand, seem to have more idealistic goals in mind when they judge the degree to which their students are motivated to learn the L2 by the level of the communicative proficiency they acquire. It looks like the lecturers believe that students are motivated only if they make an effort to achieve communicative mastery of the English language, which is a high-level ideal for students in this learning context to achieve. That is why many lecturers who participated in this study were critical of their students whom they felt were overly focused on passing exams and achieving good grades rather than gaining command of the language. The rationale for this understanding is that language is ultimately a means of communication, and students' success should thus be gauged by the level of communicative competence they achieve. However, it is questionable whether this reasoning may apply to learning environments such as this one where there are little or no opportunities to use the L2 as a communicative tool and English is learnt as a school subject or university course. These divergent objectives result in differing perspectives where lecturers mainly support students in their claim that they are motivated to learn English, but at the same time they report resistant behaviours from them. One can also question whether it is a reasonable educational objective for a bridging programme to expect students to exert every effort to become fluent speakers of English above all and in a matter of a year? The communicative objective that the lecturers hope to achieve seems to be an unreasonable objective for many reasons. Communicative competence is an unlikely outcome for these students because the curriculum and the concomitant assessment strategies do not support this aim. Furthermore, the initial student proficiency level does not allow for them to become fluent within the year allotted for this and it seems imprudent for students to pursue a resource-intensive goal such as this in exchange for perceived minimal returns.

6.2.1.1. Curriculum as a Barrier to Learning

Learning a foreign language is hard work, and it takes perseverance over a long period to achieve any level of proficiency. Students such as the ones who participated in this study learn English as an academic subject along with other courses. Their main aim is not becoming fluent in English but to gain access to the academic content of the courses they study which are presented in English. Students in the Preparatory Year Programme are exposed to English, along with other courses such as Mathematics and Physics. In my own experience, it seems impossible for the curriculum to accommodate the aim of making students competent speakers of English in a matter of two semesters based on their low initial level of competence. Half of the lecturers surveyed believe that students somewhat achieve the aims of the courses they teach while the other half stated that students mostly achieve these goals. This indicates that the lecturers think that their students do achieve the goals of the EFL courses they teach, but students do not acquire the communicative competence for which these lecturers aim. Does this mean that the aims of the curriculum do not include communicative competence as one of its main goals or is this very important aim not executed in the implemented curriculum? In support of this idea, Fareh (2010) found that the education system in Arab countries are inclined to promote rote learning of English rather than concentrating on developing skills and, as a result, the assessment methods they apply conform to this type of learning and teaching methods. Consequently, students have no alternative but to reciprocate by focusing on passing examinations rather than acquiring communicative skills. When lecturers assert that their students achieve the aims of the curriculum to an extent but do not acquire communicative competence it implies that students comply with the assessment criteria which involve aims other than that of displaying communicative competence. Aslam (2014,

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10) further mentions the EFL curriculum as one of the primary causes of her students' low level of motivation. She describes the English courses examined in her study as "dry subjects related to the theory and concepts of language learning" and that students regard learning English as "an aimless activity that bears no fruitful results."

Liton's (2016) research results of a study done at a community college in Saudi Arabia implicated the curriculum as a barrier to learning and a contributing factor to the low-level achievement of students. He emphasised that there is a disparity between the pre-university and university level curricula in that the former does not support the latter. One can dismiss this as a common complaint of university lecturers. However, a more serious concern is his claim that "In addition, the course contents are not related to students' socio-cultural context, and background and stories are derived from foreign events and contexts." (Liton, 2016, 100).

Some of the lecturers felt that the English language courses presented to students in the university do not suit the interests of students. They recommended new material that, "*seems to be of current and real texts*" to (as another lecturer mentioned) "*support the learning process and encourage them to do their best to learn*."

6.2.1.2. Motivation Challenges Associated with Low Initial Proficiency Level

Lecturers also classified their students' proficiency level at the lower end of the scale as beginner to lower intermediate. One lecturer commented that "*They get to college with a poor background.*" Another lecturer argued that "*Students are not divided according to proper level* (sic)," which means that students' proficiency levels are not taken into account when they are placed in groups. McMullen's (2014) study provides statistical proof that students are aware that their initial proficiency level at the time when they enter

university is below the required level. For students to reach a level of mastery from their low initial proficiency would take a long time and much hard work to achieve, especially where there is little or no exposure to English outside of the university. Therefore students economise their resources and expend whatever is necessary to achieve their immediate academic objectives.

6.2.1.3. Limited exposure to English

If the purpose of learning English is to attain communicative proficiency, it will take long-term quality exposure to the target language to achieve this. Further, to attain native-like proficiency students should be exposed to native-like L2 input to accomplish this. In other words, students do not have access to people who speak English as a first language. In the absence of such native speakers of English, this is unlikely to materialise for most students. This was articulated by Ali in his interview when he was asked whether he found learning English easy or difficult, "*I think difficult because I must to practice my language, and all my community speak Arabic. How can I practice that*?"

6.2.1.4. The problematic transition from High School to University

The transition from high school to university is globally acknowledged to be a demanding one that often leaves students overwhelmed by their new situation. There is a multitude of stressful situations due to the many cognitive, social and personal issues that they have to face. Having to learn a foreign language to understand the contents of their academic courses exacerbates this situation and it is not practically feasible for these students to focus all their efforts to achieve native-like proficiency in English or anything near to it. This is especially pertinent here given the gap that exists between the actual levels of competence of high school graduates in comparison to their level of achievement

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demonstrated by the grades they have achieved in high school. McMullen (2014) reported that Saudi Preparatory Year students often concede that they used to achieve "excellent" grades in high school, but they struggle to pass the PYP courses which is indicative of problems in the transition from high school to university (see 1.2.2.). Ahmad (2015, 191), in a somewhat dramatic statement, emphasizes what he perceives to be a gap between high school and university English saying, "*It is worth noting that there is an irreversible vacuum between Saudi school and Saudi university English curricula.*" A student who was interviewed in this study showed his awareness of this disparity and the adverse effects it has on his present language learning experience. He shared his perspective by saying, *Ah ha very different, very different because in high school they don't give the English ah give us English halftime ok in the day, and a teacher don't speak English; he speak Arabic. Give little word English, and you don't see the English very important in secondary school, but now you must learn English, it's very different*".

Another participant, when asked about why he did badly in his examinations he explained that English is taught very differently in university where the focus is on skills and not textbook focused as in high school. He said, *I do uh… I can't study because this is dependent about your skills about my skills. I can't study. Look, in mathematics I have books, study this books and maybe improve and uh know this answer and this like that, but English, no,… too much skills*."

One of the lecturers highlighted this negative effect that the difference between the language learning practice in high school and university has on the initial level of proficiency of students and their attitude towards learning. He said, "*Also, the background of the students about language is varied, I mean the students came to PYP to study*

(learn) English with the same ways in the previous stages (primary, intermediate and secondary school)." In other words, due to the teaching practices in high school, students are not sufficiently equipped to deal with what can be seen as unrealistic demands that learning English at university makes on students.

6.2.1.5. The problem of Time Constraints

Young adults like university students who learn a foreign language usually do so to a level where they can use the language for their particular objectives even if it is on an elementary level. "In real life, the main purpose of language is to function as a tool for communication. As long as its purpose is achieved, it is not practically advantageous to aim at higher levels of performance in the L2 when a person could reapply his or her resources toward alternative goals..." (Mayo and Lecumberri 2003, 68). Although this quote refers to the differences between young learners' and adults' attitudes towards learning an L2, it is pertinent as it highlights how students learn only as much as their situation requires them to know. Young adults, especially university students, struggle with a myriad of responsibilities and duties that need to be completed with limit resources. It, therefore, follows that students would be economical with the time they dedicate to learning English and it is unlikely that they would do more than what is required to achieve the immediate goal. It is also unlikely that they would squander their limited resources on a distant goal that is not central to their own personal vision of the best possible selves that they can become in the future. It is therefore understandable that they focus on completing tasks that are immediately relevant such as studying for a test to earn grades to accomplish their present academic needs. When lecturers assert that their students are motivated, but they demonstrate resistant classroom behavior at the same time, it may be

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that students invest their resources in an identity aspect from which they expect to gain greater returns. Therefore, they allot only as much of their resources as is necessary to achieve their English learning aspects which are relevant to achieving their ideal future selves. The study of Aslam (2014) (see 3.3.) serves as an ideal example of this. She suggests that for the students in her study English communicative proficiency is superfluous to their own needs and beyond the ambit of what their social environment and learning context would allow them to achieve. These students do not need to be fluent in English for their future career paths nor do they need it for communication purposes. Moreover, the curriculum does not focus on communication as a chief goal. Rather, English courses are presented with a focus on theory which refers to learning grammar and language structure instead of cultivating communicative proficiency.

In summation, it can be safely assumed that students have limited resources with regard to their time and effort that they are willing and able to expend on learning English. Concerning priorities, language learning proficiency is a long-term goal that requires continued commitment, effort and dedication while the immediate goals of students include things like doing homework and studying for tests. It is to be expected that the immediate goals would receive primacy. Therefore, if a student is faced with a choice between participating in an activity that would improve his overall proficiency such as video chatting with a native speaker or to study for a test it would be reasonable to assume that the immediate need to study would be a priority. The idea of investment is pertinent to the present study as students are motivated to learn only as much English as they need to achieve their future academic and career goals because these are more valued than being fluent in English. The expected returns from their future occupation are much higher

regarding material and social gains. It can thus be safely concluded that students are motivated to learn English but for their own objectives.

6.3. Identity

6.3.1. Possible Selves

The preceding section argues that the students in this study are motivated to learn English based on evidence from both the qualitative and quantitative data. When one looks at the different data sets, it is clear that there is a disparity between the expectations of students and lecturers. Students' future aim of becoming fluent in English is unlikely to be the most important driving force behind their efforts to take on the challenging task of learning English as a foreign language. This runs counter to what the L2 Motivation Self System requires. Therefore, the suitability of the Ideal L2 Self is called into question, because it represents an ideal future self that is fluent in English and as such it supposes that students learn English to become articulate users of the language. The L2 Motivational Self-System represents the theoretical foundations of this study. However, its findings necessitate a review of the unreserved application of this idea because of the inconsistencies that ensue from applying it to the learning context of the present study. This theory has three main components which are the Ideal L2 Self, the Ought-to-Self, and the Learning Context.

The Ideal L2 Self, according to this idea of motivation, is closely related to integrative motivation as it is based on a vision of the future self as a fluent English user with a positive attitude towards the target language group. The Ought-to-Self signifies the external self that represents those traits that a person should possess to avoid taking on a negative identity and consists of duties and responsibilities. This identity is akin to the

instrumental orientation. The above definitions of these two selves are problematic when they are applied to the context of the current study because the Ideal L2 Self is ultimately a vision of a person in the future in which the L2 is not only relevant but pivotal to the core identity. This does not seem to be the case in the context of the current study, and therefore there is a need to reconsider the relevance of the Ideal L2 Self to students in this particular language learning context. The Ideal L2 Self scale that was used in this study, which was derived from the Taguchi et al. (2009) instrument is also questionable due to the possible future-self focus rather than an ideal-self focus of the items that constitute this scale.

6.3.1.1. Need to Revise the Ideal L2 Self and the Ought-to self

The findings of the present study and past research (Taylor, 2011; Teimouri, 2016) raises some pertinent questions about the aptness of the Ideal L2 Self and the Ought-to L2 Self proposed by the L2 Motivational Self-System. The findings of the present research suggest that the Ideal L2 Self as espoused by Dörnyei and others does not fit accurately with the idea of an ideal self in this particular learning context. Rather a multiple of identity concepts has been suggested by both the factor analysis and the student interviews. Firstly, the Ideal L2 Self seems to be an image which represents the ideals of others about what a student in this context should become, simply because these students did not choose to learn English. Rather it seems to be someone else's desire and aspirations for them. Instead, these students have an image of a multifaceted personal ideal self which mainly represent their academic and career aspirations that are contingent on their present success in their attempts to learn English. This ideal self is not necessarily a fluent English speaker. They likewise exhibit multiple ought-to-selves, one relates exclusively to

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what they envision their own duties and responsibilities are in relation to learning English and the others relate to their duties and responsibilities towards their national, religious and ethnic identities with regard to the influence that these have on their language learning motivation. There are also responsibilities and duties to parents and effort to avoid failure in general. This is theoretically congruent with the original conception of Higgins (1987) as suggested by Teimouri (2016) in his bid to extend the Ideal Motivational Self System perspective (see 2.3.5.) to obtain a more nuanced view of student identities in a language learning context. The three factors identified by the factor analysis that was done for the present study involved the ideal self that others envision for these students, the Ought-to L2 Self and actual present identities related to the students' prominent public identities. The personal ideal selves of students are explicit in the interviews as well as the factor analysis. The presence of these multiple identities necessitates an alternative approach with regard to the Ideal L2 Self and the Ought-to L2 Self.

The findings of the present study with regard to the Ideal L2 Self and the Ought-to L2 Self is supported by Teimouri's (2016) critique of the overlap between these two future self-guides. This represents one of the major contributions of the present study in terms of expanding the purview of the L2 Motivational Self-System by including more self-aspects than what was originally conceptualised by this theory. The factor analysis showed that the scales measuring these two self-guides, reliably measure two separate entities. However, it is unclear whether they measure the Ideal L2 Self and the Ought-to L2 Self. The present study confirmed that the Ideal L2 Self scale measures efficacy beliefs rather than the presence of an ideal self because of the way in which items were phrased as "I can" statements. This resulted in these items loading on the same factors as those who

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measure self-efficacy. When students respond in the affirmative to these items it does not mean that they are motivated by the Ideal L2 Self; it simply means that they believe that it is a plausible future goal that they can reach.

The same critique applies to the ought-to self. The items that measure the ought-to self should have a negative focus because of their emphasis on averting negative outcomes. In fact, they seem to be more likely to measure aspects of an ideal self. This is confirmed by the present study as the items that are supposed to measure this aspect loaded highly in the Social Motivational Aspects factor along with items measuring acceptance. This was interpreted as constituting the agreeability aspect of the ideal self of students. This entails appearing agreeable to significant others like their parents, community, lecturers and target language group (see 6.3.2.2).

6.3.1.1.1. Complex Hierarchical Self

It is necessary to revise and expand the Ideal L2 Self notion because it represents a narrow view of the student identities involved in their motivation to learn English. The ideal self represents a complex, diversified identity aspect. Theoretical evidence and previous research regarding the ideal self suggest a hierarchical organization of the multiple identities that constitute a person's self, and the position of each identity in this arrangement is determined by its prominence or importance (Burke and Stets, 2009). In the case of the students' academic and career-related identities rank higher than fluency for reasons that will be further expounded on in the sections that follow. Further, significant present identities that are highly valued by students, such as their religion, race and nationality represent a vital third component of the identity concept discussed here because English would not be viewed in a positive light by students if they perceived it as

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a threat to any of these identities. According to the self-discrepancy theory (Higgins, 1987), people are motivated by both ideal and ought to selves. However, self-regulation in terms of each of these selves is motivationally distinct. Concerning those selves, the hopes, desires, duties, and responsibilities of others are on a lower level of internalisation as those that originate from oneself. The former is therefore not as powerful as the latter in terms of their potential to induce motivated effort. This is not the case for the students in this study. The Ideal L2 Self and the associated communicative proficiency it proposes, represent the desires of others while the desired future self that students envision is a career-oriented ideal self that embodies their personal hopes, dreams, and desires. (See also 2.3.1. and West, 1992).

Dörnyei, Csizér and Németh (2006) contend that professional or career motives are naturally part of the Ideal L2 Self because they represent internalised instrumental motives in contrast to more externalised motives such as the fear to fail a test, which would be considered part of the ought-to self. This notion seems fitting where students have willingly chosen to learn English to narrow that gap between their actual self and an ideal self that has mastered the language. Dörnyei and Ushioda (2009) illustrate this idea by way of example,

> For example, a woman might experience tension if she envisions working at a bilingual job over the summer (an ideal self) but cannot currently speak the language fluently (current self), so to reduce that feeling of discomfort, she decides to enrol in an advanced language course. (p. 47)

This is not the case with the students in this research because they have not elected to learn English; it has been imposed on them. It is questionable whether all the students surveyed in this study intend to take up occupations for which mastery of English is a requirement especially in their context where their first language is predominantly used in the workplace. This disconnect between the theoretical description of the Ideal L2 Self and what it actually represents for the present research is further impetus to expand on the Ideal L2 Self.

6.3.1.1.2. Reliability of Ideal L2 Self Scale

The results of the present research suggest that the items constituting the scale that measures the Ideal L2 Self in the student questionnaire, present further challenges concerning what exactly it measures and thus its reliability as a measure of the Ideal L2 Self is contested. Most of the items in this scale loaded with the first factor, the Individual Motivational Aspects. It is unclear whether this scale in association with the other items in this factor represents a plausible Ideal L2 Self in particular or any type of ideal self in general. The items used to examine the ideal self of students were taken from the Taguchi, Magid and Papi (2009) instrument. These items were chosen for the present study because of the high internal consistency and reliability reported by the authors of the mentioned instrument for these items (an alpha score of between .79 and .89). The other items in this factor involve self-efficacy, with the highest factor loading; self-esteem, motivated effort and amotivation. On closer inspection of the Ideal L2 items from the Taguchi, et al. (2009) instrument, the relationship between these items and other items in this factor becomes clear. Most of the items measuring this scale are expressed as "can do" statements and questions and none of them are actually articulated as desires or

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aspirations. For example, "I can imagine myself living abroad and having a discussion in English" (Taguchi et al., 2009). This statement and others like it examine the students' ability to imagine the possibility of them living abroad and speaking the target language rather than exposing their desire to become fluent in English as an important aspect of the ideal self they hope to realise. If a student responds positively to this statement, it would simply mean that they agree that it is possible for them to imagine such a future, but there is no indication in this statement that it would be an aspiration or serious desire to do so. All the other items in the Ideal L2 Self scale are similarly worded. It is for this reason that these items correlate highly with those measuring the students' efficacy beliefs. Thus this factor does not represent an ideal self but rather a possible or imagined self. In other words, students feel that this type of possible future self can come into existence, but it is not clear from this set of data whether it is a desirable one worthy of pursuit. The Ideal L2 Self items seem rather to investigate ideas that are similar to the students' efficacy beliefs. The reliability of this scale is indisputable; all the items in it measure the same concept, but what idea exactly is measured is not clear and open to further discussion.

The ability to imagine oneself in the future as an English language user does not provide sufficient evidence that the resultant image accurately represents an ideal self that can provide the impetus to persevere in learning a foreign language until the desired level of proficiency is reached. Lyons (2014) asserts that the participants in his longitudinal study of Korean students using a qualitative research design demonstrated an Idyllic self as opposed to an Ideal L2 Self. In other words, his students displayed a utopian future view of themselves being able to speak English, more like a wish than a sincere desire to achieve this goal. This was clear from their inability to elaborate on the vision that they

supposedly have of themselves in the future as English users; they lacked a vivid vision of themselves in future as fluent English speakers, which is a precondition for the existence of an Ideal L2 Self. When students express their ability to invoke a vision of a desired possible future self, it does not automatically translate into them being motivated by the Ideal L2 Self.

It is also noteworthy that two of the ideal self items in the present research loaded with the second factor. Both these items related to the idea that students need English for what they want in the future. These items, again do not relate to the wishes and desires of the students but rather to their needs or what they feel they ought to be. The ideal self and ought-to self scales, by virtue of their high reliability scores and the fact that each of them loaded predominantly with separate factors in the present study is evidence that they measure two separate entities.

6.3.1.1.3. Multiple Identities rather than a Dichotomy

The three factors identified by the factor analysis and the fourth identity aspect exposed by the interviews share some commonalities with the identity aspects proposed by the L2 Motivational Self-System; however, they are also different in very significant ways. It is for that reason that an alternative view of these self-aspects is proposed here. The L2 Motivational Self-System proposes two separate identities of which the Ideal L2 Self is the more powerful motivator. This theory proposes that either of the two identities could act as the impetus for students to learn English with the Ideal L2 Self being the more powerful motivational entity of the two. This dichotomous view of the self ignores its multiplicity manifested in the presence of some identities that may concur to present a powerful motivational energy.

The existence of multiple, significant L2 identities is clearly illustrated in an exchange with Abdullah, one of the participants in this study. It also highlights the interplay between these essential identities in terms of their combined effect on language learning motivation. His response emphasises the multiplicity and diverse nature of the contents of the identity elements of the self that are relevant to his language learning motivation;

Interviewer:	When you think about yourself in the future how do you see yourself? Can you describe for me…?

Abdullah:	In life or in English?

Interviewer:	In English and in life

Abdullah:	In English uh, I uh … my dream it's uh speak English it's very uh… like Arabic, speak English like Arabic and uh I get a good job. Uh, I uh will be good doctor, nice doctor uh *mutawwa'* doctor. (Abdullah)

Three of the multiple important identity aspects are revealed during this exchange; firstly he makes an important distinction between what he refers to as "English" which is the desired-future-self of others relating to the role of English and "life" which represents his real-life future dreams, hopes, and desires. After that he mentions his career focused ambition to become a doctor and with it, he mentions that he would like to maintain his observant religious identity which can be regarded as an ought-to self. He envisions himself as a doctor who maintains his religious identity, and he describes himself in his vision of himself in the future as one who can speak English as fluently as he does Arabic. This participant demonstrated Ideal Selves that the theoretical framework presents as very

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definitely distinguishable selves: the self that relates to his own desire to become a doctor, the self that others hope to see, a successful English language learner, and an actual present self that relates to his religious identity. The complexity and multiplicity of the content of the self are evident from the above conversation, and it raises the question, could any of these identities expressed here be isolated as the most important driving force behind the student's efforts to learn English or do they do so collectively as a unified identity element? More particularly, could the Ideal L2 Self sufficiently account for this diversity? Is it the desire to be able to speak English fluently or the ambition to become a successful professional that drives this student to expend effort to learn English? This insight into the diversity of significant identities that students value is a result of the present study paying attention to the present actual self, which is largely ignored by the Ideal L2 Self paradigm. Moreover, this insight would not have emerged if qualitative data had not been collected.

The L2 Motivational Self-System suggests the students are motivated to reduce the discrepancy that exists between the present self and the ideal future self but it does not pay particular attention to other aspects of the self such as present actual identities. This student expressed his vision of himself being fluent in English in a manner that makes one believe that it is his own wish to do so and this is an indication that this imposed self may be internalised to the extent where it has become part of this student's ideal future self. This concurs with the idea when the ideal self cherished by others for another individual is internalised it can become indistinguishable from the ideal self that a person fosters for him or herself. It may also be that such an ideal self simply represents wishful thinking rather than as serious desire backed by motivated action to achieve it (Lyons, 2014). The

same goes for the religious identity he has expressed. By him articulating his desire to maintain his Muslim identity in coherence with his English-speaking and career identities rather than in opposition to them is indicative of the prominence of this identity in the hierarchy of identities. All three these identities mentioned by this student contribute significantly in a collective manner to his L2 learning motivation. This coincides with the three factors derived from the factor analysis and therefore it lends support to the idea that these factors can reliably account for the effects that the students' significant identities have on their language learning motivation and it can accurately elaborate on the nature of the relationships between their identities and motivation to learn English.

The results of the present study favour a more integrated view of identity in that all of the identity aspects may contribute towards motivated behaviour rather than only one of them. In the presence of multiple identities, it becomes problematic to adhere to a dichotomous paradigm when discussing the effects of identity on motivation. The following section elaborates on these multifarious identity aspects suggested as alternatives to the bipolar view of identity in L2 Motivational Self-System. The discussion that follows argues that what would be regarded as the Ideal L2 Self by the L2 Motivational Self-System paradigm is in fact, in this case, an ideal self of others. If this study had to rely exclusively on the Ideal L2 Self and the Ought-to L2 Self dichotomy, the participants in this study would have been inevitably and inaccurately described as being motivated by the ought-to self.

6.3.2. Ideal L2 Self as an Ideal Self of Others

The status of the Ideal L2 Self as a unitary simple desired future end state is not a given for every language learner in all learning contexts. Students vary with regard to their

ability to construct this future self-guide based on the intercept between emotions and experience over the continuum from past to present and finally a future that can be near or distant. Miyahara (2014) found that the Ideal L2 Self of some students was diminished and functioned only in a supportive capacity to a more important ideal self (2.3.4.). This section argues that the Ideal L2 Self of students in this present context is subsumed by a more important career-oriented ideal self that is not dependent on communicative proficiency and holds the potential to provide students with substantial material gains and social standing.

6.3.2.1. Communicative Proficiency Not Necessarily a Personal Ideal

The ideal self represents the hopes, dreams, desires and ideals of a person. As Taylor (2011, 82) put it, "*An ideal self cannot be imposed – it has to be personal*…" Rather, the Ideal L2 Self in this study can be described as being part of the hopes and ideals cherished by authoritative figures which exemplifies Higgins's (1987) ideal self of others (see 2.3.5.). In other words, a future self, which requires the students to be proficient in English, is not necessarily a desired future possible self for them and can therefore not be defined purely as an ideal self for them. Al-Seghayer (2014, 18) subscribes to this very notion that there is a disparity between the what students want from learning English and what they are expected to achieve when he said;

> This stance demonstrates the existing gap between the ultimate aim of teaching English that policymakers present and the fact that learners themselves regard the process of learning English as merely a means to pass the English final exam because it is a required subject matter.

The Ideal L2 Self emphasises being an English speaker as a central trait of the desirable future self that acts as the primary motivator for present L2 learning effort. It is doubtful whether the Ideal L2 Self can be a realistic representation of the motivational force behind the student language learning efforts if it alone is applied to this research context. For these students learning English is of immediate importance and the ideal future self seems to be career oriented one which is mediated by English proficiency rather than one that strives toward attaining English communicative proficiency as its primary goal. The development of communicative proficiency proposed by the Ideal L2 Self is an untenable ideal in this situation for many reasons. Here, English is more important as a means to an end rather than a personal ultimate desired end state. Although students are expected to learn English to attain communicative proficiency, the learning environment that they find themselves in does not allow them to become fluent in the L2. Aslam (2014, 9) alludes to this, "*They hardly have a chance to come in contact with non-Arabic speakers. In fact, the non-Arabic speakers living and working in Saudi Arabia pick up Arabic to deal with the natives at public places like hospitals, banks, and malls.*"

The L2 Motivational Self-System stresses that the vision of oneself in the future being able to speak English as the most powerful motivator. This is based on the assumption that students exert effort in the present to narrow the gap between their current low level of achievement in the L2 and their ultimate mastery of the language in the future.

Dörnyei and Chan (2013, 438) argue that the effort the students put into learning English at present is so that they can become proficient speakers in the future. In so

doing, they achieve an English related future goal, a goal that requires the student to master English and to be fluent in it at a future point in time. However, the present study has shown that learning English is of vital importance in the present to students in this language learning environment and they are motivated because for many of them English is a selection criterion. It is a critical part of the process whereby they are selected to gain entry to the academic programme of their choice. Students' overall academic performances in the Preparatory Year Programme is what determines the college at which they will be allowed to study and subsequently the degree programme for which they will be allowed to register. Therefore, English is of consequence to them in the present for overall success in the future. It is a prerequisite for future achievement even when being fluent in English is not required now or then. English is an immediate hurdle that they have to overcome to reach their future academic and career goals and not an end in itself. It is a means to a greater end state for these students. In fact, Aslam (2014, 11) mentions about those students who participated in her study, "The female students aspiring to become teachers find little or no practical usage of English in the forthcoming teaching career, which further reduces their interest in learning English." These students believe that their language proficiency is sufficient to pursue a career locally and therefore it would be imprudent to exert effort to pursue a higher level of proficiency. In other words, they are unlikely to envision an ideal future self that is a fluent English speakers and therefore they may not be motivated by the Ideal L2 Self but by their future career aspirations. Their effort to learn English are directed at obtaining short to medium term academic goals that related to the ultimate attainment of their career and life goals. Although mastery is not an ideal, students make an effort to attain a level of proficiency that would allow them to access the next academic level and ultimately just be proficient enough to attain their

career goals. Communicative proficiency may even result from their efforts to avoid failure in terms of their academic goals as will be discussed in the sections that follow.

A participant, Salah, was asked in his interview whether he believes that people in his community think that he is special or better than others because he is learning English. He answered, "*Maybe better because… better no in English language the better in the English language does he reach your goal or not*". He feels that mastering English does not necessarily result in the admiration of his community, but rather being a successful person would achieve that. This is indicative of the value that mastery has for him in relation to general success such as becoming a professional in as highly valued career, such as being a doctor or engineer.

The following discussion is from the student interviews, and here the student confirms that he can imagine himself as a fluent English speaker in the future. However, he does not express this in a way that would make one believe that it is an ideal worthy of pursuit. Rather he mentions that this fluency will be because of the effort he is going to put in to achieve his academic and career objectives over some years and fluency will be a natural result of this. This is how he conveyed this idea when he said, "*Of course I'll change my language because I can't speak very well because when I study of seven years all my books English. I'm sure I will change*."   Another student expressed the very same idea about the prospects of his English improving during the course of his academic studies at the university and again the anticipated fluency is described as a secondary outcome of engaging with English through his academic study of subjects other than English, such as physics and chemistry through the medium of English. He envisions that he would attain fluency in English as a by-product of his efforts to secure a worthwhile

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career. He said, "*Insha Allah, after seven years my language for English become better than now because I did study here in university; more the time study English. And another subject study in English my university like physical and chemistry in English not in Arabic. I will insha Allah, good.*"

The Ideal L2 Self has a future focus on a not yet attained identity, a desired future end state. The immediate importance of learning the target language is not part of the purview of this self. However, the present importance of English to learners may be a significant motivator. This will be the focus of the next section.

6.3.2.2. Present Actual Importance versus Possible Future Significance

The present importance of English to the students who participated in this study is clear from some of the interview responses. The following exchange with Khalid was in response to a question about what he would change about learning English in his university.

Khalid: I will not change anything but there is one doctor he wrote one exam and he I lost two mark my marks.

Interviewer: So, why are two marks so important to you?

Khalid: Because there is a different between me and the other one maybe the other one if he have two marks will enter to medical college and I will not. It's important to me.

Another similar response from Abdullah further emphasises the selection function that English has for him now, "*When I get English and I will go to college, but when I can't, I can't go to college*". This participant emphasizes the importance of English as a

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gatekeeper to what he wants to achieve in the short and mid-term, which is to gain access to the college of his choice so that he could study medicine and ultimately achieve his goal of becoming a doctor. Being fluent in English seems to be on the periphery of his imagined possible future self rather than at the centre contrary to what the Ideal L2 Self suggests.

There is a clear and compelling presence of the career-focused future desired-self present in the ideal selves of the interviewed students. This is not only expressed by the ideal selves they hope to become, but it is also discernible from the feared possible selves that they hope to avoid becoming. This is obvious in the following conversation recorded during the student interviews when the student was asked about what he believed would happen if he failed to improve his English.

Interviewer: So, if you don't improve, it will affect your future?

Tariq: Yeah, maybe in the learning or in my job it's I think I change my job for that.

In this instance as well, the student mentions that it will have an impact on his immediate goal, which is to learn English for academic purposes. Thus, the present significance of English is evident, and consequently, his career-oriented ambitions will be affected. Here, as in the previous quotes, there seems to be no overt indication that there is a desire to take up membership of an imagined community as is characteristic of the L2 Ideal self. Another example of the career-focused feared self is what this participant said when asked about how it would affect him if he failed to learn English, "*Yes, yes maybe if I don't have a English language I didn't get the job, so I have to learn English*."

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6.3.2.3. Career Oriented Ideal Self

Students who participated in this study show a predominant inclination toward academic success that is related to realizing their career-oriented ideal self, which is to be expected because the content of the ideal self varies across time in relation to the developmental context. Lee and Oyserman (2009, 696) declare that, "College students and young adults are focused on occupational, educational, and interpersonal possible selves (such as getting married), whereas family and parenting possible selves become more important in young and middle adult years."

This same idea is embodied in what another participant revealed in the interview when he was asked about his transition from high school to university. It illustrates the change in focus from a typical high school attitude to a more academic oriented present identity that is focused on achieving a desired possible future self, which has a solid career emphasis. The importance of present academic effort as a prerequisite for realising the students' hopes, dreams, and desires as exemplified by his ideal future self is clear.
"This is big change because ah I change my idea because in the secondary school I don't think about anything but now I must think about what can I do now. How can I take the degree and what can how can I in the future what can I do now if I want to go good job and I think in the future."

A large majority of lecturers who participated in this study agree that their students mainly learn English for a future career. A small minority of them believe that their students learn English because they are expected to do so. None of them, however, think that they learn English so that they may become fluent speakers to communicate with native speakers. This supports the argument presented here that even those students who demonstrate motivated behaviour learn English mainly to attain their future career goals

and not essentially to become fluent in English and therefore it is unlikely that the Ideal L2 Self is the motivating factor for them.

6.3.2.4 Greater Rewards, Higher Identity Prominence

Concerning the notion put forward earlier that the self is constituted by a number of different identities. These identities vary from one another in the level of importance they have for each individual, and therefore they are hierarchically organised, and the most significant of these identities are close to the core self, they are more enduring over time and are more likely to be the motivating factor behind intentional change. Prominent identities represent the dreams, desires and all that is important to the individual. These are prominent identities and the significance of each of these to the individual is determined by a number of factors which include how committed a person is to such an identity and more importantly the rewards that an identity yields. Rewards here refer to both intrinsic and extrinsic rewards. Intrinsic rewards refer to the feeling of satisfaction a person gets from a particular identity while extrinsic rewards emanate from external sources such as money, prestige and favours (Burke and Stets, 2009). Thus the psychological, social and material rewards that students stand to gain from a particular identity at present justifies the effort they put in to maintain it or to achieve it in the future. In fact, students take up learning an L2 because they desire to acquire symbolic and material gains that will increase their own cultural capital (see 2.4.2.1). Based on this argument, it is essential to determine what gains students in this learning context hope to derive from their language learning experience; what they are willing to invest in it and how important these gains are in terms of reaching their ideal self end state.

In actual terms, the expected returns for the various possible selves that students may have is indicative of their respective prominence and hence the amount of effort each of these merit. When asked about how failing to learn would affect them, most students indicated that it would be devastating to their academic and future career plans. Salah responded by saying, "*Change, this is the hardest thing I think because my goals will waste and change my goal because I failed in English learning.*" Hasan expressed the same kind of apprehension about the prospects of failing to learn English. He said, "*If I studied and in the future my study all my subjects it will be English… math, chemistry, physics so if I didn't learn English in the university, I will fail in another subjects*". This was in reaction to a question inquiring about what is good about learning English in his university. His response indicates the vital returns that he expects to gain from learning English at university in relation to the pivotal role it plays in their academic success. Tariq is hopeful of becoming an engineer and studying abroad; he fears that if he does not manage to do well in English, he will not be able to realise his career aspirations. He said, "…*because it's very important in our life. I can't continue without my language not improve. It's very hard, I afraid every day don't funny, don't happy because I don't improve.*" He added that he would have to consider another academic pathway and other career options if that should happen. The fears that these students have expressed show that the most valued objective for learning English is for academic success and consequently the ideal self that they hope to realise is a career-oriented one. There is no such indication for the importance of mastering English and communicative proficiency as the most valued ideal that students expect as a return for the efforts that they put into learning English. It is clear that they exert every effort to learn English so that they may

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have access to the academic content which is presented in English so that they may realise their prospective careers.

All three the identity aspects hold some level of prominence to these students based on the rewards students derive from them. Therefore, it would be unwise to single out the Ideal L2 Self as the most likely driving force behind the language learning efforts of students but rather all three these prompt motivated effort in them. It is clear from the preceding argument that certain identities are preferred above others at certain times or life phase and under certain conditions. While multiple identities correspond to form the core self, these identities are not equally valued nor are they equally present at all times.

The preceding discussion has shown that for these university students too, learning English is closely associated with achieving their academic and career aspirations and not necessarily becoming fluent in English. So the question that emerges from this discourse is, are students striving to narrow that discrepancy between their present levels of English learning attainment or are they struggling to bridge the divide between their here and now actual selves and their ideal successful career selves? Which identity matters more to them, the successful future possible self or the English speaking self, and why? Which of the two is more likely to contribute more to their motivation to learn English at this point?

6.3.3. Dual Ideal Selves

The data from the questionnaire and the interviews show a complex ideal self that consists of the English language learning ideals and hopes that others wish for these students to realise and an ideal self that represent the personal ideals, hopes, desires and aspirations of the students based on their present success in their English language

learning endeavours. This former ideal imagined end state is derived from the Ideal L2 Self and the latter from the students' personal vision of their desired future end state. Students have expressed both these selves as ideals that they strive to achieve. As mentioned earlier in this section (see 6.3.1.1) Dörnyei and his colleagues assert that professional aspirations are an expected part of the Ideal L2 Self, but in this case the ideal selves of students are (a.) imposed on them and (b.) not directly related to occupations where mastery of the language is required therefore the need for the dual ideals selves. Also, this duality provides a more nuanced image of the ideal self and consequently a better understanding of the motivation of these students and a more authentic perception of the effects of their multiple identities on their language learning identity. The present discussion is based on the premise that four identity element are implicated in the motivation of these students. Two ideals selves and three ought to selves (see 6.3.1.1.).

The notion of the ideal self that others anticipate for students in this study is derived from the quantitative data resulting from the student questionnaire, in particular the factor relating to the Personal Motivational Aspects factor. This factor established that students are motivated to learn English and more importantly that they feel that they are able to become successful language learners if they put their minds to it (see 5.2.3.1.). When this data was studied in tandem with the qualitative data from the student interviews it became clear that this possible self represented the ideals of others for the students.

6.3.2.2. Personal Agreeable Ideal Self

The personal ideal self that students envision for themselves relates to future career success which is dependent on their present achievement in English. This idea is clear from the interviews. Most of the students indicated that their purpose for learning English is the academic success that supports their future career aspirations. Some of them did mention that their purpose for learning English was to be able to communicate with others, but this appeared to be a wish rather than the actual objective of their study because they engage with the English language primarily as university students who study it as a mandatory course. Further, the feared selves they expressed when they were asked about what they think would happen if they were unable to learn English are connected to academic and future career objectives (see 5.4.1.4. and 6.3.2.).

In addition to the career-oriented self which was discussed at length in the previous sections, there is another personal ideal self-aspect which relates to the desire of students to be agreeable to significant others. Dörnyei et al. (2006, 92) identified instrumentality and agreeability as a part of the Ideal L2 Self saying, "… in our idealised image of ourselves we do not only want to appear personally agreeable but also professionally successful." The idea of agreeability originally related to the attitude toward the L2 target group. In the absence of the target group the group with which the student would want to appear agreeable include significant actual others and the imagined community of international English speakers. Given the objections raised by the present study concerning the scale measuring the ought-to self, it had to be determined what these items measure (see 2.3.5.). Because they loaded with the Social Motivational Aspects factor along with items that measure acceptance, it became apparent that they are part of the personal ideal

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selves of students. Only two of the items in the ought-to self scale applied to this study measure this variable. As for the rest of the items, they measure the agreeability aspect of the personal ideal self of students along with the acceptance scale. Here students indicated that they learn English for career purposes and to be agreeable to significant others like peers, friends, family, colleagues and other English language users. One of these items asked whether students learn English in order to gain the approval of significant others like family, friends and peers. Students responded positively to this question and others like it, which means they desire to appear agreeable to others. Their idea of an ideal end state includes being professionally successful and to make a good impression on others. Some students, when asked about how learning English makes them feel, said that it makes them feel good about themselves and others, like Abdulaziz, added that one of the advantages of learning English is that it helps one to gain the respect and acceptance of one's community. Abdulaziz said, "*I feel I'm good man I can… I will improve myself; I will be identified in our community, I'm useful for community*". The element of being personally agreeable is amply clear here. Distinctiveness is another way in which Abdulaziz and other students feel that knowing English contributes to gaining greater status in their community.

The discussion in this section dealt with the identity aspects related to the ideal future selves that student desire for themselves and the ideal possible future self that others envisage for the students. These selves are connected to the language learning hopes and desires that others wish for students and what students desire for themselves. There are other identity aspects that relate to the language learning of students. These represent the duties and responsibilities that students and others view necessary in order

to achieve their language learning goals. Other such responsibilities relate to the religious, national and ethnic identities of students. These are the ought-to selves which will be discussed in the following section.

6.3.4. The Ought-to Selves

The ought-to self represents those traits that an individual or others believe he or she should possess in order to avoid negative outcomes and to reach a desired future end state (see 4.5.1.4.). These correspond to the responsibilities and duties rather than hopes and desires as with the ideal self.

As alluded to earlier the ought-to self may relate to the responsibilities and duties imposed by oneself or those enforced by others. In this case, a number of ought to selves were identified a) the English learning ought self and b) their present prominent identities ought to selves. The first ought-to self originates from the traits that others suppose one should have as an English learner and the second involves the characteristics and attitudes towards learning English derived from the present salient identities of students. Both these ought to selves were identified from the second and third factors, the Social Motivational Aspects and the Significant Present Identities factors. Further support for these identities was also obtained from the student interviews.

It should also be noted that as with the ideal self, the Ought-to L2 Self was also drawn into question by the present study (see 2.3.5.). In terms of the L2 Motivational Self-System, past research produced inconsistent results concerning the relationship between the ought-to self and the learner's motivated behaviour. Some researchers draw the construct validity into question while others ascribe it to the level of internalisation on the part of the learners (Teimouri, 2016). The present study has shown that these

discrepancies stem from the lack of a clear distinction between the Ideal L2 Self and the Ought-to L2 Self (see 6.3.1.1.). The items that form the ought-to self scale were found to be ineffective because of the positive valence that these items display in contrast to the negative focus of the ought-to self. Here too the reliability score of the ought-to self in the Taguchi et al. (2009) instrument was high and therefore this scale was used in the present study.

Only two items from the scale above were used to measure the ought-to self variable. These were the ones that asked students about the undesirable outcomes that would result from their failure to learn English in terms of disappointing their parents and the negative effects that it would have on their lives. The former ought-to self item was phrased as, "Do you feel that if you don't study English, your parents will be disappointed with you?" and the latter was expressed as, "Do you think that if you don't learn English, it will have a negative impact on your life?" These two items establish the ought-to self focus of the students. The students felt that they should learn English to avoid disappointing their parents and to avoid the possible negative consequences that failure would have on their lives.

The ought-to self item which was used to determine the student's attitudes toward learning English to avoid failure or to ensure general success seems to be more like the ideal self of students than their ought-to self. Although it is negatively worded, it is nevertheless quite general, and therefore it is difficult to associate any duties or responsibilities with it. To be successful in life is rather more like to be involved with a person's ideals and dreams rather than duties. It is for this reason that these ought-to self items were incorporated into the ideal self element of students which is associated with

their desire to appear aggregable along with the other ought-to self items except for one, the parental expectations element.

6.3.4.1. The Ought-to L2 Selves

The ought-to self involves external demands and expectation originating from others, and therefore the number of ought to selves that are possible is as vast as the multitude of social relationships that one can be engaged in at any given time. The students were asked about whether failure to learn English would impact negatively on their lives to which they responded in the affirmative. This ought-to self establishes that the students feel that they ought to become successful in life. They should work hard to avoid being unsuccessful in their academic pursuit in English because it will have a devastating effect on their lives in general. Students expressed this in the interview responses to questions about how they think the impact of failing to learn English would have on their lives. For example, Sa'ad responded, "*I'll have great trouble in my life.*" Tariq responded in the following manner when he was asked how failing English would make him feel; he said, "*Very bad, terrible. …because it's very important in our life. I can't continue without my language not improve. It's very hard, I afraid every day don't funny, don't happy because I don't improve*". This ought-to self entails students beliefs that they should learn English so that they can avoid failing in life and to become successful. The ought-to self in this instance has an overly general reach to it and seems to overlap with the students' ideal self. If that is the case, then it should bear the same level of importance as it and thus be a powerful motivator. Sometimes the duties and moral responsibilities, such as those associated with religion, can be strong incentives. This is the focus of the next section.

6.3.4.2. Ought-to self – Parents

Students are in an important relationship with their parents as is apparent from their interview responses. They indicated that they enjoy the support of their parents in terms of financial assistance and encouragement. Some students even have the support of their parents as people with whom they can practice speaking English. There is an ought-to self that originates for this important supportive relationship as well. Students were asked whether they feel they would be disappointing their parents if they fail to learn English. The quantitative data established that students responded overwhelmingly in the positive. Thus it follows that they do make an effort to avoid failing to learn English to prevent disappointing their parents. They believe that their ought-to self should live up to the expectations of their parents and by extension significant others in their community. This ought-to self involving parental expectations contribute toward the motivation of students to learn English; however, when the interview responses are taken into consideration none of the students responded that they fear to fail English because they do not want to disappoint their parents. It may be that the expectations of parents are internalised into those that students have for themselves, or it was not mentioned, simply because they were not asked about it directly.

6.3.4.4. Ought-to self – Religion, Nationality and Ethnicity

Religion is an important identity marker especially for students in this learning context and that is why it was included in this study as part of the prominent present identities of students. The actual present selves will be discussed in the following section. The students live in a society with a strong religious presence, hence its importance to this study. The nationality and ethnicity of these students are equally important. Although

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these identities are real present ones, they are nevertheless significant as part of the ought-to self. This ought-to self embodies the students' idea of the self they should become in the future. The ought-to self involving these identities entails the obligations and duties that they share with others with regard to maintaining these identities and avoiding compromising them as a result of learning English. This identity does not emanate from the belief that they should learn English to avoid losing them, like with the previous ought to selves, but rather these selves should not be lost because of learning English. The ought-to self here relates to the duties and responsibilities that students have toward maintaining these vital identities during their engagement with the English language. In other words, students feel that the person they should become in the future should achieve the academic goals of the Ought-to L2 Self and to remain dutiful to these identities. When students were asked in the interviews whether they believe that they would change in terms of these three significant present identities when they learn English; their response was a resounding no. Some of them like Abdulaziz said that he does not have to lose anything of these prominent identities because many people like him in his country learn English and they remain good Muslims, Arabs and Saudis. Isa responded to the same question in the following way and he said, "*No I don't think that. No, I can't change*". Salah showed an openness to learn the culture of his lecturers and approved of the cultural content of his textbooks as long as it does not interfere with his religious beliefs. Khalid's response typified this when he was asked about whether it would be a problem if his English textbooks contained cultural aspects that are contrary to his life view, he said, "*No, if about my religion something about Islam it's big problem*." This established that the students felt that learning English is not a danger to these identities

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but they are obligated to preserve these identities as one of the responsibilities of the ought-to self they envision for themselves.

This confirms the students' need for continuity (see 2.5.2.) which involves the need to feel that one's self-concept endures over time and does not change. This is relevant as student feel that learning English will not change who they are and that they will remain who they are at present. Also, they confirmed the prominence of the three significant identities discussed here and the need for them to preserve these identities while they are learning English.

The preceding section delineated the selves that students believe they ought to become. Student identities comprise of their future self-guides, the ideal selves and ought to selves, and their actual present selves. The actual selves of students are discussed in the sections that follow.

6.3.5. Actual Present Selves

The actual present selves are those identity aspects of the students that involve the characteristics that the students possess at present. These include identities such as being a university student, an English user, a Muslim, an Arab and a Saudi national. In contrast to the ideal self and the ought-to self, the actual present self consists of identities that are already in existence; they do not represent an ideal end state that should be pursued. This definition is particularly significant when it comes to classifying the self-aspect related to the academic focus that students have shown.

Three significant present identities were examined by the quantitative part of the present study and the factor analysis in particular; these are identities related to the

students being Muslim, Arab, and Saudi. In addition to these prominent identities, the interviews showed that students also have a present English user identity. There is also an academic present self that predominates the actual selves that have been identified. All the actual selves identified in this study are particularly significant because it is the relationship between these selves and the future self-guides that is the focus of this study. It is this relationship that determines the nature of the language learning motivation of students. These present identities and their effect on the language learning motivation of students are discussed in the following section.

6.3.5.1. Prominent Actual Present Identities

The present study examined only the most significant identities that these students share and that are assumed to plausible in influencing their language learning motivation. All the items from questionnaire related to the actual present significant identities of these students loaded with the third factor; the Significant Present Identities factor. All the items in this scale relate to questions and statements about the three prominent identities which involve students being Muslim, Arab and Saudi. The items in this scale consist of questions and statements examining the effect that students believe learning English has on these prominent identities. The students' responses to these items suggest that they believe that learning English does not have a negative effect on these identities. In other words being Muslim, Arab and Saudi is not an impediment to them learning English. They believe that they do not need to lose any of these identities to take up and English learner identity. They believe that these prominent present identities will endure and these identities will continue to be part of their core selves even if they do take up an English speaker identity because these identities are congruent with the actual present selves. In

other words, these three identities will persist and are part of the way they envision themselves to be in the future.

It is clear from the interviews that the students do not feel that their present actual prominent identities are at risk when they learn English. Their attitude towards the influence of their English learning experience ranges from open to conservative. However, they do not feel that the culture of others is imposed upon them and that they have a choice as to what level they are willing to engage with the cultural aspects of learning English. Thus, their religious, national, ethnic and cultural identities are not an impediment to them as far as their language learning goes and it most certainly does not prevent them from learning English. In terms of the self-discrepancy paradigm, the discrepancy between the actual self and the ought-to and ideal selves in relation to the identities discussed here seem to be negligible because they believe that these identities are unaffected by their English learning identities. Thus there is harmony and not dissonance between these actual selves and the possible selves.

In addition to this, students display an actual English user identity at present. This identity involves using English for personal purposes such as entertainment, communication and informal learning. The actual present L2 self of student is discussed in the following section.

6.3.5.2 Actual Present L2 Self

A further instrumental purpose that emerged from the data derived from the student interviews. Students use English for personal purposes other than their formal studies. However, this engagement with the language is a means of further practicing the language to improve their academic performance while at the same time they gain some

secondary benefits such as watching television, accessing information over the internet or listening to music. It is however different from the extra classes that students take outside of the university because those are merely an extension of their academic involvement with the language while this aspect here refers to the actual functional application of the target language for personal aims. This requires students to take on an English language user persona which is a personal actual present L2 self that uses whatever level of proficiency they have at the moment to participate in the activities of the imagined community of practice. The internet is an ideal medium by which students can generate various virtual identities to participate in some communities of practice (Kajee, 2005). Unlike the Ideal L2 Self and their personal ideal selves, which are future possible desired selves, this second language self is one that exists at present and represents another identity that contributes towards their ultimate language learning motivation. It is not only indicative of their attitude towards the target language and the community that uses it, but it is also indicative of their willingness to do extra work to learn the language, which shows motivated action. It also reinforces the self-efficacy beliefs that students have; thus, this self is a measure of their motivation to learn the L2 and it has the potential to motivate. This is a personal identity that students have chosen for themselves, and they choose to engage with the language and the imagined community of practice on their own time and their terms. In this instance, they choose the manner in which they are involved with the language according to their personal needs, values, and level of proficiency. For example, Isa indicated that he finds reading and writing easy, but listening and speaking is difficult because of the way English is taught in secondary schools. His response to what he uses English for other than for academic purposes was, "*I open the music song I put it in my car I listen English conversations because I see the listening and speaking is*

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very difficult." In this case, there is evidence of the student's volition to engage in this type of language activity. Students have a dual purpose here, a.) to improve their language and b.) to use the language in real authentic ways for communication, information and entertainment in a real and personal manner.

This self became apparent when students were asked, for what else they use English. They provided a number of different ways in ways they are involved in the language as well as the purpose for doing so. One of the students remarked that he does not watch movies because he believes that "*all movies have a bad thing*" so he rather listens to the BBC's broadcasts over the radio, reads short stories or watches animations. This is in line with his personal choices as dictated to by his moral and religious values. Most of the students indicated that they use English for personal objectives such as watching movies and video clips on YouTube, listening to music, communicating with others in person or by social media, reading books, or general everyday use of the language. One student, in particular, stands out in this aspect when he said that he uses English to learn more about healthy foods and exercise because there isn't much available in Arabic. He said, "*I want to know about health food, but I can't find anything in Arabic search everywhere, but I find in another culture. There are people that know about this but in English.*" It is uncertain whether this identity aspect can potentially be singled out as a significant motivator, it is, however, clear that the motivational prowess of this self is in relation to the other selves that were identified thus far. Based on the returns that learners get from this identity it is clear that it is an identity that is worth pursuing. The overt gains from this identity are the communicative, entertainment and empowerment that students get when they can functionally apply their command of the language for real

personal purposes to enrich their lives. They also gain practice of the language which helps them to achieve their academic goals. This is also proof of their autonomy as learners which is a clear indication of their motivated effort to learn the language and at the same time they are motivated by the progress they make as independent learners. Csizér and Kormos (2014) emphasised the relationship between self-efficacy beliefs and a student's autonomous control over his or her learning as regards the motivational prowess of the ideal self in their study. The present study has similarly found strong efficacy beliefs of students and therefore the independent use of the target language in this manner is indicative of this relationship and the motivation of these students which is comparable to the findings of Csizér and Kormos (2014).

Another element of the personal actual present self is that knowing English contributes to improving the self-esteem (see 2.5.2. and 4.5.1.7.) of students because it makes them feel good because they feel it contributes to their standing in their communities. Ali responded with, "*I feel like I'm boss, I know another language.*" when he was asked how knowing English makes him feel different from others in his community. Hasan said, "*I feel like I am special.*" when he was asked about how it feels to be one of few in his community who speaks English. These comments further emphasise the positive attitude of students towards English and the added advantages it has for their personal actual selves which contribute toward their motivation to learn it.

This self represents the actual present English user identity which relates to the students' practical application of the target language for their own personal purposes. This is one of two actual present L2 identities identified in the present study; the other is the actual present academic self. This L2 identity is discussed in the following section.

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6.3.5.3. Actual Present Academic Self

The academic English learner self is an actual present identity and it represents the students' most significant self which is the primary focal point of this study. The students' engagement with the English language is mainly as a student, and therefore they learn English chiefly for academic reasons, and this has been clearly established. The present study aims to ascertain the nature of the relationship that exists between the students' identities and their language learning motivation by examining the purposeful effort that students make to reduce the discrepancy between their actual present identities and their future self-guides, i.e., their ideal selves or their ought-to selves. The actual academic self differs from the ought to and ideal selves in terms of it being an actual existing self in contrast to the two self-guides that are possible futures end states.

In terms of the L2 Motivational Self-System this self can be described as being motivated to learn English or not and if so, the source of this motivation can be either of these future self-guides. It has been established by both the quantitative and qualitative data of this study that these students are motivated to learn based on their willingness to make an effort to learn the target language which is supported by the comments of their lecturers supporting this idea (see Chapter 5 and 6.2). The first factor, the Personal Motivational Aspects has established the students' motivated effort through the overwhelming number of positive responses of students to all the items in this factor which includes motivated effort (see 5.3.1.).

The students have also indicated in their interviews that they engage in extra academic activities to improve their language proficiency. This effort, as has been discussed at length in the previous section of this report, is not necessarily directed at

mastery of the language for its own sake but for academic reasons. The amount of effort that students put in outside of their university to learn English varies from half an hour to a few hours daily. They spend their time in various activities such as doing homework or taking extra classes. Many students have also indicated that they plan to travel overseas to improve their English. This is in addition to other activities in which they use English for personal purposes such as entertainment.

The present actual academic self indicates that the students are motivated to learn English as is evident from the various activities they engage in to improve their language. The source of this motivation and the relationship between the various identity elements and the students' language learning motivation will be discussed in the sections that follow.

6.3.5.4. Experience

The language learning experience of students, both inside and outside of the classroom, is a significant contributor to their language learning motivation. Language learning experience is influenced by the immediate context in which present actual selves exist and interact with significant others. Many past studies established that such general experiences in life and as language learners profoundly impact on the motivation of students (2.3.4.). The items from the student questionnaire related to milieu loaded on the Social Motivational Aspects factor. The high positive median (4.2) for this factor is indicative that students believe that the impact of the general milieu in which they learn the target language is positive. This was confirmed by the student interviews which also examined the impact of the particular learning environment of students. Students mostly felt that the general environment provided for a positive English learning experience in

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terms of the support they get from family, friends and others. Some of them reported that they have family members who speak English as well. For example, when asked how many people among his family and friends could speak English, Tariq reported that "*Maybe in my family two persons and my friends, a lot. For ten people, three or four*".

6.3.6. Integration of Selves

This study has identified a number of significant identities that contribute toward the motivation of students to learn English albeit a limited number which was delimited by the restrictive nature of quantitative data collection. This confirms the theoretical standpoint alluding to the multiple identities that constitute the self-concept. The identities in this compendium do not exist independently from each other; rather, they affect each other in many complex ways. It is therefore that the language learning motivation of students involving their multiple identities cannot be reduced to simple dichotomies but rather to approach it from an integrated perspective. It is evident from the preceding discussion that, although only a few significant student identities are implicated in this study, the collective influence of these identities are responsible for the nature and strength of the motivation that students have for learning the target language. This section discusses the relationship between the identities and how they contribute towards the motivation of students in this study. The diagram (Figure 6) is a representation of the identity elements identified by this study and the relationships they share. The discussion that follows in this section will be presented based on the three essential selves that were identified by this study, namely the actual present selves, the ought-to selves and the ideal selves. The

present selves are discussed first as the starting point of this exposition, after that the

relationships that exist between the various selves is expounded.

6.3.7. Conclusion
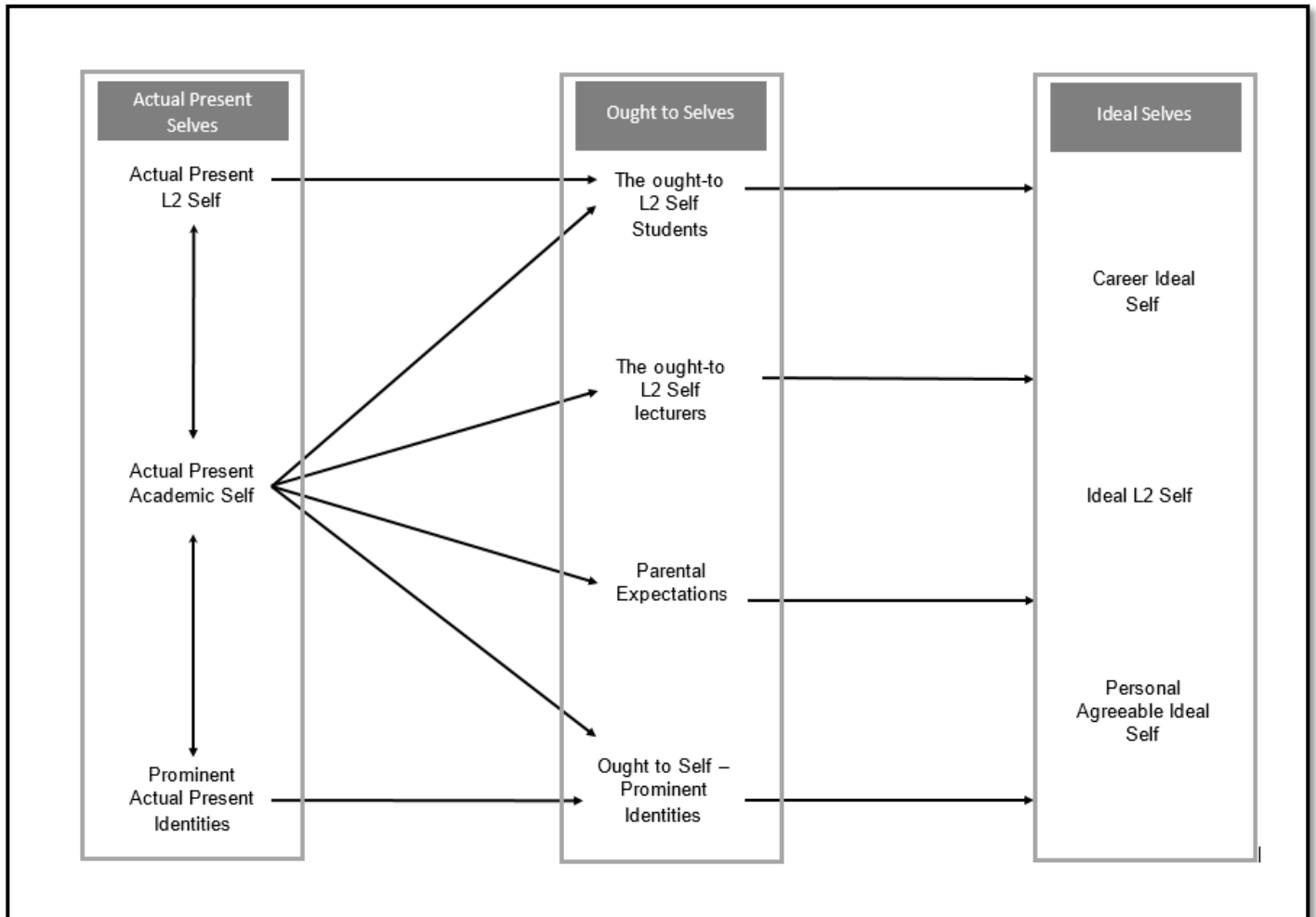
Figure 6. The Relationship between Identity Aspects from the Three Factors

Three identities form the core of this research, the actual present self, the ought-to

self and the ideal self. Each of these consist of a number of related elements that

collectively contribute towards the role that student identities play in their language

learning motivation. The main component of this study is the ideal self in contrast to the

Ideal L2 Self which is acknowledged as the most powerful motivating force in this regard. It was found that the Ideal L2 Self could not play that leading role in this research for a number of reasons;

a.) The Ideal L2 Self assumes that mastery of the target language is the ideal that motivate students to make effort to learn the target language and that is not the case here rather career objectives are the ideals students pursue without necessarily achieving mastery or fluency. However students do pursue a level of proficiency that will help them achieve their goals.

b.) In the Ideal L2 Self, the future importance of the target language is paramount, but for these students the immediate and short term objectives related to academic objectives are more important than fluency.

c.) The returns that the Ideal L2 Self has for the students does not justify the investment of time and effort they put in in this context.

d.) The scale measuring the l2 self was found to be more of a measure for self-efficacy than an ideal self and so too was the scale measuring the Ought-to L2 Self that supports this ideal self. The students demonstrated motivated effort, but not to achieve fluency but rather for academic success.

e.) The students demonstrated motivated effort, but not to achieve fluency but rather for academic success.

It was also established that the identity elements present in each of the main identities collaborate in intricate ways to motivate students. It was concluded that the students in this study are motivated to learn English but for their own purposes and not

those of the Ideal L2 Self envision by others for them. It was determined that students engaged in motivated action to learn English to narrow the discrepancy that exists between the present academic self and their Ought-to L2 Self. The Ought-to L2 Self, in turn, is inextricably connected to the ideal self of students that represent their career goals which are vital to their general success in life and their stature in their community. Thus, the ought-to self of students is essential to their ideal future career selves, because failure to achieve it translates into their ideal selves not being realised. In other words, there is no ideal self without achieving the ought-to self first. The ought-to self of students represent those characteristics that would ensure the academic success so that they may achieve their ideal career selves. This idea is illustrated by the graphic representation (Figure 7). This ought-to self also represents steps taken by the student to narrow the gap between the actual present self and the ideal self. Every academic task that is successfully completed represents a step closer to achieving the ideal self.
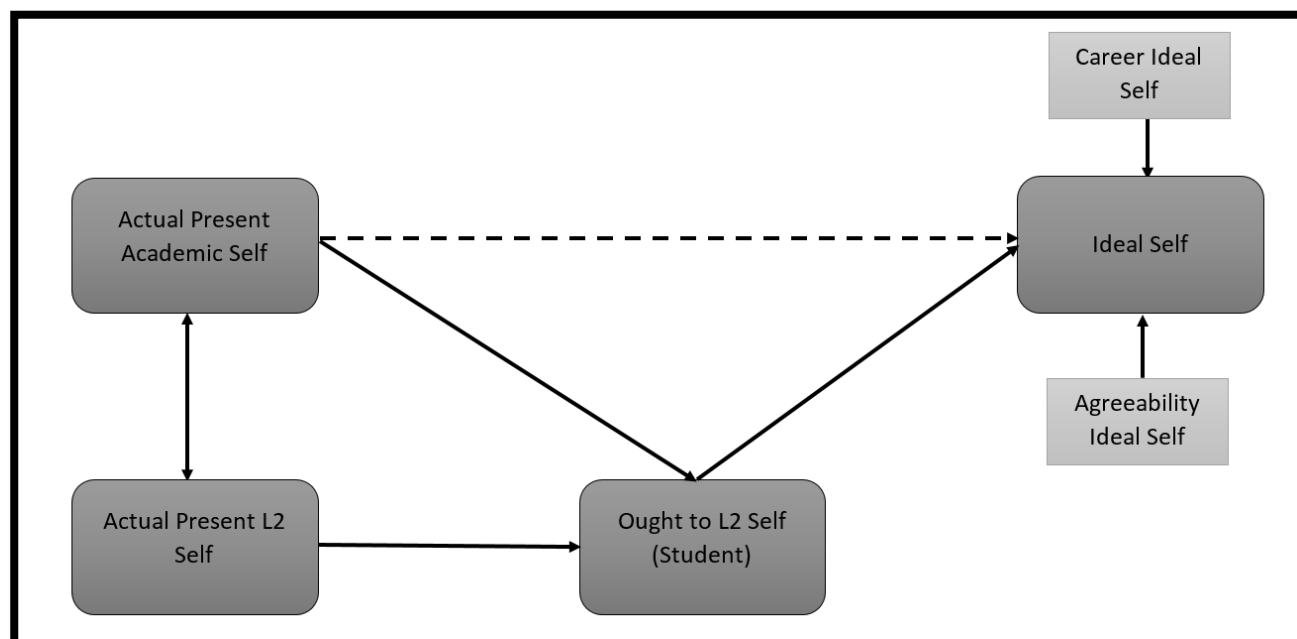
Figure 7. The Relationships between the Actual, Ideal and Ought-to Selves

6.4. Chapter Conclusion

The main research question for this study is, how do student identities affect the language learning motivations of students. The research had to ascertain whether the students showed motivation to learn English firstly. This was measured by the motivated effort that students made to learn the language. It was found that students were motivated; however, there were discrepancies due to some resistant behaviour that lecturers mentioned to justify the observations of some of them that the students are not motivated. Three main identities were implicated in the motivation of students as per the L2 Motivational Self-System's Ideal L2 Self and the Ought-to L2 Self and an additional actual present self. It was found that all three these contributed toward the motivated behaviour of students and because of the complex nature of identity and motivation concepts it seemed more appropriate to provide a nuanced description of the students' motivation rather than to depend on simple dichotomous, either-or judgments.

Chapter 7

Conclusion

This chapter presents the concluding remarks for the present study. The findings of the study are summarised, and the conclusions drawn from them are expounded on succinctly. It also discusses the limitations of the present research. It also makes some recommendations related to further development of research in the language learning motivation field with particular reference to theoretical consideration, conceptual aspects and more importantly for the language learning practice in a variety of contexts. Further, suggestions are made for future research in this field. The contribution of the present research is highlighted in this chapter.

The L2 Motivational Self-System played a key role in examining identities and motivation of students in this unique language learning environment. The purpose was to determine how the student identities that are peculiar to this context influence their language learning motivation. In other words, this paradigm was used to seek answers to the main research question, how do the identities of students affect their language learning motivation? It was however established that this model needed to be revised and expanded to accommodate the distinctiveness of this study and its unique context. This entailed incorporating ideas about identity from the field of psychology to facilitate a nuanced description of the identities that pervade the learning context of these students and how these impact on their language learning motivation. Identity motives were included in this study to explain why students chose to take on identities that involve learning or using the target language. Two of these motives, acceptance and self-efficacy, stood out as they contributed immensely to uncovering the underlying structure of the data

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originating from the quantitative data collection instruments. These motives assumed a central position in two of the three factors that are integral to this study. Their centrality to these factors and the manner in which they correlated to other items loading on these factors confirmed the need for the Ought-to L2 Self and Ideal L2 Self scales to be reinterpreted based on their incapacity to accurately represent these two self-guides.

Three factors were identified, the Personal Motivational Aspects, the Social Motivational Aspects and the Significant Present Identities factors. Each of these related to a particular set of identity elements which established the multiple identities that are part of these students' self-concepts. Three main identities were established by this study, the ideal self, the ought-to self and the actual present self. Each of these main identities is connected to a number of identities aspects that constitute each main identity. The actual present self involves the actual academic self, the actual L2 self, and the actual prominent identities. The ought-to self subsumes the Ought-to L2 Self (student), the Ought-to L2 Self (lecturer) and the Ought-to L2 Self related to parental expectations. The ideal self includes the Ideal L2 Self, the ideal career self and the ideal self connected to agreeability. It was found that these identities collectively contribute toward the motivated effort that students make to learn the target language.

The students were found to be motivated to learn English based on the data originating from both the qualitative and quantitative data collection instruments. It was however not clear whether they were motivated by the Ideal L2 Self or any other motiving entity. Based on the results of this study, theoretical support and previous research evidence, it was concluded that it was improbable that students in this context were

motivated by the Ideal L2 Self as the most significant motivator especially in light of the existence of the other identities mentioned earlier.

How do student identities affect their language learning motivation? The multiple identities that were delimited by this study and which are pertinent to the students' language learning motivation collaborate to provide the impetus for students to learn English. More specifically, students are motivated by their academic and career-related selves, their academic ought to selves, and the career ideal selves. The other identities emanate from the desires and expectations of others; these include the Ideal L2 Self and the Ought-to L2 Self. Their motivational potential is limited because they represent the sometimes contrasting desires and expectation of lecturers and significant others and not those of the students. The results of this study are of theoretic and practical consequence; however, its generalisability is limited by some aspects.

7.2. Limitations

The modest number of participants in this study may be one of its limitations. Although the number of students who participated in this research is big enough to be statistically significant, a bigger number of participants would have produced more varied results they could have included students who do not show motivated effort to learn English. That would have provided more interesting data as it would provide a more detailed account of student identities. The larger the sample size the more representative it is of the population studied. The result of this study is also limited to male students as the sample did not include any females. Past studies in this particular context have shown differences in motivation between male and female students. The results of both the data

collection methods clearly indicate the students who participated in the study are motivated language learners. In addition to this, the students who were interviewed demonstrated that they were motivated and were able to communicate in English. This sample does therefore not entirely represent students with a lower proficiency and those who are not motivated to learn English at all. This study was restricted to one geographical area and this therefore imposed further constraints associated with such a local focus. Thus, the possibility to generalise the study to the population of university students is restricted by these mentioned sampling aspects.

The advantage of using a mixed methods methodology for this research is that it provided more nuanced data than a purely quantitative approach, however examining diverse and dynamic concepts such as identity and motivation with predetermined notions of the identities to examine is limiting. Given the dynamic integrated nature of the self-concept, there are definitely more actual present identities that contribute toward the language learning identities of students. A more open-ended approach would have allowed for more unique identities and relationships between these identities and language learning motivation to surface. Allowing students to define their own present and future identities would provide more exciting nuances. It is possible that more prominent identities did not come to the fore because of the methodology applied here. This approach therefore did not examine all the possible and actual selves that may be relevant to the language learning motivation of these students.

7.3. Recommendations

The curriculum undoubtedly impacts on the motivation of students to learn, and this is true, by extension, of the learning materials associated with it. A number of studies

reviewed in this research report found that a mismatch between the needs, interests and proficiency levels of students resulted in them being unmotivated to learn, or they became demotivated as a result of these aspects (AlMaiman, 2005; Menard-Warwick, 2005; Fareh, 2010; Makram, 2010; Al-Sharif, 2012; Al-Khairy, 2013; Aslam, 2014). The lecturers mentioned some aspects that may indirectly impact on the students' language learning performance. The curriculum is one of these aspects that has been implicated in the low achievement of students by other researchers as well. The lecturers recommended that the curriculum should be congruent with the present state of students regarding their level of proficiency, preferences, learning styles, and attitudes. Further, it should be based on authentic current texts. The present research echoes these sentiments based on the actual present L2 user identity of students established by this study. A curriculum that presents students with real-life texts could develop the students' interest in the target language when they find personal use for it. The curriculum should provide students with opportunities to engage with the target language for personal reasons such as communication, entertainment, and information using authentic texts and the latest available technology. This suggests that students would be dealing with the language in a manner that encourages autonomy and self-directed learning which in turn nurture positive self-efficacy beliefs.

The present research found that students engaged with the target language for their own personal reasons which is advantageous to them for many reasons. The curriculum focuses on the academic aspects of language learning, and this type of use of the target language fills an important gap as far as overall development of proficiency in the language and well as nurturing a personal interest. Many studies have found a

reciprocal relationship between self-regulation, motivation and the Ideal L2 Self (Csizér and Kormos, 2014; Kim and Kim, 2014; Lyons, 2014; Iwaviec, 2014) and others recommend that motivational intervention should aim to establish self-regulation (Mezei, 2014). The scope of the curriculum does not extend to the level where it could accommodate the personal interest of every student. To further develop this personal L2 user persona the university could establish a self-access centre where they could develop the actual present L2 user identity. The English department attached to the Arabia Gulf University in Bahrain has been successfully running such as centre where students use English for their own purposes, and they take charge of their own language learning pathway (Malcolm and Majed, 2013).

The incoherence between the curriculum and teaching approach used in schools and the requirements of universities is clear. The low level of achievement of first-year students at university has been attributed to the low initial proficiency of students to take up their studies in English. It, therefore, follows that the shortfalls present in the schooling system with regard to English as an L2 should be addressed. It is therefore recommended that teacher training for English language teachers should be brought up to international standards. Teachers should adopt best practice standards based on a student-centred approach that focuses on developing skills rather than the prevalent teacher and textbook approach. It is recommended that school administrators implement a curriculum that actually prepares students for the academic requirements of tertiary institutions such as universities. This implies that relevant learning material should be acquired to fulfil these requirements of the mentioned curriculum.

The English language courses in universities in this context seldom extends beyond the preparatory year courses. Even when communicative proficiency is not the goal for these courses, it still takes a long time and much effort to achieve a suitable level of proficiency to cope with the academic demands of university courses that are presented in English. It is therefore recommended that universities extend their general English course and present more English for specific purposes (ESP) course as well as enrichment course for those who are interested in acquiring communicative proficiency in English.

7.4. Contribution of this Research

Research in educational settings is rarely done merely for the sake of knowing, but rather it is done to address some aspect of a practical issue associated with language learning and teaching. Thus, research should have an impact on practice (Hornberger and Hult, 2006). The present study is significant in terms of the practical and theoretical implications it has for the EFL / ESL field related to academic learning context such as the one in which this study was conducted. As far as the theoretical side is concerned, the primacy of the Ideal L2 Self and the Ought-to L2 Self to the language learning motivation of students in this and similar contexts is not a given. Rather, it was established that both these self-aspects should be reappraised especially given that they represent a narrow dichotomy that does not allow for the multiple dynamic identities of students to be recognised along with the roles they play in motivating students. The vague distinction between these two self-aspects resulting from the overlap of items that constitute the scales that measure them was illustrated by this study. This implies that the Taguchi et al. (2009) instrument may benefit from a revision to address these issues. Rather more personal and varied ideal and ought to selves would more accurately determine and

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describe the relationship between students identities and their drive to learn the target language. Applying the Ideal L2 Self and Ought-to L2 Self produce results that are dichotomous, in the sense that it determines whether students are motivated by either of the two, and it is not able to provide more details where they are required in research contexts where a more descriptive approach is necessary. This could only be done by extending their purview with concepts from other theoretical frameworks as was done in the present research.

A major contribution of the present study is that it identified some limitation with regard to applying the L2 Motivational Self-System to the language learning context of the present study. There is an emphasis on communicative proficiency as the benchmark that students should strive for otherwise they are not considered to be motivated. This view does not consider the personal aims that students pursue. They hold the English language as the functional medium through which students perform all their life tasks. It does not recognise the role of the other languages that students are proficient in, in this case, it is Arabic. This is a monolingual bias that undervalues the significance of student's multilingual proficiency and that English might actually only be useful as a medium by which to achieve academic goals and nothing more. They live in Arabic and learn academic subjects in a bilingual context. In class and outside, the university students discuss academic issues in Arabic. They help each other to understand concepts that were taught in English in Arabic. This bias is evident in the comments that lecturers made concerning the motivation of students to learn English and their criticism of their academic focus rather than striving to achieve communicative proficiency. The L2 Motivational Self-System also maintains that the most powerful motivational aspect of this theory is the Ideal

L2 Self which is directed at achieving communicative proficiency. The fact that students have various uses for English is not taken into consideration by this theory. The students in this learning context do not need to be proficient communicators in English. The present study identified various uses that students have for English, but their academic purposes are the most significant. Other uses are offshoots of their engagement with English as an academic subject.

The findings of the present study suggest that the L2 Motivational Self-System should accommodate the multilingual background of students who learn English in these environments. This may be done by expanding the narrow confines of the Ideal L2 Self in terms of its monolingual bias. It should define the students' Ideal L2 Self while taking into consideration the role of English in relation to the other languages in which these students are proficient. It should also consider the ideals, desires, and wishes of students as important aspects that determine their motivation to learn English and not only to acquire communicative proficiency.

The present study has also identified a Western bias in the L2 Motivational Self-System when it comes to how the Ideal L2 Self is considered the most powerful motivational aspect and that the Ought to self represents a less desirable motivational aspect. This is indicative of the individualism that Western cultures promote. The present study found that the ought-to selves of students contribute significantly to the students' motivation to learn English. It also found that there is a fine line that separates the Ideal L2 Self from the Ought-to L2 Self. Therefore it is difficult at times to distinguish between the ideals of the individual and those of society and significant others like parents. In collectivist societies like Saudi Arabia, the duties and responsibilities that people have can

become internalised to the extent that it can be considered as an individual ideal. The sense of duty and responsibility that students in this learning context have for their family, community, religion, and country significantly influences their motivation to learn English and should be duly considered when assessing their motivation (see 2.3.5).

The present research also contributes to the practice of English language teaching in the Saudi context, particularly when it comes to concerns regarding the curriculum. As indicated previously, the curriculum is vital to the language learning performance of students and that it should take into consideration the needs of students. This would only be possible if the needs of students are apparent in the curriculum design process. The focus of the current study on the multiple identities of students in relation to their present actual identities, ought to selves and ideal selves allows for the needs of students to become apparent when planning the curriculum. The self-aspects of students that were found to be prominent to their language learning motivation in the current study are the ideal self of students' incorporating their ideal career selves and the agreeability component, their actual present selves and their ought to selves. All these identity components contribute toward the motivated behaviour of students, and they should, therefore, inform decisions about the curriculum adopted by language learning institutions.

7.5. Future Research

The present focus of language learning motivation is as a result of the overlap between the SLA field and other fields like psychology and education. At first, motivation was regarded as a dichotomy involving instrumental and integrative motivational orientations (Gardner, 1985). A collaborative effort among researchers, amid calls for a revision of this view, resulted in this paradigm being expanded so that it may include EFL

contexts. An offshoot of this expansion was the L2 Motivational Self-System with its focus on future self-guides and the discrepancy that exists between them and the present self. The idea of identity was thus firmly set within the understanding of what drives students to learn a new language as a result of the intersection between various fields of study with their diverse theoretical contributions. A proliferation of ideas about identity and language learning now exists each providing a different vantage point of this phenomenon. The diversity and multiplicity of student identities cannot be detailed by any single perspective.

Further revision and expansion of existing views is required to reliably capture these complex identity and motivation elements that are so uniquely represented in each learning context and each diversely unique student. Future research can benefit theoretically from more collaborative methods that involve various relevant perspectives from related disciplines such as psychology and education. In terms of research methodology more open-ended, qualitative approaches would produce a wealth of context-specific personally constructed identities.

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Addendum 1

استبيان خاص بمتعلمي اللغة الأنكليزية

يعد هذا الاستبيان جزءاً من أطروحة دكتوراه تُشرف عليها كلية التربية في جامعة ستيلينبوش في دولة جنوب إفريقيا لفهم أفضل لدوافع متعلمي اللغة الأنكليزية. يتألف هذا الاستبيان من أربعة أقسام. يرجى قراءة التعليمات بعناية ومن ثم الإجابة عنها. وبما أن لدينا اهتماماً خاصاً بوجهة نظرك الشخصية، فإنه لا يوجد اجابات صحيحة وأخرى خاطئة. سيتم التعامل مع اجابتك بسرية تامة ولذلك لا يتوجب عليك كتابة اسمك. ستستخدم هذه الدراسة لأغراض بحثية فقط لذلك يرجى إعطاء إجاباتك بصدق وموضوعية.
شكراً جزيلاً لمساعدتك.

الجزء الأول

بين موقفك فيما إذا كنت موافق أو غير موافق على العبارات التالية بوضع دائرة من الرقم 1 الى الرقم 6. يرجى إكمال جميع البنود.

أوافق بشدة		أوافق		أوافق إلى حد ما	لا أوافق إلى حد ما	لا أوافق	لا أوافق بشدة
6		5		4	3	2	1

مثال : اذا كنت موافق بشدة على العبارة التالية يرجى الإجابة بهذه الطريقة :

مثال	أحب كرة القدم	1	2	3	4	5	⑥

1	تعلم اللغة الأنكليزية ضروري لأن الأشخاص الذين من حولي يعتقدون أنه يتوجب علي أن أتعلم اللغة الأنكليزية.	1	2	3	4	5	6
2	تعلم اللغة الانكليزية يجعلني أشعر بالرضا عن نفسي.	1	2	3	4	5	6
3	أستطيع القول بصدق أنني أبذل قصارى جهدي من أجل تعلم اللغة الانكليزية .	1	2	3	4	5	6
4	إنني على استعداد لأبذل قصارى جهدي من أجل تعلم اللغة الانكليزية.	1	2	3	4	5	6
5	أعتقد أن تعلم اللغة الانكليزية له تأثيراً سلبياً على معتقدي الديني.	1	2	3	4	5	6
6	أشعر أن استخدام اللغة الانكليزية كلغة ثانية سوف يتداخل مع هويتي كمواطن سعودي.	1	2	3	4	5	6
7	أشعر بعدم الارتياح عند التكلم باللغة الانكليزية لأن الأشخاص الذين هم مثلي لا يتكلمون اللغة الانكليزية.	1	2	3	4	5	6
8	غالبا ما أتخيل نفسي كشخص قادر على تكلم اللغة الانكليزية.	1	2	3	4	5	6
9	القدوة الذين أعرفهم يتكلمون اللغة الانكليزية هم فقط الأجانب الذين يظهرون على التلفاز أو في الأفلام.	1	2	3	4	5	6
10	أحب ما أنا عليه ولكن أخشى أن أتغير عندما أصبح متحدثاً للغة الانكليزية.	1	2	3	4	5	6
11	أفضّل أن أتعلم مادة أخرى بدلاً من تعلم اللغة الانكليزية.	1	2	3	4	5	6

أوافق بشدة	أوافق	أوافق إلى حد ما	لا أوافق إلى حد ما	لا أوافق	لا أوافق بشدة
6	5	4	3	2	1

6	5	4	3	2	1	عندما أتحدث اللغة الانكليزية. أشعر أن ارتباطي بثقافتي يضعف.	12
6	5	4	3	2	1	عندما أتحدث اللغة الانكليزية. أشعر بالارتباك لأنها تجعلني أشعر بأنني أحاول أن أكون شخصاً اخراً.	13
6	5	4	3	2	1	كلما أفكر بمستقبلي المهني اتخيل نفسي انني قادر على استخدام اللغة الانكليزية.	14
6	5	4	3	2	1	قليل من الاشخاص يهتمون بمدى تعلمي للغة الانكليزية.	15
6	5	4	3	2	1	تعلم اللغة الانكليزية يؤثر على شخصيتي كعربي بشكل سلبي.	16
6	5	4	3	2	1	إن القدرة على التحدث باللغة الانكليزية يجعل حياتي ذات معنى أكبر.	17
6	5	4	3	2	1	إذا كان لي الخيار، أود أن لا أدرس اللغة الانكليزية.	18
6	5	4	3	2	1	يمكنني أن أتخيل انني اتكلم اللغة الانكليزية مع أصدقاء أو زملاء أجانب.	19
6	5	4	3	2	1	هناك الكثير من الأشخاص مثلي الذين يتكلمون اللغة االأنكليزية في مجتمعي و أود أن أكون مثلهم.	20

الجزء الثاني

يرجى الاجابة على الأسئلة التالية.

كثير جداً	كثيراً	ليس إلى حد كبير	قليلاً	قليلاً جداً	ليس على الاطلاق
6	5	4	3	2	1

مثال: اذا كنت تحب كرة القدم كثير جدا بالتالي اجب على السؤال كما يلي:

(6)	5	4	3	2	1	هل تحب كرة القدم	مثال

6	5	4	3	2	1	هل تشعر أن التحدث باللغة الانكليزية يؤثر سلباً على هويتك كمسلم؟	21
6	5	4	3	2	1	هل تعتقد أن حياتك ربما تكون ذات معنى أكبر إذا كنت تعرف اللغة الانكليزية بشكل أفضل؟	22
6	5	4	3	2	1	هل تشعر أنك إذا لم تدرس اللغة الانكليزية سيشعر والديك بخيبة أمل فيك؟	23

كثير جداً		كثيراً	ليس إلى حد كبير	قليلاً	قليلاً جداً	ليس على الاطلاق
6		5	4	3	2	1

6	5	4	3	2	1	هل تشعر أن تعلم اللغة الانكليزية مضيعة للوقت؟	24
6	5	4	3	2	1	هل تعتقد أنه من الممكن أن تكون متحدثاً للغة الانكليزية دون أن تتداخل مع هويتك كمواطن سعودي؟	25
6	5	4	3	2	1	هل تعتقد أن دروس اللغة الانكليزية تشعرك بالاحباط لأنك غير قادر على التعلم بشكل فعال؟	26
6	5	4	3	2	1	هل تشعر أنه مهما كنت تعمل بجد في دراسة اللغة الإنجليزية انك لا تزال غير قادر على تعلم اللغة الانكليزية بشكل جيد؟	27
6	5	4	3	2	1	إذا لم تكن اللغة الانكليزية تدرّس في جامعتك هل كنت ستحاول تعلمها في مكان آخر؟	28
6	5	4	3	2	1	عندما تفكر بمستقبلك هل تشعر أنه من المهم أن تستخدم اللغة الانكليزية ؟	29
6	5	4	3	2	1	هل يمكنك أن تتخيل نفسك تعيش خارج بلدك وتناقش أمورك باستخدام اللغة الانكليزية ؟	30
6	5	4	3	2	1	هل تعتقد أنه من الممكن أن تتعلم اللغة الانكليزية وتحافظ على هويتك كعربي؟	31
6	5	4	3	2	1	هل يجعلك التحدث باللغة الانكليزية تشعر بأنك شخصاً مميزاً؟	32
6	5	4	3	2	1	هل تعتقد أنه إن لم تتعلم اللغة الانكليزية سيكون لذلك تأثيراً سلبياً على حياتك؟	33
6	5	4	3	2	1	هل تعتقد أن تعلم اللغة الانكليزية سيجعل الاخرين يعتقدون انك دخيل عليهم؟	34
6	5	4	3	2	1	هل تعتقد أنك تهدر وقتك أثناء دراسة اللغة الانكليزية ؟	35
6	5	4	3	2	1	هل تشعر أنك قادر على إجادة اللغة الانكليزية فيما اذا اخترت القيام بذلك؟	36
6	5	4	3	2	1	هل تريد أن تعرف اللغة الانكليزية جيدا لأنك تريد أن تكون شخصا مميزاً بين أفراد مجموعتك؟	37
6	5	4	3	2	1	هل تعتبر دراسة اللغة الانكليزية مهمة لك لكي تكون مقبولاً من قبل نظرائك او معلميك أو أفراد أسرتك أو مديرك في العمل ؟	38
6	5	4	3	2	1	هل تشعر بأن تعلم اللغة الانكليزية سوف يجعلك أقل شأناً من الآخرين في مجتمعك؟	39
6	5	4	3	2	1	هل تعتقد أنه يمكنك تعلم اللغة الانكليزية دون أن تفقد ثقافتك؟	40

الجزء الثالث

هذا القسم يشبه القسم الاول. اشر إلى أي مدى انك توافق أو لا توافق على العبارات التالية بوضع دائرة من1 الى 6. يرجى استكمال جميع العناصر.

أوافق بشدة	أوافق	أوافق إلى حد ما	لا أوافق إلى حد ما	لا أوافق	لا أوافق بشدة
6	5	4	3	2	1

6	5	4	3	2	1	يعتقد قليل من الاشخاص من حولي انه شئ جيد ان اتعلم اللغة الانكليزية.	41
6	5	4	3	2	1	استّطيع ان اتخيل نفسي انني أدرس في إحدى الجامعات التي تدرس جميع المواد باللغة الانكليزية.	42
6	5	4	3	2	1	أنا بحاجة لتعلم اللغة الانكليزية من أجل المستقبل.	43
6	5	4	3	2	1	قد أكون مختلفاً عن أفراد عائلتي وأصدقائي لأنني أتعلم اللغة الانكليزية.	44
6	5	4	3	2	1	تعد دراسة اللغة الانكليزية أمراً مهماً بالنسبة لي وذلك لانه يفترض أن يكون المتعلم قادراً على تكلم اللغة الانكليزية.	45
6	5	4	3	2	1	لن أصبح أفضل شخص إذا كنت أعرف اللغة الانكليزية.	46
6	5	4	3	2	1	أنا أحد أولئك الاشخاص اللذين يبذلون مجهوداً كبيراً في سبيل تعلم اللغة الانكليزية.	47
6	5	4	3	2	1	بالنسبة للأشخاص المقيمين في المكان الذي أعيش فيه، فإن تعلم اللغة الانكليزية لا يعني لهم الكثير.	48
6	5	4	3	2	1	إذا تعلمت اللغة الانكليزية فانها سوف تغيرني إلى شخص آخر.	49
6	5	4	3	2	1	أتعلم اللغة الانكليزية لأنني أريد أن أكسب احترام الأشخاص الذين يتكلمون اللغة الانكليزية.	50
6	5	4	3	2	1	إذا عرض علي الخضوع لدورة في اللغة الانكليزية في المستقبل سوف أقوم بذلك.	51
6	5	4	3	2	1	إن معرفة اللغة الانكليزية ستجعل اصدقائى وأفراد عائلتي وأفراد مجتمعي يحترمونني أكثر.	52
6	5	4	3	2	1	يميل معظم الناس من حولي إلى الاعتقاد بأن تعلم اللغة الانكليزية مضيعة للوقت.	53
6	5	4	3	2	1	أخشى أنني سوف أفقد هويتي اذا تبنيت اللغة الانكليزية كلغتي الثانية.	54

أوافق بشدة	أوافق	أوافق إلى حد ما	لا أوافق إلى حد ما	لا أوافق	لا أوافق بشدة
6	5	4	3	2	1

6	5	4	3	2	1	أحب تعلم اللغة الانكليزية لأنني أود أن أكون جزءاً من مجتمع عالمي يتكلم اللغة الإنكليزية.	55
6	5	4	3	2	1	إذا أصبحت شخصاً يتحدث اللغة الانكليزية بمهارة ربما لا يقتبلني أفراد مجتمعي.	56
6	5	4	3	2	1	تتطلب الأشياء التي أرغب بالقيام بها في المستقبل ان أكون قادراً على التحدث باللغة الانكليزية.	57
6	5	4	3	2	1	أشعر بالحرج عندما يعلم أفراد مجتمعي أنني أتعلم اللغة الانكليزية.	58
6	5	4	3	2	1	من الأفضل أن أقضي وقتي بالقيام بأمور أكثر أهمية من دراسة اللغة الانكليزية.	59
6	5	4	3	2	1	أستطيع أن أتكلم اللغة الانكليزية بطلاقة إن إردت ذلك.	60

أكمل الاستبيان في الصفحة التالية

الجزء الرابع

يرجى اعطاء المعلومات التالية وذلك بوضع اشارة (✓) في المربع او اكتب اجابتك في الفراغ

الجنسية: سعودي☐ غير سعودي☐

العمر: 18☐ 19☐ 20☐ 21☐ 22☐ 23☐ 24☐ اخرى _____

الكلية. _____

☐ **تجارب اكتسبتها خارج البلاد:** هل قضيت فترة طويلة من الزمن (على الاقل لفترة ثلاثة اشهر) في بلاد لغتها هي اللغة الانكليزية (على سبيل المثال لغرض الدراسة او السفر) ؟ نعم ☐ لا ☐

☐ **اتقان اللغة الانكليزية :** **يرجى** اعطاء تقييم كلي **لمهارتك الحالية في اللغة الأنكليزية** وذلك بوضع علامة (✓) على العبارات التالية:

☐ **مستوى اعلى من المتوسط:** قادر على التحدث عن امور الحياة العامة وعن مواضيع في تخصصي وفهم جوهر المحاضرات والبرامج الاذاعية. كما انني قادر على قراءة مواضيع ذات مستوى لغوي عالي كما هو الحال في الصحف و كذلك كتابة افكاري الشخصية.

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☐ **مستوى المتوسط:** قادر على التحدث في الأمور العامة للحياة اليومية. كما أنني قادراً على قراءة المواد العامة المتعلقة بالحياة اليومية و كتابة نصوص بسيطة.

☐ **مستوى أدنى من المتوسط:** قادر على التحدث حول مواضيع يومية مألوفة. كما أنني قادر على قراءة مواد ذات مواضيع يومية مألوفة وكذلك كتابة رسائل بسيطة.

☐ **مستوى أعلى من المبتدئ:** قادر على اجراء محادثة بسيطة مثل إلقاء التحيات و التعرف على شخص ما. كما انني قادر على قراءة مواد بسيطة وكتابة نصوص بسيطة وفقا للغة الانكليزية البسيطة.

☐ **مستوى المبتدئين** ـ قادر على إلقاء تحيات بسيطة وذلك باستخدام عدد محدود من الكلمات والعبارات. كما أنني قادر على قراءة جمل بسيطة و فهم مضمون النصوص القصيرة وكتابة جمل بسيطة باستخدام القواعد الأساسية للغة الانكليزية .

شكراً على تعاونكم

Addendum 2

English Student Questionnaire

This survey is part of a doctoral thesis supervised by the Faculty of Education at the University of Stellenbosch, South Africa, to better understand the motivation of learners of English. This questionnaire consists of four sections. Please read the instruction carefully and then write your answers. We are interested in your personal views therefore there are no "right" or "wrong" answers. Your answers will be kept confidential so you do not have to write your name. This survey will be used for research purposes only so please give your answers sincerely. Thank you very much for your help!

Part I

Indicate the extent to which you agree or disagree with the following statements by circling a number from 1 to 6. Please complete all the items.

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**	**6**

Example
If you strongly agree with the following statement answer like this:

Ex.	I like football.	1	2	3	4	5	6

1.	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
2.	Learning English makes me feel good about myself.	1	2	3	4	5	6
3.	I can honestly say that I am really doing my best to learn English.	1	2	3	4	5	6
4.	I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6
5.	I think that learning English has a negative effect on my religion.	1	2	3	4	5	6
6.	I feel that using English as a second language will interfere with my identity as a Saudi.	1	2	3	4	5	6
7.	I feel uncomfortable speaking English because people like me do speak English.	1	2	3	4	5	6
8.	I often imagine myself as someone who is able to speak English.	1	2	3	4	5	6
9.	The only English speaking role models I know are foreigners on television and in movies.	1	2	3	4	5	6
10.	I like who I am now but I am afraid that becoming an English speaker will change me.	1	2	3	4	5	6

11.	I prefer to study other subjects instead of English.	1	2	3	4	5	6
12.	When I speak English, it feels like I am weakening my connection with my culture.	1	2	3	4	5	6
13.	It is awkward for me to speak English because it makes me feel like I'm trying to be someone else.	1	2	3	4	5	6

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

14.	Whenever I think of my future career, I imagine myself being able to use English.	1	2	3	4	5	6
15.	Hardly anybody really cares whether I learn English or not.	1	2	3	4	5	6
16.	Learning English affects my identity as an Arab negatively.	1	2	3	4	5	6
17.	Being able to speak English will not add any value to my life.	1	2	3	4	5	6
18.	If I had a choice, I would not study English at all.	1	2	3	4	5	6
19.	I can imagine speaking English with international friends or colleagues.	1	2	3	4	5	6
20.	There are many English speaking role models in my community that I wish to be like.	1	2	3	4	5	6

Part II

Please answer the questions below.

Not at all	not so much	so-so	a little	quite a lot	very much
1	2	3	4	5	6

Example: If you like football very much then answer the question like this:

| Ex. | How much do you like football? | 1 | 2 | 3 | 4 | 5 | 6 |

21.	Do you feel that speaking English affects your identity as a Muslim in a negative way?	1	2	3	4	5	6
22.	Do you think your life would much more meaningful if you knew English well?	1	2	3	4	5	6
23.	Do you feel that if you don't study English your parents will be disappointed with you?	1	2	3	4	5	6
24.	Do you feel that learning English is a waste of time?	1	2	3	4	5	6

25.	Do you think it is possible to be an English speaker without it interfering with your identity as a Saudi?	1	2	3	4	5	6
26.	Do you believe that English classes are frustrating because you are unable to learn effectively?	1	2	3	4	5	6
27.	Do you feel that no matter how hard you work at English you are still unable to do well?	1	2	3	4	5	6

Not at all	not so much	so-so	a little	quite a lot	very much
1	2	3	4	5	6

28.	Would you try to go to English classes somewhere else if English were not taught in your university?	1	2	3	4	5	6
29.	When you think about your future, do you feel it is important that you use English?	1	2	3	4	5	6
30.	Can you imagine yourself living abroad and having a discussion in English?	1	2	3	4	5	6
31.	Do you think it is possible to learn English and still maintain your identity as an Arab?	1	2	3	4	5	6
32.	Does speaking English make you feel unique?	1	2	3	4	5	6
33.	Do you think that if you don't learn English it will have a negative impact on your life?	1	2	3	4	5	6
34.	Do you think that learning English will make others think of you as an outsider?	1	2	3	4	5	6
35.	Do you think that you are wasting your time studying English?	1	2	3	4	5	6
36.	Do you feel that you can do well in English if you choose to do so?	1	2	3	4	5	6
37.	Do you want to know English well because you want to stand out from your group?	1	2	3	4	5	6
38.	Do you think studying English is important in order to gain the approval of peers/teachers/family/boss?	1	2	3	4	5	6
39.	Do you feel that learning English will make you inferior to others in your community?	1	2	3	4	5	6
40.	Do you think you can learn English without losing your culture?	1	2	3	4	5	6

Part III

This section is the same as section 1. Indicate the extent to which you agree or disagree with the following statements by circling a number from 1 to 6. Please complete all the items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**	**6**

41.	Few people around me think that it is such a good thing to learn English.	1	2	3	4	5	6
42.	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
43.	I need English for what I want to be in the future.	1	2	3	4	5	6

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**	**6**

44.	I learn English so that I can be different from my family and friends.	1	2	3	4	5	6
45.	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
46.	I will not become a better person if I know English.	1	2	3	4	5	6
47.	I am the kind of person who makes great efforts to learn English.	1	2	3	4	5	6
48.	For people where I live learning English doesn't really matter that much.	1	2	3	4	5	6
49.	I don't like to learn English because it will change me into a different person.	1	2	3	4	5	6
50.	I learn English because I want English speakers to respect me.	1	2	3	4	5	6
51.	If an English course were offered in the future, I would like to take it.	1	2	3	4	5	6
52.	Knowing English well will make my friends, family and people in my community respect me more.	1	2	3	4	5	6
53.	Most people around me tend to think that learning a foreign language is a waste of time.	1	2	3	4	5	6
54.	I am afraid that I will lose who I am if I adopt English as my second language.	1	2	3	4	5	6
55.	I like learning English because I would like to be part of the global English speaking community.	1	2	3	4	5	6

56.	If I become a proficient English speaker people in my social group may not accept me.	1	2	3	4	5	6
57.	The things I want to do in the future require me to speak English.	1	2	3	4	5	6
58.	I feel embarrassed to let people in my community know I learn English.	1	2	3	4	5	6
59.	My time will be better spent on more important things than studying English.	1	2	3	4	5	6
60.	I can become fluent in English if I put my mind to it.	1	2	3	4	5	6

Please complete Part IV on the next page.

Part IV

Please provide the following information by ticking (✓) in the box or writing your response in the space.

Nationality: ❑ Saudi ❑ Non-Saudi

Age: ❑ 18   ❑ 19 ❑ 20 ❑ 21 ❑ 22 ❑ 23 ❑ 24 ❑ other: _____

College: _____

Overseas experiences: *Have you spent a longer period (at least a total of three months) in English-speaking*
countries (e.g., travelling, studying)? ❑ Yes ❑ No

English ability: *Please rate your current overall proficiency in English by ticking one.*

❑ **Upper Intermediate level and over**—Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.

❑ **Intermediate level** —Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.

❑ **Lower Intermediate level** — Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.

❑ **Post-Beginner level**—Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.

❑ **Beginner level** — Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.

Thank you for your cooperation!

Addendum 3

Descriptive statistics – Student Questionnaire
Questionnaire Items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	5	0	0	0	**61**	**37**	**26**	1	**30**	**46**	**39**	**39**	26	0	9
2	2	1	2	0	22	29	20	2	24	29	20	31	**32**	3	19
3	5	2	5	4	5	14	17	2	14	9	17	13	14	2	18
4	21	12	27	10	4	3	17	16	12	4	6	5	11	8	**25**
5	26	23	**31**	30	0	4	7	**36**	6	3	3	3	6	35	16
6	**32**	**54**	26	**48**	0	4	4	34	6	1	7	0	2	**42**	3
Total	91	92	91	92	92	91	91	91	92	92	92	91	91	90	90

Likert Scale (row label)

Questionnaire Items

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	**53**	1	**47**	0	0	**78**	5	22	**77**	11	**25**	**28**	8	0	1
2	27	5	18	1	5	7	2	16	9	3	17	12	5	1	2
3	7	3	13	2	3	1	10	16	4	4	13	17	7	2	3
4	3	22	3	20	12	4	14	**24**	2	9	19	15	13	3	12
5	1	**31**	5	**42**	29	0	25	7	0	25	7	8	26	18	32
6	1	30	5	27	**42**	0	**35**	6	0	**40**	9	8	**30**	**68**	41
Total	92	92	91	92	91	90	91	91	92	92	90	88	89	92	91

Likert Scale (row label)

Questionnaire Items

		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Likert Scale	1	0	3	8	**63**	**69**	3	6	2	**75**	4	3	1	0	15	1
	2	1	1	6	12	12	2	4	5	13	2	6	6	0	15	1
	3	1	7	20	6	1	8	3	7	0	1	5	7	0	12	4
	4	4	25	**25**	8	8	18	20	17	2	10	12	**30**	8	**19**	13
	5	25	19	17	2	2	**31**	23	26	2	26	**33**	23	21	14	34
	6	**61**	**35**	16	1	0	29	**35**	**35**	0	**49**	**33**	24	**62**	17	**38**
	Total	92	90	92	92	92	91	91	92	92	92	92	91	91	92	91

Questionnaire Items

		46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Likert Scale	1	9	1	3	**24**	4	0	5	**25**	**53**	1	**51**	1	**67**	**28**	6
	2	7	10	20	19	15	2	6	22	27	2	29	1	22	25	10
	3	14	6	17	13	12	2	19	20	10	6	9	4	1	19	16
	4	**26**	**29**	**34**	16	**28**	17	**36**	15	0	10	1	18	2	12	**29**
	5	15	25	12	11	15	33	14	7	1	36	1	28	0	3	24
	6	19	20	5	9	18	**38**	12	3	1	**37**	1	**40**	0	5	7
	Total	90	91	91	92	92	92	92	92	92	92	92	92	92	92	92

Addendum 4

ESL / EFL Lecturers Questionnaire

This survey is part of a doctoral research supervised by the Faculty of Education at the University of Stellenbosch, South Africa. The aim of this study is to better understand the motivation of students of English. This questionnaire consists of two sections. Please read the instructions carefully and then write your answers. Your answers will be kept confidential so you do not have to write your name. This survey will be used for research purposes only so please give your answers sincerely. Thank you very much for your help.

Section 1

The following questions relate to the preparatory year student you've taught in a Saudi university.

Indicate the extent to which you agree or disagree with the following statements by circling a number from 1 to 6. Please complete all the items.

Strongly disagree	Disagree	Slightly Disagree	Slightly agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**	**6**

1.	Students are motivated to learn English.	1	2	3	4	5	6
2.	Students actively participate in classroom activities.	1	2	3	4	5	6
3.	Students come to class without textbooks or notebooks.	1	2	3	4	5	6
4.	Students are always on time for class.	1	2	3	4	5	6
5.	Students do their best to learning English.	1	2	3	4	5	6
6.	Students are willing to put in extra effort to master a lesson.	1	2	3	4	5	6
7.	Students in my class play with their mobile phones during lessons.	1	2	3	4	5	6
8.	Students always do their homework and assignments.	1	2	3	4	5	6
9.	Students always try their best to complete class exercises and activities.	1	2	3	4	5	6
10.	Most students are willing to take additional classes to improve their English.	1	2	3	4	5	6

11.	Students only participate in activities for which they are given a grade.	1	2	3	4	5	6
12.	Students volunteer to do extra exercises and assignments to improve their English.	1	2	3	4	5	6
13.	Most students find learning English difficult.	1	2	3	4	5	6

Section 2

14. What is the level of English language proficiency of your students?
☐ Beginner ☐ Intermediate ☐ Upper Intermediate ☐ Advanced
15. To what extent do you think your students are achieving the aims of the course you are teaching?
☐ not at all ☐ somewhat ☐ mostly ☐ completely
16. Is the language proficiency of your students of an appropriate level for them to understand lessons given in English only?
☐ not at all ☐ somewhat ☐ mostly ☐ completely
17. Do you think that the course material you are using enhances the students' interest in learning English?
☐ not at all ☐ somewhat ☐ mostly ☐ completely
18. Do think that the overall classroom experience contributes positively towards the motivation and level of achievement of your students?
☐ not at all ☐ somewhat ☐ mostly ☐ completely
19. Why do you think your students are learning English?
☐ because they are expected to ☐ for a future career ☐ to communicate with native speakers ☐ to be part of the global community
20. List and comment on any other aspects that you feel may be affecting the motivation of your students to learn English. Write your answer in the space below.

Thank you very much for your support.

Addendum 5

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

The Effects of Learner Identities on Language Learning Motivation

- Faculty of Education;

You are asked to participate in a research study conducted by Moegamat Yusuf Feltman from the Department of Curriculum Studies, in the Faculty of Education at Stellenbosch University, South Africa. You were also selected for this study because you are 18 years or older. The results will contribute to the thesis of my studies.

You were selected as a possible participant in this study because you are a university student studying in English in Preparatory Year Programme of your university.

1. PURPOSE OF THE STUDY

To investigate how learner identities affect their language learning motivation;

2. PROCEDURES

If you volunteer to participate in this study, I may ask you to complete two activities.

- The first one will be a questionnaire that will take you 30 minutes to complete during the course of the study;

- The second activity will be an interview with selected participants to follow up some items in the questionnaire. The interview will be conducted telephonically or personally during the course the study. The interview will be scheduled for a maximum of 30 minutes;

I wish to ask for your permission to use the data from the questionnaire and interviews for the study. As a researcher, I intend to analyse the collected data and disseminate findings in the Faculty of Education, conferences and publish an article.

3. POTENTIAL RISKS AND DISCOMFORTS

This study is considered to be minimal risk. There are no known additional risks to those who take part in this project.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The findings from the project will be used to make recommendations to contribute to the existing body of knowledge about language learning motivation, especially in the context of Saudi Arabia.

5. PAYMENT FOR PARTICIPATION

You will not be remunerated for participation. You will not incur any costs in participation.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of using pseudonyms in publications. Data in biographical information such as gender, age, etc. will be used for purpose of classification during statistical evaluation, and under no circumstances be disclosed to any other party, but the researcher. Completed questionnaires will be locked up and password protected. You will not be asked to put your name on anything except for this form.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me during participation or at any time during the project, please do not hesitate to contact me the researcher, Moegamat Yusuf Feltman, a student in the Department of Curriculum Studies, in the Faculty of Education, Stellenbosch University on the following number +966 50804 5358. You may also contact Professor Christa van der Walt, the research supervisor, at the following email address, cvdwalt@sun.ac.za or on her office telephone number, +27 21 808 2284.

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; +27 21 808 4622] at the Division for Research Development at the University of Stellenbosch.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me in English/Arabic and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____

Name of Subject/Participant

_____   _____

Signature of Subject/Participant   Date

SIGNATURE OF INVESTIGATOR

I declare that the information given in this document was explained to _____ [*name of the subject/participant]* and/or [his/her] representative _____ [*name of the representative]*. *[He*/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [*English / Arabic / Other*] and [*no translator was used/this conversation was translated into* _____ by _____]*.

_____   _____

Signature of Investigator   Date

Addendum 6

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH – (Instructors)

The Effects of Learner Identities on Language Learning Motivation

- Faculty of Education;

You are asked to participate in a research study conducted by Moegamat Yusuf Feltman from the Department of Curriculum Studies, in the Faculty of Education at Stellenbosch University, South Africa. The results will contribute to the thesis of my studies.

You were selected as a possible participant in this study because you are an EFL / ESL instructor teaching English causes to students in the Preparatory Year Programme of your university.

1. PURPOSE OF THE STUDY

To investigate how learner identities affect their language learning motivation;

2. PROCEDURES

If you volunteer to participate in this study, I may ask you to complete a questionnaire that will take you about 15 minutes to complete during the course of the study.

I wish to ask for your permission to use the data from the questionnaire for the study. As a researcher, I intend to analyse the collected data and disseminate findings in the Faculty of Education, conferences and publish an article.

3. POTENTIAL RISKS AND DISCOMFORTS

This study is considered to be minimal risk. There are no known additional risks to those who take part in this project.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The findings from the project will be used to make recommendations to contribute to the existing body of knowledge about language learning motivation, especially in the context of Saudi Arabia.

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5. PAYMENT FOR PARTICIPATION

You will not be remunerated for participation. You will not incur any costs in participation.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of using pseudonyms in publications. Data in biographical information such as gender, age, etc. will be used for purpose of classification during statistical evaluation, and under no circumstances be disclosed to any other party, but the researcher. Completed questionnaires will be locked up and password protected. You will not be asked to put your name on anything except for this form.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me during participation or at any time during the project, please do not hesitate to contact me the researcher, Moegamat Yusuf Feltman, a student in the Department of Curriculum Studies, in the Faculty of Education, Stellenbosch University on the following number +966 50804 5358. You may also contact Professor Christa van der Walt, the research supervisor, at the following email address, cvdwalt@sun.ac.za or on her office telephone number, +27 21 808 2284.

9.   RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; +27 21 808 4622] at the Division for Research Development at the University of Stellenbosch.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____

Name of Subject/Participant

_____   _____

Signature of Subject/Participant   Date

SIGNATURE OF INVESTIGATOR

I declare that the information given in this document was explained to _____ [*name of the subject/participant*] and/or [his/her] representative _____ [*name of the representative*]. *[He*/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used.*

_____   _____

Signature of Investigator   Date

Addendum 7

Student Interview Guide

1. Why do you learn English?
2. How much time do you spend studying English outside of your university?
3. Have you ever travelled to another country to learn English?
4. Do you wish to go to another country to study English sometime in the future?
5. What are your future plans for your English studies? Give me as much details as possible.
6. What else do you use English, for besides studying it in university? Do you read English books, watch movies, listen to music, or talk to English speakers?
7. Do you ever feel that learning English is hard and you want to give up? So when you feel that way what pushes you to continue learning even when you feel that it's difficult to learn English?
8. When you think of yourself in the future, can you imagine yourself as someone who can speak English well? Describe how you see yourself in the future in as much detail as possible.
9. What do you feel would happen if you should fail to learn English? How will it affect your life?
10. How does learning English make you feel about yourself? Explain in as much detail as possible.
11. How do you think learning English has changed your life? How do you think it will change your life in the future? Do you feel worried that learning English may change who you are?
12. In which ways do you think knowing English will improve your life?
13. Do you ever feel that for you to learn English you'll have to give up who you are and become someone else; that you have to become more like a westerner?
14. How does learning English affect your identity as a Muslim?
15. How does it affect your identity as an Arab and a Saudi?

16. How do you feel about having Westerners teaching you English? What effect do you think they have on your culture, religion, and way of thinking? How do they make you feel about yourself and your culture?

17. What do you like about learning English in your university?

18. What don't you like about learning English there? What would you change about the way English is taught there?

19. How does the classroom environment make you feel about learning English? In which ways do your family and friends support you in learning English?

20. How many of your family and friends can speak English? How does it make you feel that you are one of only a few people who can speak English in your country?

Addendum 8

Factor Loadings (Varimax normalized)

Variable	Factor 1	Factor 2	Factor 3	Factor 4
	Factor Loadings (Varimax normalized)			
Item 1	-0.067342	0.439718	-0.188532	-0.100071
Item 2	0.518095	0.329185	-0.197698	-0.105666
Item 3	0.466607	0.182532	0.052706	0.014551
Item 4	0.363802	0.217674	-0.227065	0.119941
Item 5	-0.132877	-0.240027	0.623862	-0.046260
Item 6	-0.149860	0.012865	0.320306	0.391061
Item 7	-0.244340	-0.114817	0.306273	0.161480
Item 8	0.350128	0.170490	0.006681	-0.518460
Item 9	-0.216448	0.270665	0.224423	-0.205320
Item 10	0.037911	0.046729	0.306522	0.370529
Item 11	-0.504494	-0.052347	0.168318	0.181715
Item 12	-0.083675	-0.143627	0.538502	-0.108546
Item 13	-0.282493	0.101083	0.494011	0.120309
Item 14	0.451747	0.341401	-0.165725	0.071058
Item 15	-0.240848	0.034198	0.088843	0.354665
Item 16	-0.071946	-0.350078	0.566616	0.055233
Item 17	0.111000	0.581948	0.021799	0.102184
Item 18	-0.504951	0.133208	0.280611	0.075421
Item 19	0.375814	0.451555	0.128317	0.053158
Item 20	0.406237	0.427633	0.037508	0.321930
Item 21	-0.113309	-0.174852	0.578271	-0.088141

Item 22	-0.013684	0.492752	-0.063745	0.120021
Item 23	0.105289	0.467056	0.055799	-0.004737
Item 24	-0.569945	0.206520	0.392501	-0.175267
Item 25	-0.028484	0.015511	-0.283768	-0.169776
Item 26	-0.592514	0.284375	0.084907	0.148031
Item 27	-0.455175	0.343052	-0.022934	0.139952
Item 28	0.537815	0.155239	0.021153	-0.232721
Item 29	0.301358	0.292048	-0.193454	-0.122989
Item 30	0.566874	0.262645	-0.075684	-0.339747
Item 31	0.187607	0.063985	-0.270007	-0.298541
Item 32	0.207669	0.633780	-0.043677	0.105989
Item 33	0.047992	0.420178	0.319559	-0.253623
Item 34	-0.180151	0.227844	0.184396	0.509912
Item 35	-0.573737	0.300707	0.394502	-0.283491
Item 36	0.152349	-0.020368	0.192206	-0.511238
Item 37	0.019244	0.460858	-0.194029	0.157427
Item 38	-0.058842	0.646079	-0.156495	-0.118032
Item 39	0.076814	0.046046	0.445046	-0.008789
Item 40	0.095534	-0.041777	-0.416496	-0.316279
Item 41	-0.077871	0.103083	-0.181930	0.308637
Item 42	0.574368	0.122487	-0.032730	-0.238353
Item 43	0.196019	0.506940	-0.323765	-0.074571
Item 44	0.151426	0.366078	0.119782	0.141355
Item 45	0.150288	0.453126	-0.205613	-0.298468
Item 46	0.039944	-0.083294	0.032126	0.040374
Item 47	0.541793	0.169733	-0.013989	-0.063557

Item 48	0.047777	-0.003259	0.074586	0.391019
Item 49	-0.172236	0.540499	0.309696	0.131463
Item 50	-0.002897	0.607767	0.005144	-0.114913
Item 51	0.077195	0.404983	-0.397440	0.065574
Item 52	0.036119	0.676251	0.068951	-0.089382
Item 53	0.033710	0.263446	0.317237	0.244420
Item 54	-0.207687	-0.049350	0.476211	0.057587
Item 55	0.292291	0.510596	-0.192433	0.164599
Item 56	0.121823	0.112748	0.481387	0.093045
Item 57	0.153298	0.368594	-0.141386	-0.403436
Item 58	-0.022174	-0.110421	0.468452	0.138976
Item 59	-0.345314	0.088458	0.423646	-0.035290
Item 60	0.609663	0.034814	0.219036	-0.198606
Expl.Var	5.583339	6.287923	4.863598	2.983739
Prp.Totl	0.093056	0.104799	0.081060	0.049729

Addendum 9

Ranked Factor Loadings – Questionnaire Items

	Factor 1 – Personal Motivational Aspects	Theme	Factor Loading
60	I can become fluent in English if I put my mind to it.	Efficacy	0.609663
26	Do you believe that English classes are frustrating because you are unable to learn effectively?	Efficacy	-0.592514
42	I can imagine myself studying in a university where all my courses are taught in English.	Ideal L2 Self	0.574368
35	Do you think that you are wasting your time studying English?	Amotivation	-0.573737
24	Do you feel that learning English is a waste of time?	Amotivation	-0.569945
30	Can you imagine yourself living abroad and having a discussion in English?	Ideal L2 Self	0.566874
47	I am the kind of person who makes great efforts to learn English.	Effort	0.541793
28	Would you try to go to English classes somewhere else if English were not taught in your university?	Effort	0.537815
2	Learning English makes me feel good about myself.	Meaning	0.518095
18	If I had a choice, I would not study English at all.	Amotivation	-0.504951
11	I prefer to study other subjects instead of English.	Amotivation	-0.504494
3	I can honestly say that I am really doing my best to learn English.	Effort	0.466607
27	Do you feel that no matter how hard you work at English you are still unable to do well?	Efficacy	-0.455175
14	Whenever I think of my future career, I imagine myself being able to use English.	Ideal L2 Self	0.451747
19	I can imagine speaking English with international friends or colleagues.	Ideal L2 Self	0.375814
4	I am prepared to expend a lot of effort in learning English.	Effort	0.363802
8	I often imagine myself as someone who is able to speak English.	Ideal L2 Self	0.350128
59	My time will be better spent on more important things than studying English.	Amotivation	-0.345314
29	When you think about your future, do you feel it is important that you use English?	Ideal L2 Self	0.301358

	Factor 2- Social Motivational Factors		
52	Knowing English well will make my friends, family and people in my community respect me more.	Acceptance	0.676251
38	Do you think studying English is important in order to gain the approval of peers/teachers/family/boss?	Ought-to Self	0.646079
32	Does speaking English make you feel unique?	Distinctiveness	0.63378
50	I learn English because I want English speakers to respect me.	Acceptance	0.607767
17	Being able to speak English will not add any value to my life.	Meaning	0.581948
49	I don't like to learn English because it will change me into a different person.	Continuity	0.540499
55	I like learning English because I would like to be part of the global English speaking community.	Acceptance	0.510596
43	I need English for what I want to be in the future.	Ideal L2 Self	0.50694
22	Do you think your life would be much more meaningful if you knew English well?	Meaning	0.492752
23	Do you feel that if you don't study English your parents will be disappointed with you?	Ought-to Self	0.467056
37	Do you want to know English well because you want to stand out from your group?	Distinctiveness	0.460858
45	Studying English is important to me because an educated person is supposed to be able to speak English.	Ought-to Self	0.453126
1	Learning English is necessary because people surrounding me expect me to do so.	Ought-to Self	0.439718
20	There are many English speaking role models in my community that I wish to be like.	Milieu	0.427633
33	Do you think that if you don't learn English it will have a negative impact on your life?	Ought-to Self	0.420178
51	If an English course were offered in the future, I would like to take it.	Effort	0.404983
57	The things I want to do in the future require me to speak English.	Ideal	0.368594
44	I learn English so that I can be different from my family and friends.	Distinctiveness	0.366078
9	The only English speaking role models I know are foreigners on television and in movies.	Milieu	0.270665
53	Most people around me tend to think that learning a foreign language is a waste of time.	Milieu	0.263446

Factor 3 – Significant Identities			
5	I think that learning English has a negative effect on my religion.	Present Identities	0.623862
21	Do you feel that speaking English affects your identity as a Muslim in a negative way?	Present Identities	0.578271
16	Learning English affects my identity as an Arab negatively.	Present Identities	0.566616
12	When I speak English, it feels like I am weakening my connection with my culture.	Present Identities	0.538502
13	It is awkward for me to speak English because it makes me feel like I'm trying to be someone else.	Continuity	0.494011
56	If I become a proficient English speaker people in my social group may not accept me.	Present Identities	0.481387
54	I am afraid that I will lose who I am if I adopt English as my second language.	Continuity	0.476211
58	I feel embarrassed to let people in my community know I learn English.	Self-Esteem	0.468452
39	Do you feel that learning English will make you inferior to others in your community?	Self-Esteem	0.445046
40	Do you think you can learn English without losing your culture?	Present Identities	-0.416496
6	I feel that using English as a second language will interfere with my identity as a Saudi.	Present Identities	0.320306
53	Most people around me tend to think that learning a foreign language is a waste of time.	Milieu	0.317237
10	I like who I am now but I am afraid that becoming an English speaker will change me.	Continuity	0.306522
7	I feel uncomfortable speaking English because people like me do speak English.	Milieu	0.306273
25	Do you think it is possible to be an English speaker without it interfering with your identity as a Saudi?	Present Identities	-0.283768
31	Do you think it is possible to learn English and still maintain your identity as an Arab?	Present Identities	-0.270007

Addendum 10

Acknowledgement Letter

Final Report

10-Dec-2015

Feltman, Moegamat MY

Ethics Reference #: DESC/Feltman/Aug2014/3

Title: The effect of Student Identities on EFL Learning Motivation in a Saudi University Context.

Dear Mr Moegamat Feltman

We acknowledge receipt of the following:

The researcher submitted a final report to the Research Ethics Committee, detailing the processes that were followed. The REC acknowledges the researcher's report that data collection has been completed for the study.

If you have any questions or need further assistance, please contact the HREC office at 218089183

Sincerely,

Clarissa Graham

REC Coordinator

Research Ethics Committee: Human Research (Humanities)

Addendum 11

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Approved with Stipulations
New Application

27-Aug-2014
Feltman, Moegamat M

Proposal #: DESC/Feltman/Aug2014/3

Title:The effect of Student Identities on EFL Learning Motivation in a Saudi University Context.

Dear Mr Moegamat Feltman,

Your **New Application** received on **08-Aug-2014**, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: **22-Aug-2014** -**21-Aug-2015**

The following stipulations are relevant to the approval of your project and must be adhered to:
1.   PROPOSAL
According to the proposal (see "research site" section), some respondents may be younger than 18. This is inconsistent with Section 3a of the DESC form. If the proposal is correct, and if this meets the definition of a minor in Saudi Arabia, please ensure that the ethical procedures that apply to research among minors in that country are adhered to.

2.   DATA COLLECTION
    2.1)   The questionnaire for instructors still needs to be submitted.
    2.2)   Please provide the REC and DESC with an indication of what would be discussed during the interviews.

3.   INFORMED CONSENT FORM (ICF)
    3.1)   This form does not apply to the instructors, but to the students. A separate consent form should be developed specifically for the instructors. Please submit this form to the REC and DESC for review.
    3.2)   Section 8: The supervisor's contact details need to be provided

3.3)   Section 9: Specify that it is Stellenbosch University's Division for Research Development. In general, the ICF should be better adapted to the fact that respondents in another country would read it.

Please provide a letter of response to all the points raised IN ADDITION to HIGHLIGHTING or using the TRACK CHANGES function to indicate ALL the corrections/amendments of ALL DOCUMENTS clearly in order to allow rapid scrutiny and appraisal.

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number** (**DESC/Feltman/Aug2014/3**) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 0218089183.

Sincerely,

Clarissa Graham
REC Coordinator
Research Ethics Committee: Human Research (Humanities)

Investigator Responsibilities

Protection of Human Research Participants

<u>Some of the general responsibilities investigators have when conducting research involving human participants are listed below:</u>

1. <u>Conducting the Research.</u> You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

2. <u>Participant Enrollment.</u> You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use. If you need to recruit more participants than was noted in your REC approval letter, you must submit an amendment requesting an increase in the number of participants.

3. <u>Informed Consent.</u> You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4. <u>Continuing Review.</u> The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period.** Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in REC approval does not occur.** If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5. <u>Amendments and Changes.</u> If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of participants, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6. <u>Adverse or Unanticipated Events.</u> Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouch within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee

Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7. <u>Research Record Keeping.</u> You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8. <u>Provision of Counselling or emergency support.</u> When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

9. <u>Final reports.</u> When you have completed (no further participant enrollment, interactions, interventions or data analysis) or stopped work on your research, you must submit a Final Report to the REC.

10. <u>On-Site Evaluations, Inspections, or Audits.</u> If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

Addendum 12

Interview Transcripts

Participant 1

Pseudonym: Abdullah

Interviewer: Why do you learn English?

Participant: I need English for the University and Uh for work. When I will be doctor I need English.

Interviewer: How much time do you spend studying English outside your university?

Participant: How many year or how many time?

Interviewer: Every day. How much time do you spend?

Participant: Actually, Uh… its few minute, maybe half hour.

Interviewer: What else do you use English for?

Participant: What?

Interviewer: What else do you use English for? Do you use English for something else like watching movie maybe?

Participant: Actually, I don't like a movie, uh because I think all movies have a bad thing… I listen for the uh radio… BBC uh I will uh may plan is not to watch movie but cartoon English uh.

Interviewer: So you watch cartoons? English books? Do you read?

Participant: I read uh two stories, two small stories.

Interviewer: Ok

Participant: And I have a novel I will start insha Allah.

Interviewer: What the name of the novel?

Participant: Uh actually…

Interviewer: Just for interest sake…

Participant: Uh actually I don't know, my friend Mr. Muhammad give me uh say its good novel.

Interviewer: Do you have any plans to travel to another country to learn English?

Participant: Yes…uh my plan is uh…its uh after uh now I study because … uh my plan its uh I have two course I have uh… I had course uh… (laughs) I have rule with grammar… Now I get two course and I will take two more and uh IELTS course then try and I will be get these marks. In the summer I will go uh my plan it's a British.

Interviewer: You know sometimes learning becomes difficult, anything you learn, there's that point where you feel uh now it's difficult…

Participant: Yes…

Interviewer: I want to stop. Ok? Do you ever feel like that?

Participant: The schedule of English because we study the biochemistry and biology all things by English.

Interviewer: Oh uh ok so that was difficult for you. So what makes you… When you feel it's difficult, what makes you carry on? Because, if it's difficult you can choose… I'm going to stop…

Participant: Why the stupid man it's know English and why I don't… I see in my college we have, not stupid but uh he don't know anything about life, when the *type its broken, uh what can I do? And he learn English and he know English and uh he get uh the good marks in college.

*[The interviewer assumes that the participant refers to something to do with computer because he gestured with his hands and fingers as if he was using a keyboard]

Interviewer: Ok so if he can than you can also. Ok… that's good

Interviewer: When you think about yourself in the future how do you see yourself? Can you describe for me…?

Participant: In life or in English?

Interviewer: In English and in life

Participant: In English uh, I uh … my dream it's uh speak English it's very uh… like Arabic, speak English like Arabic and uh I get a good job. Uh, I uh will be good doctor, nice doctor uh *mutawwa'* doctor… In the hospitals maybe you not uh I go hospital maybe three or four time uh years I don't see the *mutawwa'* doctors… Maybe I think its two or three just it's few.

Interviewer: So you can see yourself in the future as someone who can speak English well.

Participant: Yes.

Interviewer: What do you think would happen if you fail to learn English? What would happen if you can't learn English?

Participant:Uh, I don't feel this feeling.

Interviewer: So, how would you feel?

Participant: Uh, I think I can't feel like that. I think when you learn, you learn. (laugh)

Interviewer: If something happens and you cannot learn English anymore… How would you feel?

Participant: Maybe I fail, but I didn't, didn't … don't stop learning. Because you can learn anywhere by teacher or by (inaudible)

Interviewer: So how does learning English make you feel about yourself?

Participant: Uh…

Interviewer: How do you feel about yourself when you learn English?

Participant: Make it uh better, uh because you will… when I learn English and I will study in this college and I will be doctor in sha Allah.

Interviewer: How do you think English has changed your life? Do you think English has changed your life?

Participant: Yes.

Interviewer: How?

Participant: When I get English and I will go to college, but when I can't, I can't go to college. Actually I don't like any college uh…uh any college.

Interviewer: Tell me, are you ever worried or afraid that when you learn English you will change and you'll become someone else… that you won't be the same person that you are now? So, are you afraid that you will change into something you don't like or you'll become someone you don't like?

Participant: Yes, uh I will answer for my understand.

Interviewer: Yes let's go.

Participant: I afraid for when I learn English and I go outside and I see the world and I see the bad things, women it's without *hijab,* without anything, I afraid for I change like him uh and I afraid I don't know but uh I afraid for the other country the other world other uh… other culture.

Interviewer: How does learning English affect your identity as a Muslim? How do you feel does English have an effect on you as a Muslim? Do think it can change how you are as a Muslim? Just learning English not going out, studying English…

Interviewer: Your identity… You're a Muslim right, can learning English be bad for you as a Muslim?

Participant: Be bad?

Interviewer: Mm

Participant: No, I don't think… Your question is … if a person study English he will be a bad person?

Interviewer: Yah, are you afraid that you can become a bad person when you learn English?

Participant: No.

Interviewer: Even you're a Saudi… you're and Arab it cannot change that?

Participant: No, uh learning English is good uh the *hadīth* uh *Rasūl, Salallāhu Alaihi Wa Salam,* said uh someone who knows other language he will… uh I can't uh…

Interviewer: Give the Arabic, it doesn't matter.

Participant: Uhm, *man ta'allama lughata qaumin amina makrahum*

– I think it's *hadīth* not *sahīh.* It's uh… It's uh good… meaning

Interviewer: How do you feel about having teachers from Western countries teaching you English?

Participant: When he have a good accent, no problem…

Interviewer: How do you feel about uhm… do you think that they can change your culture, your religion…

Participant: No, no my culture, it's my culture… I don't learn culture, I learn language…

Interviewer: What do you like about learning English in your university? What is good about it?

Participant: Uh… actually uh it's the teachers

Interviewer: You like the teachers?

Participant: Yes

Interviewer: What do you like about them?

Participant: It's funny teacher, they don't angry and uh it's just funny just funny… and they don't stop for learning… You don't understand ok give you another example… not stop

Interviewer: So they are mostly from the West from USA…

Participant: No… this teacher?

Interviewer: Aha…

Participant: No uh he's from uh… We have actually four teachers, one from Pakistan, he's very funny uh he's very good but uh he have a small uh more problem with a… with accent, some letters he can't uh …

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Interviewer: Pronounce…

Participant: Yes, and we have one from South Africa and two from America.

Interviewer: What don't you like about how English is taught in your university? What don't you like about it?

Participant: Heh…

Interviewer: What don't you like about how they teach English in your university?

Participant: I don't like uh… some teacher give us uh, homework and when he check he said. "it's wrong, go away, it's wrong… ok it's wrong " How can I uh… how can I uh… right "ok try and you will right" How?

Interviewer: In your classroom, the classroom environment, the students and the teacher your board and the light and everything in your class; how does it make English easy for you? Does it make learning English easy or difficult?

Participant: When the student listen it's good and uh the wall color… I study before in ELS uh and its good and the teacher is good but the wall color is bad I think it yellow uh I can't focus…I can't focus with the teacher… I have confuse… Here something is wrong, what's the wrong I don't know.

Interviewer: In which way do your family and friends support you to learn English?

Participant: Uh…

Interviewer: How do they help you?

Participant: My father he knows English… uh he uh, not always, but sometimes talk with me English… Actually, just my father, it's just my father he know English… he know good… he have good English…

Interviewer: And my next question was going to be how many of your family and friends can speak English.

Participant: In my family I just have my father… my brother not good… he can speak a lot, not a lot… and with my friends, university friends it's a good English and he can speak with me… he can speak with me, but I think now it's *halaqah…* You know *halaqah, tahfīdh Al-Qurān*? He didn't have good English… He didn't study English he study *Sharī'ah*. Like that…

Interviewer: How does it make you feel that you are one of a few people who can speak English?

Participant: What's the better for you?

Interviewer: How do you feel that many people can't speak English but you can? How does it make you feel?

Participant: It make me… uh I think it make be better because when I have a wrong uh I have some mistakes he don't know can I go ahead, but if I stay with someone a lot of people who know English I talk and I have mistakes he's laugh for me. I think some people he didn't have … uh I forget this word… *ihtirām.*

Interviewer: Respect

Participant: Respect

Interviewer: So do you feel good that you can speak English?

Participant: Yes.

Interviewer: Thank you…

Participant 2

Pseudonym: *Isa*

Interviewer: Why do you learn English?

Participant: Because I want to prove (sic) myself and uh when I see the people speak English I want to speak English because in the ah secondary school I don't know how about speak English. I'm shy and I don't know more words but now in the first week it difficult but now it's good because I want to learn that. I think the English is good international language. You can use it anywhere and when you travel any country you can speak English.

Interviewer: How much time do you spend studying English outside your university?

Participant: Three hour I think… Take ah half time I learn English three hour…

Interviewer: Do you feel to learn English you have to change, to become someone else? Do you ever feel that?

Participant: I think when I learn English I can spread Islam because I play game I play online game I play with American people British people I can spread Islam because I listen to what he say about his ah god.

Interviewer: When you think about learning English can you see yourself in the future as someone who can speak English well?

Participant: I ah study hard study I give myself more hours study I can see myself in the future is good in speaking I can travel and speak with British people and that's good for me but if I don't learn it I stay my home.

Interviewer: Do you think learning English is easy or difficult?

Participant: In the first time it is difficult because we don't know how to count what we must know we study one week and you see that day it's very difficult. Is everyday study, study, study; it's routine.

Interviewer: In your class when you're doing English do you feel comfortable learning English in your class?

Participant: The first week, yes; I see study English very difficult. I'm shy when I speak English because I see people looking at me people who study very good English like Muhammad then I shy because I can't speak English. I know myself then I improve myself I speak alright when you shy you can't go another (inaudible)…

Interviewer: Do you feel uncomfortable because your teachers has got a different culture?

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Participant: No, its good because when I learn his culture he learn my culture it's good because like my teacher from London and I know some culture from London when I go London it's good because I know the culture in London. I think this is interesting.

Interviewer: Ok in your books that you're learning; what do you think of them. Are they easy? Are they difficult? Are they close to your culture? Do you like them? Don't you like them?

Participant: It's easy because I learn it in secondary school. I see it now very easy but listening and speaking sometimes it's difficult because the secondary school don't give us very good listening and speaking give us grammar and words that's it. This maybe difficult with the listening and speaking but writing and reading maybe easy.

Interviewer: So, coming from high school to university, do you think it's a big change?

Participant: Of course…

Interviewer: Tell me about it.

Participant: This is big change because ah I change my idea because in the secondary school I don't think about anything but now I must think about what can I do now. How can I take the degree and what can how can I in the future what can I do now if I want to go good job and I think in the future.

Interviewer: Let's talk about high school some more, learning English in high school and learning English in university…

Participant: Ah ha very different, very different because in high school they don't give the English ah… give us English halftime ok in the day and a teacher don't speak English; he speak Arabic. Give little word English and you don't see the English very important in secondary school but now you must learn English, it's very different.

Interviewer: How about the other students in your class, do you feel comfortable speaking to them in English?

Participant: I don't speak with my friend English. Sometimes speak with them English when I want improve myself but the… Everyday I speak with them Arabic, but in the class I speak with English because the teacher say "don't speak Arabic". When you don't listen you speak English ah Arabic he say you (inaudible)…

Interviewer: So, do you feel shy to speak English to people who speak Arabic?

Participant: The first week in university I was shy…

Interviewer: And do you have friends? Do you speak to your friends?

Participant: No problem with my friends I give laws from my mind

Interviewer: You can speak English with them…

Participant: Yes.

Interviewer: You're a Muslim, and you're a Saudi and you're an Arab; do you think learning English will affect any of those things?

Participant: When you learn English you can spread Islam United States, everywhere. No problem, I don't think that.

Interviewer: Do you think maybe that when you learn English it will change what you think about Islam and being a Saudi?

Participant: No I don't think that. No I can't change.

Interviewer: Do the people in your family support you to learn English.

Participant: Yes because my brother is in the medical, he study medical. He give me some advice.

Interviewer: So people around you, like family, do they think English is important?

Participant: My father say that if you don't know English anything because my father first in his day he didn't learn English and then he learn English and its good.

Interviewer: When you think about yourself in the future and you see yourself in the future speaking English can you describe what you see.

Participant: I want to be a doctor, when I see myself in the future I see myself deal with the people in English and it's good for me. When I see myself in the future I'm very happy.

Interviewer: What is good about learning English in this university? What good things do you get from it?

Participant: I think the good thing from this university when he give teacher from another country he speak very well English. When you see the doctor speak very well English you why I can't speak like this, then you must learn and learn and learn because you want to be same like him.

Interviewer: If you could change anything about learning English in this place what would you change?

Participant: Nothing, nothing it's good… because the teacher give us Q Skills for six or seven months it's good because a lot of students don't know English here because in (name of another university) they give students level 2 it's not good for (inaudible) the first time you don't know anything about English.

Interviewer: Do you think that your English teachers are doing a good job?

Participant: I think it's good…

Interviewer: When you think about the future, do you think that you're going to continue learning English? What plans do you have for learning English?

Participant: I want to go the summer United States and take three month learning English because want to change my English because not good now I know. May be after that

three month may be good. I want to talk with the American and go anywhere and stay with family and speak with them. When you speak you can change your English; only study and not speak you can't.

Interviewer: Do enjoy English movies, music, books and newspapers?

Participant: Of course, I see movie. On the way from (home from university), I open the music song I put it in my car I listen English conversations because I see the listening and speaking is very difficult.

Interviewer: So you do extra listening on your way home.

Participant: Yah.

Interviewer: If you do not become a doctor would still continue learning English just for the sake of knowing English?

Participant: Yes, why not. When you learn English your special man.

Interviewer: Really, how special are you?

Participant: Because everyone ask you about English and that's special.

Interviewer: Makes you feel good about yourself…

Participant: Yes, same like in my class if I know a word and everybody ask "Isa what's the meaning of this word?" I think it's special for me.

Interviewer: Thank you very much.

Participant 03

Pseudonym: *Khalid*

Interviewer: Why do you learn English?

Participant: I need it for my job. I want to be a doctor.

Interviewer: When you think about yourself in the future can you imagine yourself as someone speaking English?

Participant: Ye I can do it. May be after two years I'll be improve my language and I can communicate with any other people like native speaker like this.

Interviewer: When you think about yourself in the future as someone who speaks English what picture comes to your mind can you describe it to me? You have a vision in your mind isn't it? You see yourself doing what?

Participant: *In sha Allah,* after one years two years my language will improve; that's natural and I hope that because of vacation I will go and study English.

Interviewer: In your class; how do you feel in your class when you learn English? Do you feel comfortable?

Participant: Enjoy, comfortable…

Interviewer: Do you think it's easy to learn English?

Participant: Yes, it's easy.

Interviewer: Really?

Participant: It's easy; for me it's easy. I am talking about myself yes.

Interviewer: What are the good things about learning English in this university?

Participant: This university?

Interviewer: Yes good things about learning in this university…

Participant: It's to prepare me… To prepare myself for future, something like this.

Interviewer: If you could change anything about how English is being taught in this university what would you change?

Participant: I will not change anything but there is one doctor he wrote one exam and he I lost two mark my marks.

Interviewer: So, why are two marks so important to you?

Participant: Because there is a different between me and the other one may be the other one if he have two marks will enter to medical college and I will not. It's important to me.

Interviewer: How many hours do you spend learning English outside of the university?

Participant: Outside? There is one American so I spent a lot of time with him on Blackberry and Whatsapp like this and playing with him billiards.

Interviewer: What about other things like watching movies and TV?

Participant: Yeah, Yeah, Yeah…

Interviewer: What kind of movies do you watch?

Participant: action…

Interviewer: mainly action…

Participant: Yes.

Interviewer: In class, with other students, learning English; do you feel it's easy to speak English in class with other students?

Participant: It's sometimes hard, it's difficult...

Interviewer: Why?

Participant: Because the students; this year is first year they talk English. I can talk with the doctor but with the students it's difficult.

Interviewer: Do you sometimes feel shy to speak English with people who speak Arabic?

Participant: No, no, no…I don't feel shy.

Interviewer: You don't feel shy? Do you feel that when you learn English it will affect the kind of Muslim that you are?

Participant: Again please.

Interviewer: Do you feel that when you learn English it will affect your Islam?

Participant: No, no, no…Maybe when I learn English I can spread Islam, maybe I can learn someone else about Islam. It's good, it's best idea.

Interviewer: You know what kind of person you are outside of the university when you're not learning English, right?

Participant: Aha

Interviewer: Do you feel that you have to be a different person in class?

Participant: No, I be like myself, I don't change anything to myself, just improve my language (inaudible).

Interviewer: The teachers who teach you English, how do you feel about them?

Participant: I enjoy them and there is nothing about them… They honest to me, I talk to him when I have problem I can make it with him

Interviewer: Do you feel uncomfortable because your teacher is someone from the West?

Participant: No

Interviewer: You don't? He's got a different culture, I have a different culture...

Participant: It's ok, it's interesting for me.

Interviewer: How is it interesting for you?

Participant: Because I learn something else about his culture and he learn something about my culture.

Interviewer: Tell me about the books that you study. How do you feel about them, the material that you study? Is it easy is it difficult?

Participant: Sometimes easy, sometimes difficult.

Interviewer: Do you feel it's close to your culture or it's too far away?

Participant: No, it's close not far from my culture.

Interviewer: So even if you talk about things like music in your books or you talk about girl friends or…

Participant: That's ok, most people listen to music something like this. That's ok with me no problem

Interviewer: Even if they have things in your books that are not part of your culture, that's ok?

Participant: No, if about my religion something about Islam it's big problem.

Interviewer: Give me examples of somethings that would be a problem.

Participant: Now I see no problem.

Interviewer: At the moment there is nothing like that in there? Do you feel that you have changed after you stared learning English in university?

Participant: Yeah… I improve

Interviewer: How have you changed?

Participant: Every day I have new knowledge, new words like this, improve.

Interviewer: Did you as a person change? Do you feel that you're becoming someone else?

Participant: Yeah…

Interviewer: In which way?

Participant: Uh, about my English, my English improve very much, there is nothing else just the English and other knowledge like computer skills something like that. Knowledge is good.

Interviewer: But you feel your still a Saudi, you're still a good Muslim…

Participant: Yeah, yeah, yeah…

Interviewer: It hasn't changed. You don't feel that you have to change.

Participant: No, no, no

Interviewer: If you can take an English course outside of university will you take it?

Participant: Yeah…

Interviewer: You'll take that course outside?

Participant: I will take it.

Interviewer: Do you always do your homework for English?

Participant: Yeah.

Interviewer: Sure?

Participant: Yeah.

Interviewer: You spend a lot of time learning English, if they told you…

Participant: No learn but communicate with the other person who is native speaker.

Interviewer: If they told you that you don't have to learn English anymore will you be happy about it.

Participant: No.

Interviewer: Why not?

Participant: If I go abroad I can't communicate with people, learn something about them know about his culture. It's bad idea.

Interviewer: After you finish university, are you going to continue learning English?

Participant: Yeah, to reach my goals.

Interviewer: What are your goals?

Participant: I hope to be a doctor and help my people in my country and other country. It's my goal.

Interviewer: Not for money?

Participant: I swear, honest no

Interviewer: The people in your family, do they speak English?

Participant: Most of them no, maybe only 10.

Interviewer: Do they encourage you to learn English? Do they support you? Do they believe English is important for you?

Participant: Yes they encourage me very much.

Interviewer: Even the people that you live with in your area?

Participant: My father, my uncle's son, yeah my aunt's son they always told me learn English it's very important if you want to become a doctor, that's important for you. It's

important. By money or by talk they support me very much. My father say he support me very much.

Interviewer: Is there any time when you're in class that you feel uncomfortable?

Participant: Sometimes.

Interviewer: Sometimes? Explain to me what makes you feel uncomfortable about the teaching?

Participant: Sometimes the doctor's answer is short, I ask why he say is short like this.

Interviewer: Do you think learning English will let you change and become like someone from the West?

Participant: Yeah.

Interviewer: Do you believe that?

Participant: Yeah. Before I couldn't speak English, but now I can but little bit.

Interviewer: Your thinking, do you believe your thinking will change. Explain to me how.

Participant: I study English now and it's natural that it will change.

Interviewer: Ok, thank you.

Participant 4

Pseudonym: *Ali*

Interviewer: Why do you learn English?

Participant: I must to learn English because my specialize area request that because all my books and studies English. How can I read the books and I didn't know English?

Interviewer: Do you enjoy learning English?

Participant: Sometimes. Because if the method to learn English tests I feel good.

Interviewer: Can you see yourself in the future as someone who can speak English well?

Participant: Of course I'll change my language because I can't speak very well because when I study of seven years all my books English. I'm sure I will change.

Interviewer: Do you think it's easy or difficult to learn English.

Participant: I think difficult because I must to practice my language and all my community speak Arabic. How can I practice that?

Interviewer: So, even it is difficult you'll still learn English?

Participant: I must do that because my specialty requires that.

Interviewer: How much time do you spend learning English outside of the university?

Participant: Not for a long time, maybe one hours just.

Interviewer: So what do you do in that one hour?

Participant: Do my homework, just that. Sometimes watch Youtube.

Interviewer: Ok so you watch Youtube. What do you watch on Youtube?

Participant: About workout… about food, health food.

Interviewer: So it's all in English?

Participant: Because there isn't anything in Arabic.

Interviewer: So you go on Facebook?

Participant: Facebook, Youtube and there's people know about healthy food very good.

Interviewer: So you speak to people from other countries about health food and training and gyming?

Participant: Yes.

Interviewer: How do you find learning English in class?

Participant: Sometimes I think boring because take long time two hours continue from 8 to 10 yes. After that another lecture English. First lecture speaking after that reading after that writing ok. This is long time; very boring.

Interviewer: Do you have a problem with your teacher being from another culture, another country? Do you feel uncomfortable about it?

Participant: Yes, sometimes some teachers has a tattoo and that's not good. On his hand it tattoo; it's not good.

Interviewer: When you look at your teacher speaking English, do you ever feel that you want be like your teacher?

Participant: No, because the teacher I think he feel tired; teach forty student; I think that very tired.

Interviewer: Your family and everyone at home, do they speak English? Does anyone speak English?

Participant: Yes, he can speak English but not very well.

Interviewer: Do they support you when you learn English?

Participant: Of course, support me because I want to be a doctor. Of course they support me.

Interviewer: How do they support you?

Participant: To give me everything, money and car to go university.

Interviewer: How about the books; how about the books that you learn in class? How do you feel about them.

Participant: I don't think ordered order together mix speaking, listening and writing, reading. How can I know that? Mixed.

Interviewer: Ok, so your book that you learn, do they make you want to learn English?

Participant: This book?

Interviewer: Yes.

Participant: For me no, I am the beginner I can't understand very well.

Interviewer: So you think the book is higher than your level.

Participant: Yes it's higher than my ability.

Interviewer: The teacher who teach you English, how do you feel about them?

Participant: No, I can't speak English with him.

Interviewer: Why not?

Participant: Because all the time joking "you can't speak, you can't speak."

Interviewer: So, you feel shy?

Participant: No, not shy but not serious.

Interviewer: How does learning English make you feel about yourself? How do you feel about yourself when you think, "I will know English"? How does make you feel about yourself?

Participant: Change my life because I know I will to know about another country and like now I want to know about health food but I can't find anything in Arabic search everywhere but I find in another culture. There are people that know about this but in English.

Interviewer: Do you think that learning English will make you a better person? People will look at you and say ah his a good person. Do you think that?

Participant: Yes, I think that.

Interviewer: People in your community?

Participant: Yes, because you can communicate with other people from another country. Yes.

Interviewer: Will you continue learning English after you finish university?

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Participant: Yes, because I want to be a doctor and after doctor I want to do take master and a consultant I think.

Interviewer: Do you have a plan? What is your plan?

Participant: Now, I'm studying medicine. Medicine takes 7 years, after that I want to travel to another country to take master, after finish I will take consultant.

Interviewer: So you want to become a consultant?

Participant: Cardiology

Interviewer: That's good. So tell me what is your plan for English? Do you have an idea?

Participant: Yes. I want to go myself every day to listening English, read story and poetry.

Interviewer: Do you like poetry?

Participant: Yes.

Interviewer: Ok, do like reading English books?

Participant: Yes…

Interviewer: In your free time, it doesn't have anything to do with your…

Participant: No, but just watch Youtube. Sometimes just read the book story.

Interviewer: Do you like to watch English movies; listening to English songs?

Participant: Yes.

Interviewer: What kind of movies do you like to watch?

Participant: I think romantic…

Interviewer: So which is your favorite romantic movies that you've seen lately?

Participant: Name for movie…

Interviewer: Yes.

Participant: I don't know but for Salman Khan.

Interviewer: Ah…

Participant: Indian not Hollywood.

Interviewer: What about English movies.

Participant: I don't know exactly.

Interviewer: How often do you watch English movies?

Participant: In the Bollywood movie speak English.

Interviewer: Oh, and movies from other places like America, Britain, Australia…

Participant: Sometimes, I sit with my friends watch the movie American.

Interviewer: You have no problem with that? Do you feel that when you learn English it can change the way that you are a Muslim, the way that you are a Saudi, the way that you are an Arab? Do you think it can change that?

Participant: I think not change anything.

Interviewer: But do you think some people can change?

Participant: Yes because he want to do like American take everything, but he can't take everything. What is useful take; just that…useful. If it's not useful I can't take.

Interviewer: Do you do your homework every day, for English?

Participant: No, because I don't have a lot of time. I go to my home at five o'clock and workout and then take my family to shopping. I am the only son at my home yes.

Interviewer: Will you support other people to learn English?

Participant: Of course, because in the beginning I was like him. I didn't know anything but some people help me, so I must help to other people.

Interviewer: Do you think when you learn English you will be different from other people in your family and in your neighborhood?

Participant: Yes.

Interviewer: Do you want to feel different?

Participant: I feel like I'm boss, I know another language.

Interviewer: If they offer an English course outside of the university will you go?

Participant: Yes, I went last holiday to Malaysia.

Interviewer: And…?

Participant: And I hope to go next vacation...

Interviewer: Again…?

Participant: No, to America you know to native English… country like Australia.

Interviewer: To do extra English…?

Participant: Yes.

Interviewer: How does your family support you to learn English?

Participant: Take me to another country.

Interviewer: Ok, thank you.

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Participant 5

Pseudonym: *Salah*

Interviewer: Why do you learn English?

Participant: Because, English language is the way to learn any things in the world?

Interviewer: How many hours do you spend learning English outside of your university outside school, on your own?

Participant: Maybe just half hour or maybe one but the last university I spent four hours.

Interviewer: That's in university?

Participant: Yes.

Interviewer: I'm talking about outside on your own; not with the university, on your own.

Participant: May be one hour.

Interviewer: So, what other things do you do to improve your English? What other things do you do at home on your own? What else do you do?

Participant: Read book… Read books.

Interviewer: You read books in English?

Participant: Yes and speak to other people in English language. Try to speak with anybody; with my brother, with my friends and with…

Interviewer: Who do you speak to? Who do you speak English with?

Participant: With my father.

Interviewer: Your father speaks English?

Participant: Yes. Yes, my father speak English and my brother and my friends.

Interviewer: So your brothers your friends speak…? Where did they…?

Participant: Try to speak, try to speak to improve my English.

Interviewer: So they speak English with you. So, your family how do they support you learning English? What do they do for you to help you to learn English?

Participant: Give to me money to buy a books and many things.

Interviewer: So what drives you to learn English? What is the big reason, why? For example, sometimes you get up in the morning and you feel like ah I don't feel like learning English; what is that one thing that makes you want to learn English?

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Participant: The reason to learn English?

Interviewer: Hmm.

Participant: Because I can't reach to my goal without English language, because I want to be a doctor medical a dentist you know. All this supposed to study English.

Interviewer: Can you imagine yourself when you think about the future? Can you imagine yourself as someone who can speak English?

Participant: Yes.

Interviewer: So, can you describe to me how you see yourself?

Participant: I see another people different people he like American or foreign people, he can speak English and he forget Arabic because he speak English.

Interviewer: Ok, that's how you want know English?

Participant: Yes.

Interviewer: What do you think would happen if you can't learn English? If you fail to learn English what do you think would happen in your life?

Participant: Change, this is the hardest thing I think because my goals will waste and change my goal because I failed in English learning.

Interviewer: What are your future plans for English? What plans do you have, so what are your plans? What are you going to do next?

Participant: I want to practice my language outside Saudi Arabia in England or United ah America.

Interviewer: How long are you going to take practicing your language? How long do you think it's going to take?

Participant: I think three months, three months maybe.

Interviewer: Do you like learning English in your university?

Participant: Yes, because all student work together to reach one goal which is learning English language. Most students he wouldn't learn English.

Interviewer: What would you change?

Participant: Change?

Interviewer: About learning English in your university…

Participant: Change the teachers.

Interviewer: Ok, why?

Participant: Because some… I study four hour you know but the last hour two hours the teacher not good. He want to finish his class and go.

Interviewer: Talking about your teachers; how do you feel about having a teacher that's from another culture? He's from a Western culture. How do you feel about that?

Participant: That's very good.

Interviewer: Why?

Participant: Because I learn both things, culture and language.

Interviewer: Aren't you afraid that when you learn another culture you will lose your own culture?

Participant: Faith?

Interviewer: Are you afraid are you scared?

Participant: No, no, no. If I know my culture is very good I can't change it. No problem to learn another culture.

Interviewer: So what about the culture that's in your textbooks?

Participant: The culture textbooks?

Interviewer: In your English textbooks, does it give you a different culture than you're used to? How do you feel about that?

Participant: No, problem with culture but the problem if he the cultures make confuse with my religion. Any things about that reason no problem to learn and to write… read it in my book.

Interviewer: So, at this moment when you learn English it doesn't interfere with your religion as a Muslim? No problem?

Participant: Yes my religion didn't say don't learn English.

Interviewer: What do you like about having a teacher from another culture? What do you like about a teacher from a Western culture?

Participant: I like to learn from him language and culture and let him know my culture and my language and ask him to go to Islam.

Interviewer: How do you feel about learning English?

Participant: Interesting.

Interviewer: How do you feel about yourself? Does it make you feel like Uh I'm special? Because I learn English I'm special; it's good for me or how do you feel?

Participant: Good for me but not special.

Interviewer: Why not?

Participant: Because all people learn English. I'm only special in medical not English. English may be medical, maybe academic, maybe university, maybe school, maybe everything.

Interviewer: People around you like your family and friends and people in your neighborhood where you live; do they think that you are special because you learn English. Do you think that they believe that you are special because you learn English?

Participant: No, no.

Interviewer: …that you're better because you learn English

Participant: Maybe better because… better no in English language the better in the English language does he reach your goal or not.

Interviewer: The textbooks, the textbooks that you use for English in your university right; what do you think about those textbooks? What is good about them?

Participant: Very good… Very good, but this study for kids I think. Kids book not for man or adult.

Interviewer: So, you think it's too easy?

Participant: Yes too easy.

Interviewer: How do you find learning English? Do you think learning English is easy or difficult?

Participant: Easy.

Interviewer: Really easy?

Participant: Yes.

Interviewer: Do you believe that if you make effort, if you work hard you will be able to speak English well?

Participant: Yes, yes of course. Not the English language, everything.

Interviewer: So, you think you are a hardworking person. Do you think that you work hard in your university? You work hard at everything mathematics, English…

Participant: Yes, yes of course.

Interviewer: When you learn English in university, in your classroom, how do you feel about your classroom? Does it make learning English easy or difficult?

Participant: You talk about environment, class environment.

Interviewer: Yes.

Participant: Yes, very good, excellent.

Interviewer: It helps you to learn English.

Participant: Yes the projector, the students...

Interviewer: Your teacher?

Participant: The technical teaching let me talk and the teacher he know when he talking, some points he don't.

Interviewer: The people around you, do they think English is good for you or do they think it's a waste of time. Like your friends and your neighbors, do they think English is a waste of time or…?

Participant: No, it's good for me.

Interviewer: When you sit in class you're learning English, how do you feel? Do you feel that… What comes to your mind? Do you feel that, "I'm a Saudi and I must protect my culture and I must protect my religion."? Or… do you feel that, "I'm learning English and I'm part of the world"

Participant: All Muslims supposed to protect his religion and use language to the English people to… What's the word?

Interviewer: Give me the Arabic word.

Participant: ادعوهم الى الأسلام(*Id'ūhum ila Al-Islam*). To ask them to go to his religion.This easy… Some (*shuyukh*) some religion people supposed to learn English to people to come in Islam.

Interviewer: If you didn't have English in your university would you still learn English?

Participant: What?

Interviewer: If you didn't have English courses in your university would you still learn English? Would you still go for English classes outside of the university?

Participant: Impossible, I think impossible my university all specific study supposed to study English.

Interviewer: Ok, thank you.

Participant 6

Pseudonym: *Rakkan*

Interviewer: Why do you learn English?

Participant: Because, I need that for my life and university and *in sha Allah* will become doctor, I need that for my job?

Interviewer: How much time do you spend learning English outside of your university?

Participant: Outside university? Two hour and after that write my homework for my university.

Interviewer: Have you ever travelled to another country to learn English?

Participant: No.

Interviewer: Do you wish to go to another country to learn English in the future?

Participant: British.

Interviewer: You're thinking about that? So, what are your future plans for English? What's your next step?

Participant: I take course for IELTS, for take IELTS score.

Interviewer: And then…?

Participant: And then… take IELTS score, only that.

Interviewer: When you're finished with IELTS you're going to stop learning English?

Participant: Not stop in the summer go to… out my… another country learning extra information for English.

Interviewer: And the next year and the year after that…?

Participant: Yah, yah.

Interviewer: What else do you do? What else do you use English for besides studying?

Participant: Use English?

Interviewer: Hmm.

Participant: Maybe every place I need that I go to mall, restaurant and gym. Everything I need… Every place I go I need English.

Interviewer: Everywhere you go you need English?

Participant: Yeah.

Interviewer: Do you read English books, watch movies, listen to English music?

Participant: No.

Interviewer: No?

Participant: Because I'm very… I don't have time.

Interviewer: Even on the internet? You don't…

Participant: Internet?

Interviewer: …use English on the internet?

Participant: No, I don't like that.

Interviewer: Chatting?

Participant: Chatting, maybe.

Interviewer: Do you ever feel learning English is hard? Do you ever feel…

Participant: No. I don't feel that because step by step become easy.

Interviewer: So what is it that pushes you to continue learning English? You know sometimes you feel that this is too difficult I want to stop. What is that main thing that keeps you going?

Participant: Main thing? I don't have anything difficult. Nothing difficult.

Interviewer: When you think of yourself in the future; when you imagine yourself in the future?

Participant: About me?

Interviewer: Yes about yourself… Can you imagine yourself as someone who can speak English well?

Participant: *In sha Allah*, after seven years my language for English become better than now because I did study here in university; more the time study English. And, another subject study in English my university like physical and chemistry in English not in Arabic. I will *in sha Allah,* good.

Interviewer: How do you see yourself? Can you see yourself speaking English to people? Can you give me that picture that you see in your mind? Describe the picture that you see.

Participant: About what? About my job or about…

Interviewer: About everything, that picture that you see of yourself in the future using English. How do you see yourself?

Participant: I can't talk about it. I can't.

Interviewer: It's difficult to have an idea about your future? What do you feel would happen if you fail to learn English? What would happen to your life; how will it affect your life?

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Participant: I change my section. I can't complete for my section because the my section doctors I need that language because the main language for any hospital. I go to hospital some people can't speak Arabic, you must me know English.

Interviewer: So if you don't learn English, how will you feel about it? If you can't learn English how will you feel? How will it make you feel?

Participant: Uh… I will… Lousy. I don't happy.

Interviewer: How does learning English make you feel about yourself?

Participant: If I improve for myself and know another language is good and another extra information and can you speak another people because now in the world English the main language.

Interviewer: How do you think English has changed your life? Did learning English change your life in any way? How did it change your life?

Participant: After learn English I can watch movie in English not translate that and I can speak people another country like American and South Africa and easy way easier way.

Interviewer: Do you ever worried that English can change who you are; that you can become a different person, that you can become someone else?

Participant: Yes,

Interviewer: Explain to me. What do you feel worried about?

Participant: About me?

Interviewer: About learning English and changing…

Participant: I can't explain.

Interviewer: You can't explain? So you feel that you'll still be the same even after you've learned English?

Participant: Yes.

Interviewer: Do you ever feel that for you to learn English you need to become more like a Westerner? Do you think to learn English well you must become more like someone from the West? Do you feel that?

Participant: No.

Interviewer: Do you feel that you can still be who you are and learn English?

Participant: How still be?

Interviewer: It means you don't have to change the way you dress and the way you behave.

Participant: I don't understand.

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Interviewer: …like some people when they learn English then their behavior will change; they will wear different clothes and they'll speak differently…

Participant: Yes.

Interviewer: You must change? You have to change the way you dress and the way you speak?

Participant: Yes.

Interviewer: How does learning English affect your identity as a Muslim? Do you think learning English has an effect on the way you are as a Muslim?

Participant: No… Than good because invite another non-Muslim to Islam. That good.

Interviewer: How does it affect your identity as a Saudi?

Participant: No problem.

Interviewer: How do you feel about Westerners teaching you English?

Participant: Me and teachers Muslim no problem another country no problem all Muslim no problem.

Interviewer: If you have a teacher who's not Muslim?

Participant: Now? Yes.

Interviewer: So, how do you feel about that? Someone from another culture teaching you English; how does that make you feel?

Participant: I feel it's not the same identity and he's not same Muslim. Muslim good person.

Interviewer: Do you think that someone from the West, a Westerner, someone from another country when he teaches you English he can affect your culture, he can affect your religion, he can affect the way you think?

Participant: No change.

Interviewer: What do you like about learning English in your university?

Participant: I like writing and reading and medical vocab because I'm learning new information the new vocab and academic vocab. And… before I come to university I don't know how write paragraph, now I can paragraph.

Interviewer: So when you think about your teacher and your classroom, your textbooks in university how do you feel about it?

Participant: I like new... learning new information and new skills and…

Interviewer: If you had the power to change anything in your university, what would you change?

Participant: I'd change listening. I don't like listening.

Interviewer: Why?

Participant: I think difficult and I don't like listening.

Interviewer: That's all?

Participant: That's all.

Interviewer: How does the classroom environment make you feel? The classroom environment in your university, how does it make you feel about learning English? Does it help you to learn English? Does it make it easy for you to learn English? Does it make it difficult for you?

Participant: No, easy.

Interviewer: In which ways do your family and friends support in learning English?

Participant: Take a dictionary, Arabic and English read that. Now, know you must know many vocab and after that…

Interviewer: I'm talking about your family, right. Your family, your mother, father, brothers, sisters, uncles, cousins, how do they help you to learn English?

Participant: Help me?

Interviewer: Your friends, how do they help you?

Participant: He tell me about new movies and new books for new vocabs

Interviewer: How many people in your family and your friends can speak English?

Participant: All my friends can speak English, my family not.

Interviewer: In your family, no one can speak English.

Interviewer: How does it make you feel that you're one of few people that can speak English? You're the only person in your family that can speak English, how does it make you feel?

Participant: I feel that I'm *Ya'ni* good person and you must he must… We must learn English because now everybody must know that… because you go to university, go to mall, go to restaurant and to any place you need that.

Interviewer: Thank you very much.

Participant 7

Pseudonym: *Sa'ad*

Interviewer: Why do you study English? Why do you learn English?

Participant: Because I need it in my life for work for studies for everything.

Interviewer: Everything like what?

Participant: To do with any strength or man, anyone in hotel in restaurant in different place.

Interviewer: So you learn English because you need it for…?

Participant: For my studies...

Interviewer: What are you studying?

Participant: I'm studying in the medical college.

Interviewer: So what do you want to become? What's your future job?

Participant: *In sha Allah* surgery of heart…

Interviewer: Heart surgery?

Participant: Yes, heart surgery…

Interviewer: How much time do you spend studying English outside of your university? Not your university classes but outside.

Participant: Outside? It's about three months.

Interviewer: Everyday… How much time do you spend every day?

Participant: It's about uh… It depends…this month about four hours.

Interviewer: So four hours a day extra… Who do you do in that four hours?

Participant: Take a course in uh.

Interviewer: Ok. Have you ever travelled outside of Saudi Arabia to learn English?

Participant: No.

Interviewer: Do you plan to travel… for English?

Participant: Yah, I plan *in sha Allah*.

Interviewer: Which country?

Participant: To America or British.

Interviewer: So, what are your future plans for English?

Participant: After…in a vacation I will go to travel to learn English to America or British.

Interviewer: What else do you use English for? I know you use English for your studies, right? So what else do you use English for? Do you read English books?

Participant: Yes, to read stories or novels or to watch a movie or Youtube.

Interviewer: So what movies do you like?

Participant: Action movie.

Interviewer: Action movie?

Participant: Yah.

Interviewer: Do you ever feel that English is too difficult and you want to give up? Do you ever feel that English is too hard, I must give up?

Participant: No, you practice and you have something positive…

Interviewer: What is pushing you to learn English?

Participant: Studies, my studies.

Interviewer: Your studies to become a doctor?

Participant: Yes and my future.

Interviewer: Let's talk some more about your future. When you think of yourself in the future and you imagine yourself there in the future, how do you see yourself?

Participant: Do I close my eyes?

Interviewer: You can close your eyes. How do you see yourself?

Participant: I would became a famous doctor I a surgery and continue my studies to take a prof. Go to learn in different countries in medical uh in medicine and get more experience.

Interviewer: Do you see yourself as someone who can speak English well in your future?

Participant: Yes of course. Should be.

Interviewer: What do you feel would happen if you fail to learn English? What do you think will happen to your life? If you stop learning English now and you can't learn English anymore…

Participant: I'll have great trouble in my life.

Interviewer: How does learning English make you feel about yourself? In detail, give me as much detail as you can, how does learning English make you feel about yourself?

Participant: Is make me happy, because when you understand what another person he says and can connect with them this makes me happy and make me feel great.

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Interviewer: How do you think learning English has changed your life? Did learning English change your life and how did it change your life?

Participant: Because learning English help me to… in my life, in my studies, in my work to understand what happens other countries and I can listen to the news in English.

Interviewer: You do you think English will change your life in the future?

Participant: English of course is uh… it's make my life better of course, because I know speaking English well in the future and I can write English well and I can read stories. Can do everything and I can understand more things in my studies, because in the medicine every in English.

Interviewer: Do you ever worry that when you learn English you will change and you will become someone else, you will become someone different?

Participant: Of course… you have another language in your mind and this makes you the best from the best.

Interviewer: Makes you better?

Participant: Make you better, yah.

Interviewer: So, you're not worried that it will change you in a negative way?

Participant: No.

Interviewer: Do you ever feel that you have to give up who you are to learn English, that you must stop being who you are that you can learn English?

Participant: No, it can't.

Interviewer: How do you feel about having people from the West teaching you English? Like you have teachers from the USA, the UK, Australia, South Africa, how do you feel about that?

Participant: I think if you take uh learning from the native language it's better.

Interviewer: How about the difference in culture? You have a difference in culture, Western people, teachers from the West have a different culture, you have a different culture, how do you feel about that difference in culture?

Participant: I think in native language native teach me he (inaudible) me some points because his culture is different from me ... but in when I study English I prefer to take from those…

Interviewer: So what do you like about learning English in your university?

Participant: In university bad, because maybe in my university don't choose best teacher… Maybe, I don't know why… because most of, many of the teacher have a just a not focus on to teach.

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Interviewer: …Ok, so my next question is, your classroom environment, in your class in your university, the why your students are, your teacher, your um technology that you use in class, everything about your classroom, how does it help you to learn English?

Participant: Of course its help you. Sometimes you can't understand something by saying it should be watch it in the projector or sometimes it should be listen should have heard computer.

Interviewer: So, your classroom environment in your university is good for learning English?

Participant: Yes, of course.

Interviewer: Your family, in which way to they help you to learn English? Do they support you to learn English, your family?

Participant: My father and my brother biggest.

Interviewer: How do they help you?

Participant: They pay for me to learn.

Interviewer: How many of your family and friends can speak English?

Participant: Actually, I have many my family. My close family? My uncle can speak well and uh my cousins, lots of my cousins speak English well.

Interviewer: So you speak to them… Do you speak to them outside of your university? …you spend time with them…

Participant: No.

Interviewer: No? So, who do you speak English with outside of your university? I know in university you have friends that you can speak with, right?

Participant: My last teacher who was teach in the past, I speak to him on the phone and email.

Interviewer: How does learning English make you feel about being Muslim and learning English and being a Saudi, being an Arab learning English? How do you feel about that?

Participant: It's good and bad in the same time.

Interviewer: Explain to me.

Participant: It's good to understand what the other country talk this is good. He's become the famous from the Arabic language because of the Arabic language is the language for Quraan. It should become famous from the English language…

Interviewer: So, you think that English has become more important that the Arabic language and Arabic was more important than English?

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Participant: Yeah.

Interviewer: Thank you very much.

Participant 8

Pseudonym: *Abdulaziz*

Interviewer: Why do you study English? Why do you learn English?

Participant: I learn English, because I want to improve my skills in English language because I use that for my university. I want to improve to travel to study. Everything in my life by English language.

Interviewer: What do you need it for in your university?

Participant: To move or to enter in to medical college.

Interviewer: How much time do you spend learning English outside your university?

Participant: Maybe about three hours.

Interviewer: What else do you use English for?

Participant: For speech uh or speaking with another one when I travel, when I study, when I talk by chatting to my friends in America or another country.

Interviewer: Do you read books in English, watch movies, listen to music?

Participant: Only watching movies but I didn't read in English but in my university only.

Interviewer: Do you plan to go to another country to learn English?

Participant: I will take three months in New Zealand or British UK.

Interviewer: So what plans do you have…other plans do you have for learning English in the future?

Participant: In addition to travel to New Zealand?

Interviewer: After that.

Participant: After that to study and read anywhere in university or in another place.

Interviewer: Do you ever feel that English is difficult to learn; that it's hard to learn English and you want to give up? Do you ever feel like that?

Participant: I feel English is hard and this is my problem because you want to spend a lot o time to learn English. In my opinion that is hard. My friends say no it's easy when you learn hard you will get you want.

Interviewer: Ok. So when you feel like this is hard I want to give up, what is there to push you to make you go on? What makes you go on?

Participant: It's uh my uh father and my mother helps me to study English hard. I say to him it's very hard he say to me " you can because many people in our country and in our hometown get good uh get good score in English"

Interviewer: When you think about your future, you think about yourself in the future, can you imagine yourself as someone who is able to speak English well?

Participant: In the future when I try to get good score in IELTS exam and in English general, I will say my future is good, because English will open a lot of doors in my life.

Interviewer: When you imagine yourself in the future, what do you see? How do you see yourself in the future?

Participant: I see better I get IELTS only.

Interviewer: So, do you think English will improve your life, make your life better?

Participant: Yes, will improve my life and will happen big change in my life. If I don't worry about English I will live in Arabic only and another one will learn English and stay in my place.

Interviewer: How does learning English make you feel about yourself?

Participant: I feel I'm good man I can… I will improve myself, I will be identified in our community, I'm useful for community.

Interviewer: Do you feel that when you learn English that you have to give up or you have to lose some of who you are now? You're a Muslim, you're an Arab, you're a Saudi, when you learn English do you feel that you are going to lose some of that, some of your culture?

Participant: No, because many people in our country learn English well and he's also Muslim, also Arabic, also have same culture I have it. Same us culture…

Interviewer: Do you know anyone in your community that speaks English and is a Muslims, is a Saudi, got the culture, that you want to be like? Someone that you want to be like…

Participant: Yes, I think my uncle. He's a doctor for surgery, he have good English language, he have many courses in the world and he's Muslim. He's from hometown and he's very normal. When you see him you say this person don't have any English language.

Interviewer: He's a real Saudi?

Participant: Yes, Saudi, Saudi…

Interviewer: How do you feel about Westerners teaching you English, like people from America and Australia and South Africa teaching you English?

Participant: Native speaker?

Interviewer: Yes, how do you feel about them teaching you English?

Participant: I feel that when I learn between native speakers, I feel I will came same him because native speaker will learn you a lot of skills from native language, mother language, not same in Middle East. Many is… Many teacher from Egypt and Jordan, but not have… has… has not same skills.

Interviewer: How do you feel about their culture, their culture coming over to you when you learn English?

Participant: Yes, I will get a lot of culture from him. I will give him and he will gives me a lot of culture like uh dress and uh clothes and how to write and how to speak, how to go.

Interviewer: How do you feel about English in your university? What's good about it?

Participant: I think English in our university isn't very good such as King Saud University. We learn English but I think my (inaudible) is harder and sad.

Interviewer: Why?

Participant: Because we take the hard one and there is no special way to learn only hard to finish the book.

Interviewer: So, even while it's difficult to learn English, you will still continue to learn, right?

Participant: Yes I will continue to learn. It's difficult to learn but I can get good score.

Interviewer: So, you're classroom environment in university where you learn, how do you feel about it?

Participant: Again.

Interviewer: Your schoolroom environment, your students, your teachers, your books, how do feel about that, how does that help you?

Participant: Yes, maybe books will help you, like uh good books will explain by good ways, good teacher will help you, student will help you. When don't understand anything will help you your teacher, your friends and the books will help you to make easier… the information will be easier.

Interviewer: Your family and your friends, how do they help you to learn English, how do they support you?

Participant: I think my family and my friends didn't help me, because every day in every meeting we talk about Arabic language, by Arabic language.

Interviewer: … but do they encourage you, do they tell you it's good to learn English?

Participant: Yes, maybe in the side yes.

Interviewer: Not speaking only…

Participant: …only advice.

Interviewer: How many of your family and friends can speak English?

Participant: All of them.

Interviewer: Can speak English…?

Participant: All of them.

Interviewer: …of your family?

Participant: Yes.

Interviewer: … and your friends?

Participant: Almost all of them…

Interviewer: So how does it make you feel that you're one of few people in Saudi Arabia that can speak English? How does it make you feel?

Participant: I feel from this information I will one of them.

Interviewer: You want to be one of those who speak English?

Participant: Yes, he advertise him to English language, we can learn and you can learn with us.

Interviewer: Thank you.

Participant 9

Pseudonym: *Hasan*

Interviewer: Why do you learn English?

Participant: Because it's the language of uh… Right now it's the most important language so I have to learn it. Because in the future I need it when I graduate from the university I need to know my English.

Interviewer: Do you need English for what you study? Do you need it for your studies?

Participant: Yes, all my study is in English, so I have to learn it and I have to improve.

Interviewer: What is your major?

Participant: Information system, college of computer science.

Interviewer: How much time do you spend studying English outside of your university?

Participant: I read maybe just an hour a book, English.

Interviewer: What English books do you read?

Participant: I just bought uh Oxford dictionary with images so I can remember it, not the same dictionary is boring.

Interviewer: Have you ever travelled outside of Saudi Arabia to study English?

Participant: No.

Interviewer: Do you plan to go sometime?

Participant: *In sha Allah*, next year.

Interviewer: Where do you want to go to?

Participant: Britain, *in sha Allah*. It depends on the institute, I don't know where exactly I'm going to.

Interviewer: What are your future plans for English? What do you want to do?

Participant: Actually, I want to take diploma English.

Interviewer: And when you are finished with your diploma and with your studies, do you plan to continue learning English?

Participant: *In sha Allah* of course.

Interviewer: What else do you use English for? I know you use English for your studies in your university, but what else do you used it for?

Participant: In everything, in my computer, my phone.

Interviewer: What do you use it on your computer for?

Participant: Huh?

Interviewer: What do you use it on your computer for?

Participant: Anything, studying, working, just searching. I do anything, playing.

Interviewer: Playing games?

Participant: Not too much.

Interviewer: Do you read English books?

Participant: Just one.

Interviewer: Do you listen to English music, watch movies?

Participant: Uh, watch movies, sometimes listen to English music

Interviewer: You know sometimes it becomes difficult to learn, right?

Participant: Right.

Interviewer: English can become difficult sometimes…

Participant: Yeah, sometime…

Interviewer: …then you feel, "ah, I wanna give up, I'm going to stop learning". Do you ever feel like that?

Participant: No, no, I feel like struggle to learn English but that does not mean I will stop.

Interviewer: Even if you struggle to learn you will still continue.

Participant: Yes.

Interviewer: Ok so what is pushing you to learn, what is motivating you? What makes you want to learn more?

Participant: I told in the first of the interview that it's the first language and the language that…

Interviewer: Do you think that when you learn English you'll be able to get a better job that someone who doesn't?

Participant: Yes.

Interviewer: What else do you think English can give you?

Participant: Communicate with another people form another culture.

Interviewer: Do you think it's important?

Participant: Yes it's an important.

Interviewer: Why?

Participant: Because it makes me to know about different cultures. If I go to India for example, I don't speak Indian I speak English maybe they will understand me.

Interviewer: When you think of yourself, you imagine yourself…

Participant: Yeah.

Interviewer: Can you imagine yourself in the future as someone who's speaking English well?

Participant: Yes.

Interviewer: Can you give me how do you see yourself in the future, speaking English?

Participant: *In sha Allah* I will speak English frequently.

Interviewer: Doing what? How do you see yourself? I mean we have a picture of ourselves in the future, isn't it? Can you describe that picture for me, of yourself?

Participant: I don't know, I didn't thought about it, imagine about the future.

Interviewer: You don't imagine your future?

Participant: Yeah.

Interviewer: But you can imagine yourself that you can speak English and you speak to people of other cultures and you use it for your work and you see yourself as someone who's fluent?

Participant: Yes.

Interviewer: What do you think would happen if you fail to learn English? How will it affect your life?

Participant: No, I can learn English… So, if I find severe problem I will try to fix it.

Interviewer: …but if, if. Let's just say if, a big if. If it so happens that something happens and you cannot learn English anymore, will it have a big effect on your life? What effect will it have on your life? How will it change your life?

Participant: It's a problem, not a big problem, so I don't know actually.

Interviewer: Maybe for your future career, will it…?

Participant: Yes, yes maybe if I don't have a English language I didn't get the job, so I have to learn English.

Interviewer: How does learning English make you feel about yourself?

Participant: Makes me feel more confidence.

Interviewer: How do you feel about Westerners teaching you English?

Participant: About what?

Interviewer: Westerners, people who are from a Western culture?

Participant: Westerners from West?

Interviewer: Yeah, from USA, Britain…

Participant: Yeah, yeah...

Interviewer: …teaching you English, how do you feel about that?

Participant: It's ok that's good thing, to know about them. That's them language, so we much learn from them the language.

Interviewer: Do you think learning English from Westerners can influence your culture, your religion?

Participant: No. I want to learn English I will take the English from them, I will not take from their religion, from our thinking, so…

Interviewer: What do you like about learning English in your university? What do like about it? What is good about learning English in your university? Tell me all the good things.

Participant: All the good things, if I studied and in the future my study all my subjects it will be English… math, chemistry, physics so if I didn't learn English in the university I will fail in another subjects.

Interviewer: So what things in your university that they do in your university do you think is good when they teach you English? For example, your teachers are they good or are they not good? What is good about learning English in your university?

Participant: I really like the teaching English in my university they make my language improve.

Interviewer: How do you feel about your teachers and the books and the curriculum and the classes and everything?

Participant: They are good very good about teaching, their personality.

Interviewer: Are there things in your university that you would change? The way that they teach English, are there things that you would change?

Participant: I would change?

Interviewer: Yes, if you could.

Participant: I will let the grades go higher, I will give them just (laughs).

Interviewer: You would give students higher grades (laughs)?

Participant: Your classroom environment, when you're inside your class, your students that learn with you, your teacher, you have a whiteboard and an electronic board and uh everything about your classroom, how does it help you to learn English? How does it make learning English easy?

Participant: The Smart board we saw some pictures and some videos teaching us English and the normal white board just for writing.

Interviewer: And your friends in class, do they help you to learn English?

Participant: Maybe one or two or three just, the others don't what to learn.

Interviewer: They don't want to learn? Only a few of you want to learn? So what do they do when they don't want to learn?

Participant: They're sitting on their phones, sleeping.

Interviewer: They don't make a noise or anything like that?

Participant: No, no if they make noise they will get out. They'll get out of the class, so they stay calm.

Interviewer: Your family and your friends, how do they help you to learn English? How do they support you?

Participant: Maybe give me money for institute.

Interviewer: And your friends?

Participant: My friends?

Interviewer: Yes, do you have study groups where you learn English together or…?

Participant: No, no.

Interviewer: You learn on your own?

Participant: Yes.

Interviewer: How many people in your family can speak English?

Participant: Just maybe my sister.

Interviewer: Do you speak English with each other at home?

Participant: With my sister? No.

Interviewer: You only speak Arabic with each other?

Participant: Yes it's our mother language.

Interviewer: You don't practice with each other sometimes?

Participant: No, no.

Interviewer: How do you feel that you are one of the few people that can speak English? Not many people can speak English, how does it make you feel that you are one of the few who can?

Participant: I feel like I am special.

Participant 10

Pseudonym: *Tariq*

Interviewer: Why do you learn English?

Participant: Because it's an international language in the world. We use it in everything, in the learning, in the computer, anything, anywhere.

Interviewer: For what kind of learning do you use English?

Participant: The teachers, and books and read some of story and listening, watch movie.

Interviewer: And what about your studies in university, is English important for your studies?

Participant: Yes.

Interviewer: How important is it?

Participant: The percentage is 60 or 50.

Interviewer: What do use English for in your studies in your university? You only study English as a subject or are all your subjects in English?

Participant: Subjects are in English.

Interviewer: All?

Participant: Yes. We have some subject in English and another subject but is the write in English. It's language English.

Interviewer: How much time do you spend studying English outside of your university?

Participant: Outside of university, maybe uh one year.

Interviewer: Every day.

Participant: Every day? Uh five or four hour in a week.

Interviewer: Four or five hours a week? What about… Do you have extra English lessons?

Participant: I have four hour a day.

Interviewer: Do you plan to continue learning English?

Participant: Yes.

Interviewer: What are your plans for English in the future?

Participant: I plan to become a good man English. I talk very good and my accent become very good same the someone from America or England, same his accent.

Interviewer: What are you going to do to learn English well?

Participant: I will go… I will be improve on myself like the study or read or come to the course, take the course.

Interviewer: Where do you intend to take courses?

Participant: Maybe institute or private teacher.

Interviewer: Do you plan to go oversees?

Participant: Where?

Interviewer: Oversees to another country like the USA or Canada.

Participant: Maybe, but not now.

Interviewer: Do you use English to watch movies, read, books, listen to music?

Participant: Yah

Interviewer: What do you use it for?

Participant: Use to learn, watch the movie. Sometimes I use movie and translate not in Arabic but in English and speak in English. I try listen and read this improve.

Interviewer: And books?

Participant: And books I read it…

Interviewer: Computer?

Participant: Computer, I read and read, I think it's read.

Interviewer: You use the social media to talk to other people?

Participant: Yes.

Interviewer: Which ones do you use?

Participant: The program YouNow

Interviewer: Did you hear it?

Participant: No, I haven't.

Interviewer: Is it like Facebook?

Participant: No, you open the camera and some people come there and ask you some questions and you answer. They are see you, but you don't see them.

Interviewer: Like video chat?

Participant: Yeah, video chat, exactly.

Interviewer: Sometimes it becomes difficult to study English, I know sometimes it's difficult, but you continue even if it is difficult, right? So what makes you continue even when it's difficult? What pushes you?

Participant: Future, if I look for example my friend he better than me, I hope become like him. I see some of my friend watch the movie without translate, I hope like him.

Interviewer: When you imagine yourself, when you think of yourself in the future, you have a picture of yourself in the future and you can speak English. Can you describe that picture to me? How do you see yourself?

Participant: I can discuss with anyone and uh anyone someone that's good someone that's bad…

Interviewer: So, you'll help other people?

Participant: Other people exactly.

Interviewer: How do you think you would feel if you fail English, if you can't learn English?

Participant: Very bad, terrible.

Interviewer: Why?

Participant: …because it's very important in our life. I can't continue without my language not improve. It's very hard, I afraid everyday don't funny, don't happy because I don't improve.

Interviewer: So, if you don't improve it will affect your future?

Participant: Yeah, maybe in the learning or in my job it's I think I change my job for that.

Interviewer: So, what job do you think you are going to have in the future?

Participant: *In sha Allah*, Engineering *in sha Allah*.

Interviewer: You want to be an engineer? So if you fail in English you won't be able to.

Participant: Yeah, it's difficult without English, without language because I planning to study outside.

Interviewer: Where do you plan to study?

Participant: USA *in sha Allah I* or United Kingdom.

Interviewer: Do you ever feel that when you learn English you have to give up something of yourself, like you have to become more like a Westerner, you have to become more like an American? Do you feel that when you study English that you will become less Arab and more…

Participant: Yes, sometimes… Only in the language, in the language they are better than us, only in language.

Interviewer: So, how does learning English affect your identity as a Muslim?

Participant: Nothing, is nothing.

Interviewer: It doesn't affect your identity as a Muslim at all?

Participant: No.

Interviewer: How do you think learning English will affect your identity as an Arab and a Saudi?

Participant: I don't think it will affect.

Interviewer: It won't affect it at all?

Participant: No.

Interviewer: How do you feel about having teachers that are from the West? How do you feel about them teaching you English? Do you think it will have an effect on your culture and on your…

Participant: No.

Interviewer: What do you like about learning English in your university?

Participant: It's good learning English is good under the foreigner. Can discuss with him and improve myself.

Interviewer: Are there any things in your university that you do not like about teaching English? What don't you like?

Participant: About my university is the exam, the final exam and the mid exam, mid-term it is not fair. We study this book and the questions and the exam don't come from this book, from your skills. It's not good

Interviewer: So you feel it's not fair?

Participant: It's not fair.

Interviewer: So, how do you do in the exams? How did you do in the exams?

Participant: Terrible.

Interviewer: How terrible?

Participant: I do uh… I can't study because this is dependent about your skills about my skills. I can't study. Look, in mathematics I have books, study this books and maybe improve and uh know this answer and this like that, but English, no,… too much skills.

Interviewer: How do you feel about your classroom environment where you're learning English in your university? The other students in your class, your teacher, do you think they make it easy for you to learn English?

Participant: Yeah.

Interviewer: So you have different levels in the same class? Some students are good others are not?

Participant: Yes.

Interviewer: Those who are not good and those who are high are not interested?

Participant: Yeah.

Interviewer: Only the ones in the middle?

Participant: Yes.

Interviewer: In which ways do your family and friends help you to learn English?

Participant: My family uh *yushajiun.*

Interviewer: They support you, they encourage you.

Participant: They support me to go to the institute, take it the private teacher. And sometimes take it… read this… And my friend something like that see the movie and listen the music and take it the story it's nice it's beautiful.

Interviewer: How many people in your family can speak English? Your family, your friends how many of them can speak English?

Participant: Maybe in my family 2 persons and my friends, a lot. For ten people, three or four.

Interviewer: So, four out of ten? Who are the two in your family?

Participant: My brother and me.

Interviewer: Only you and your brother? How do you feel that you are one of the few people that can speak English? How does it make you feel that you can speak English and others cannot?

Participant: I think it's a good and will and I will try help them how to speak and improve.

Interviewer: So, it makes you feel…

Participant: ...good, feel good yeah.

Interviewer: Ok, thank you.

Participant: Welcome.