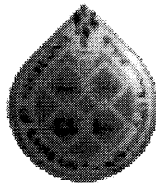


**Measuring the Effect of Religion, Gender, and Field of Study
on Saudi University Learners' Attitudes and Motivation
toward Learning and Utilizing English as a Foreign Language**



BY
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**A dissertation presented to the Department of English Language and Literature
at the University of Bahrain in partial fulfillment of the requirements
for the degree of Master of Arts in Applied English Language Studies
University of Bahrain, Bahrain.**

2006

DECLARATION



I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, nor is it being currently submitted for any degree.

Signed: _____

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on Saudi University Learners' Attitudes and Motivation
toward Learning and Utilizing English as a Foreign Language"**

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DEDICATION

*To the
Memory
Of
My parents
And
To whom
I adore,
My family
And
My fiancée*

ACKNOWLEDGEMENTS

I am deeply grateful to all those who willingly helped me accomplish this study. I would like to express my sincere thanks and gratitude to my supervisor, Dr. Fayez Mohammed Al Taha, for guiding me and helping me during the writing of this dissertation.

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ABSTRACT

This study measures the attitudes and motivation of university students at King Faisal University in Saudi Arabia, Eastern Province, toward learning and utilizing English as a foreign language. The attitudes and motivation were measured in terms of three factors: religion, gender, and field of study. This topic is highly relevant to language learning since relevant literature highlighted the direct correlation between learner's achievement and attitude to foreign language learning.

Two hundred and thirty four students (males and females) from the College of Education and the College of Science at King Faisal University were asked to respond to a questionnaire that assesses their attitudes and motivation toward learning and utilizing English. The questionnaire addressed four domains: attitudes toward learning English, motivation toward learning English, effects of religion and culture on students' attitudes, and attitudes toward the utility of English compared to Arabic. The results of the study showed that the majority of the students have positive attitudes toward learning and utilizing English. Also, the students were more instrumentally than integratively motivated.

It has also been found that the students do not think that English language and culture pose a threat to their native language or Islamic identity. On the contrary, positive religious thoughts about the English language and the western culture lead to positive attitudes in learning and utilizing English. This means that the factor of religion can be a good motivator for the Saudi university students to learn English.

In addition, the results also showed that there are no statistically significant differences in the attitudes of male and female students and that there are no statistically significant differences in the attitudes of the students who study at the College of Education and those who study at the College of Science.

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CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, followed by the theoretical background on which this study is based. It also sheds some light on attitude and motivation, Saudi society, and the position of Islam towards learning foreign languages, English in this study. Finally the chapter introduces the statement of the problem, purpose of the study, research questions, significance of the study, and, finally, limitations of the study.

1.1 Preliminary

One might think that the topic of attitudes and motivation is redundant, unnecessary, and obsolete, so researchers should not waste their time and effort on such a topic because its results are so predictable. However, Dornyei (2003), a leading figure in the field, does not hold this opinion. He agrees that the number of research studies on this topic is huge when he says:

It is, in fact, one of the most thoroughly examined areas of second language acquisition, with several books and literally hundreds of research articles and book chapters written on it. Yet, in spite of this wealth of theorizing and research findings, it is surprising how uneven and inconsistent our knowledge of the subject is (p.1).

So, this study is another attempt that can add to our knowledge and expand our view on this important part of applied linguistics. This study utilized quantitative techniques to investigate some factors that might influence the attitudes and motivation of Saudi university students toward learning and utilizing English as a foreign language. Based on personal observations and the nature of Saudi community, and in my capacity as a member of that language community, the factors that could have an impact on the students' attitudes and motivation have been limited to three: religion, gender differences, and field of study or area of specialization.

Research on the topic established a correlation between attitudes toward learning the foreign or second language and achievement in that language (Burstall, 1975; Gardner and Smythe, 1975; Gardner, 1980; Izzo, 1981; Pierson et al, 1985; Massey, 1986). This particular piece of research seeks to measure the effect of religion, field of study, and gender on students' attitudes and motivation toward learning and utilizing English as a foreign language.

These three factors have proven to be important in the field of foreign language learning in general and the Saudi community in particular. The first factor, religion, which is a prominent source of cultural values and norms, can either facilitate or hinder the act of learning and utilizing English as a foreign language in Saudi Arabia. On the one hand, Islam encourages learning foreign languages to spread the teachings of Islam. On the other hand, the political and cultural disparity with the West and the fears of cultural intrusion expressed by some religious figures can hinder the learning and using of English.

The second factor, namely subject area, is based on the assumption in the Saudi society that students who major in the sciences tend to be more motivated in learning and utilizing English as a foreign language than those who major in the arts, humanities or social sciences. This is mainly because science majors usually use English as a language of instruction, the language of science and technology. Therefore, they develop a positive attitude toward English and use it more frequently than those who study other disciplines.

In addition, according to other studies, female students seem to be more motivated to learn English than males, which support the idea that languages are among the females' favorite subjects (MacIntyre et al., 2002). So, these three variables will be tested in an attempt to find out if they have any bearing on students' attitudes and motivation toward learning English in Saudi Arabia.

1.2 Background of the Study

Today no one can deny the importance of English throughout the world. Because of its function, English, according to Casewit (1985), is no longer one foreign language among others but the world's major second language. English has become the official language of several professions and most academic fields, in addition to being the medium for international communication and business. It has evolved as the contemporary *lingua franca* of many universities' science programs, and students who study English have developed different attitudes toward the language and its importance in their lives (Vogt et al, 1994).

In Saudi Arabia, English is being taught as a foreign language in schools and universities. The aim of teaching English in the Arab countries in general, including Saudi Arabia, has been generally stated as to produce a culturally competent citizen, through ability to understand, speak, and write English efficiently. However, these objectives have not sufficiently been achieved due to the different difficulties and factors that hinder students' learning of English as a foreign language (Suleiman, 1993).

1.2.1 Theoretical Background

Among the factors that affect students' learning of English as a foreign language is their attitude/motivation factor. In fact, affective variables, such as attitude, motivation, orientations, and anxiety, have been shown to be as important as language aptitude for predicting second language achievement (Gardner, 1985). Moreover, motivation can even compensate for a deficiency in aptitude (Baker & MacIntyre, 2000). Although most of the students realize the importance of English in their lives, some lack motivation to learn it and, in consequence, have an unfavorable attitude towards it.

This study is for the most part based on Gardner and Lambert's (1959; 1972) and Gardner's theories (1985). Their pioneering work has laid the foundations for a systematic research into the role of attitudes and motivation as determinants of success or failure in second language learning. Gardner and Lambert (1972) first made the famous distinction between two types of motivation, *instrumental* and *integrative*. The motivation is instrumental if the learner is oriented toward

instrumental goals: desire to study in the country where the target language is spoken or to get a better job or to be promoted or for travel purposes. On the other hand, learners who are integratively motivated want to interact with members of the other community, get to know the target language culture better, and even become part of it. In other words, they want to integrate themselves with the target language community.

Gardner and Lambert (1972) suggested that motivation to learn a second language was grounded in positive attitudes toward the second language community and a desire to communicate with and become similar to valued members of that community. This latter desire became known as an integrative motivation, whereas attitudes became the cornerstone of integrative motive (Clement et al, 1994).

1.2.1.1 Attitudes and Motivation

For several decades, researchers in social psychology and education have recognized the importance of attitudes and motivation for successful second language learning (Gardner, 1985; Gardner & Clement, 1990; Noels et al, 2000).

The concepts of attitudes and motivation are interrelated. Attitude is a complex theoretical construct which according to Baker (1992) is used to "explain the direction and persistence of human behavior" (p.10). Gardner (1985) has operationally defined attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p.9). For some researchers (e.g. Gardner & Lambert, 1972; Gardner 1985; Baker 1992; Hohenthal, 1994; Nikolaou, 1998), an attitude seems to be a complex concept that, unlike physical attributes or actions, cannot be directly observed or measured. Mostly, attitudes are dormant and can only emerge as reactions to specific stimuli in the form of stated beliefs, expressed feelings, or exhibited behaviors. Moreover, attitudes are not inherited and have a tendency to persist. However, they are affected by psychological or social factors and experiences (Ludwig, 1983).

Motivation on the other hand "refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language" (Gardner, 1985: p.10). And whereas attitudes do not influence learning directly, they are instrumental in the development of motivation (Nikolaou, 1998).

However, it seems that the underpinnings of motivation to learn a second language are somewhat different from the motivation to master other subjects. Mastery of a second language involves, to some degree, "taking on the identity and culture of the target language" (Baker & MacIntyre, 2000: p.318). Gardner's theory (1985) takes the position that students' attitudes toward the target language group will affect their success in learning that language.

According to Gardner (1985), both educational and social attitudes appear to play a role in the second language learning process. Educational attitudes revolve around the educational aspects of second language acquisition; for instance, attitudes toward the teacher, the course, learning the language, etc. Social attitudes, on the other hand, involve attitudes which focus on the cultural implications of second language acquisition, such as attitudes toward Americans, or ethnocentricity.

Many studies (Jordan, 1941; Jones, 1950b; Randhawa & Korpan, 1973; Burstall, 1975; Gardner and Smythe 1975; Gardner, 1980; Izzo, 1981; Pierson et al, 1985; Massey, 1986) found an association between positive attitudes toward learning the second language and achievement in that language. Nevertheless, the research studies results were inconsistent. Other studies, however, found that attitudes and motivation either play a limited role in second language learning SLL (Chihara and John, 1978; Olshtain, 1990) or have no correlation at all (Kanazi, 1968; Shuman, 1971; Strong, 1984; Altaha & Al-Easa, 2001). Moreover, some researches found that attitudinal variables are not always highly related to achievement in a second language in the case of older and/or advanced students (Gardner et al, 1977, 1979).

The above studies show the relationship between attitudes, motivation, and achievement in second language learning; they also show that the connection is a complex one that is influenced by different variables (Massey, 1986). Studies in SLL have shown that attitudes are clearly influenced by many factors in the students' upbringing. Among these factors are: sex differences (Jones, 1950a; 1950b; Burstall, 1975; Gardner and Smythe 1975; Zammit, 1993; Diab, 2000), attitudes toward the second language community (James, 1969; Spolsky, 1969; Gardner, 1985), age (Jordan, 1941; Jones, 1950a, 1950b; Gardner and Smythe 1975), aptitude, intelligence and sympathetic adaptation (Gardner & Lambert, 1972), and mother tongue (Atieh, 1973).

Regarding the Arab communities, there seems to be a variety of factors that affect Arab students' motivations and attitudes toward English and its speakers (Suleiman, 1993). One of the most important factors has to do with the Arab society. Despite the common cultural and linguistic features that characterize the various Arab societies, these societies are diverse, and "this diversity stems from geographic, ethnic, religious, political and socio-economic factors that are found throughout the Arab world" (Suleiman, 1993: p.39). Sadiqi (1991) maintains that Arab students reflect the overall attitude of Arabs as a 'sizable portion' of the Arab society.

In Saudi Arabia, the same factors that affect Arab students' attitudes and motivation toward English can be applied, but with relatively different focus. The Saudi community is one of the most conservative communities in the Arab World. It surrounds itself with restrictions which are derived mainly from religious and traditional practices. Religion has a dominant role in Saudi Arabia. It is the primary social and political frame of reference. The dominant role of religion in the Saudi Arabian culture is attributed to two factors: Islam and the Wahhabis religious movement (Al-Banyan, 1980). So, the next section is going to deal with the position of learning English in the Muslim World in general and in Saudi Arabia in particular.

1.2.2 Saudi Society

Saudi Arabia is the birthplace of Islam and the prophet Mohammed (p.b.u.h), with all Saudis being Muslims. Islam has penetrated all aspects of social life in Saudi Arabia; therefore, "Islam is one of the definitive, unifying forces among Saudi Arabians, not only as a religion but as a culture- a way of life" (Al-Banyan, 1980: p. 31). On the other hand, the Wahhabis' movement is a religious reform movement which occurred during the middle of eighteenth century and is still dominant in Saudi Arabia. The movement preached a return to fundamental principles of Islam, "stressing values of simplicity, abstention and a commitment to the Koran and original traditions as the only valid source of Islamic belief" (Al-Banyan, 1980: p. 32).

This religious movement shaped all aspects of life in the Saudi Arabian society, and its leaders play a significant role in many aspects of the Saudi society, including education. Therefore, studying the effect of religion on Saudi learners' attitudes and motivation toward English as a foreign language is not unusual because

of the role of religion in this country, especially when there are some religious opinions that prohibit the learning of English or try to limit its role in society.

Nowadays, Saudi Arabia is a country in transition. On the one hand, it is being propelled at risky speeds, headlong into the maelstrom of the Western-dominated technological culture (Congreve, 2005). Saudis are keen to follow the West in areas of science, technology, and business. The English language is a supposedly necessary tool to facilitate this. Saudi Arabia, like China, Egypt and others in the 'Expanding Circle' of countries mentioned by Kachru (1992), uses English as a universal second language where English is commonly used in medicine, higher education, the sciences and engineering, and business.

However, teaching and learning English in Saudi Arabia still face many problems. The array of motivational and attitudinal factors involved in learning English as a foreign language in Muslim societies, in general, are various and complex (Casewit, 1985). By applying Gardner's theory (1985), which says that the relationship between positive attitudes and second language motivation can be influenced significantly by the amount of contact between the two cultures, one can account for the factors that affect Saudi students' attitudes toward learning and utilizing English.

1.2.2.1 Islam and English

Casewit (1985) argues that many of the factors which shaped peoples' attitudes towards English and which determine their motivation to learn it are still linked to the past in ways which constitute real barriers towards integrative motivation. Many studies in the Muslim World tried to evaluate the position of the English language in Muslim societies (Shafi, 1983; Casewit, 1985; Ozog, 1989; Pennycook, 1994; Karmani, 1995; Argungu, 1996; Asraf, 1996; Kazmi 1997; Okpanchi, 1999). Those studies found general antipathetic attitudes toward English.

Karmani (1995: p.20) thinks that the general antipathetic towards the English language for a great many Muslims may be explained under the following headings:

- 1- English is a colonial language
- 2- English is a Christian language
- 3- English is a threat to Arabic, and
- 4- English is the language of Western civilization.

In fact, the last three factors might be characteristic of the Saudi society because they are related to their religious, ethnic, and cultural/political beliefs.

People usually tend to resist invaders and their cultural and colonial language. Elbiad (1985) and Sadiqi (1991) investigated the attitudes of Arab high-school students toward English in Morocco and reported different kinds of attitudes among the participants. The results of the investigations show that when respondents are given a choice between French and English, they tend to choose English on the basis that French is considered as a colonial language, while English is perceived as more useful for the future of the country.

The religious aspects of objection stem from the notion that English is the language of non-Muslims. This belief is due to the early periods when English was connected with preaching for Christianity. Argungu (1996) notes that "from a very early period Muslims' response to the coming of the English language into their lands was marked by an attitude that could be simply termed as 'defensive suspicion', because of what they saw as that language's inevitable links with Christianity through the newly –introduced Western educational system" (p.3).

Husain (1985) argues that:

English, because of its history, reflects a world-view which is predominantly Christian ... the English language has been right from the time of King Alfred the vehicle of Christian culture, so much so ... that the pattern of its idioms reflects aspect of Christianity even when the subjects discussed may have nothing to do with religion. Many of the metaphors derived straight from the Bible. It is impossible to use the English language without employing terms or expressions which serve as reminders of the Christian past of English people (cited in Karmani, 1995: p. 24).

Thus, Ozog (1989) points to "a view expressed by many, although not yet publicly by a politician, is that English is a kafir (non-Islamic) language" (cited in Pennycook, 1994: p. 205). Therefore, a notion like this about English in a conservative society like the Saudi one can impede the students' attitudes and motivation toward English as a foreign language.

The ethnic aspect is represented in the highly positive attitudes of the students toward Arabic, the language of the Koran. In Muslim theology, Arabic occupies a special status. Indeed, according to a prophetic tradition, the Arabic language is believed to be the 'language of paradise'(Casewit, 1985; Karmani, 1995; Argungu, 1996). So, the resistance to English may stem from the fear of its effect on Arabic

which is seen as "a God-given language, unique in beauty and majesty, the best equipped and the most eloquent of all languages for expressing thoughts and emotions" (Chejne, 1965: p. 449).

At the same time, Saudi Arabia remains the standard bearer of the Arabic language. Because of its position as guardian of the *Haramain*- Islam's two most holy shrines in Makkah and Madinah- and because Arabic is the sacred text of Islam, "Saudis and their culture are inextricably linked to the Arabic language" (Congreve, 2005: p.2).

On the other hand, English is seen as the language of science and technology. It is "intimately connected with the process of modernization" (Casewit, 1985: p.12). So, Saudi Arabia has to balance between two important concerns: preserving Arabic, which represents its religious values and traditions, and exploiting English as the language of modernization.

The political issues also can shape students' attitudes toward learning English. English is mainly attached to the American culture than the British one, for, as Dornyei & Csizer (2002) stated, "English as a world language is more closely associated with the USA than the UK" (p. 435). English is often perceived as a tool of imperialism and colonialism and that has led "to attitudinal resistance to English in certain parts of the Muslim world" (Asraf, 1996).

In Iran, one of the conservative Muslim countries in the area, the use of the English language decreased dramatically after the revolution of 1979. Tollefson (1991) believes that "one reason was its (English language) close association with the United States, which was the primary external opponent of the revolution" (p.85). Also, the bias of American foreign policy in the Middle East Crisis (the Palestinian cause) and the invasion of Iraq have an impact on the attitudes of youth in the Muslim World, and raise hatred toward everything that is Western, including its language and culture.

So, Saudi students' perception of their own culture and the interrelationship between that culture and the culture associated with English could very well affect their attitudes.

1.3 Statement of the Problem

Like many other Arab students, Saudi students face some special problems in learning and using English. There are certain factors that may have caused these problems. Among these factors is their negative attitudes and motivation toward learning and utilizing English. Certain factors, such as religion, gender, and field of study, may play a role in shaping students' attitudes toward learning and utilizing English as a foreign language. This study measures Saudi university learners' attitudes and motivation toward learning and utilizing English as a foreign language. The learners' attitudes and motivation are investigated in terms of three influencing factors: religion, gender, and field of study.

1.4 Purpose of the Study

The objectives of this study are

- 1 – To study the attitudes of university students towards learning and utilizing English.
- 2 – To investigate the type of motivations that the students have.
- 3 – To Measure the impact of the variables of religion, gender, and field of study on students' attitudes.
- 4 – To investigate the reasons behind students' attitudes to reinforce the positive causes and avoid causes of frustration.

1.5 Research Questions

The major questions that are addressed by this study are the following:

- 1- What are the attitudes of Saudi university learners (SUL) toward learning and utilizing English as a foreign language?
- 2- What type of motivation do the students have toward learning English?
- 3- Does religion have any significant influence on SUL's learning and utilizing of English?
- 4- What are the students' attitudes toward utilizing English compared to Arabic?
- 5- Are there any significant differences between the different domains of the study? (see pp. 26 and Appendix A).

- 6- Are there any significant differences in the different domains and total degree due to the gender variable?
- 7- Are there any significant differences in the different domains and total degree due to the college variable?
- 8- Are there any significant differences in the different domains and total degree due to the gender variable in College of Education?
- 9- Are there any significant differences in the different domains and total degree due to the gender variable in College of Science?
- 10- Are there any significant differences in the different domains and total degree due to college variable according to males?
- 11- Are there any significant differences in the different domains and total degree due to college variable according to females?

1.6 Significance of the Study

It has been observed in the literature on second and foreign language learning that language competence and high achievement are mainly related to learners' positive attitudes toward learning the second language and that learners who have negative attitudes usually show low and poor competence in learning the second language (Jordan, 1941; Jones, 1950a, 1950b; Gardner & Lambert, 1972; Randhawa & Korpan, 1973; Burstall, 1975; Gardner and Smythe 1975). Therefore, this study gains its significance from being the first study that addresses the problem of measuring students' attitudes and motivation in Saudi Arabia in terms of religion, gender, and field of study. So, these three factors, especially religion, are particularly chosen for their importance in the field of second language learning in general and in the Saudi community in particular.

1.7 Limitations of the Study

This study is limited to:

- 1 – Finding a relation between the attitudes of the learners and the expected effective factors (religion, gender, and field of study).
- 2 – Identifying the type of motivation that the students have (instrumental or integrative).
- 3 – Measuring the effect of religion on students' attitudes toward learning English.
- 4 – Investigating if there are differences in students' attitudes between those who study in the science departments and those in the literary departments.
- 5 – Comparing male and female students' responses at King Faisal University in the Colleges of Education and Science in the Eastern province of Saudi Arabia in order to explore the differences between their attitudes, if there are any.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

Chapter II constitutes a review of the relevant literature in relation to the theoretical and practical assumptions of this study. The literature on attitudes and motivation in English as a second and foreign language is divided into two parts: the studies done in the Western countries and the studies conducted in Middle Eastern countries. Then the literature on the effects of religion, gender, and field of study on the students' attitudes and motivation is reviewed.

2.1 Related studies

Attitudes and motivation toward second language learning have been researched for many years in the domain of applied linguistics, mostly from the psychological perspective (Skehan, 1989; Crookes & Schmidt, 1991; Dornyei, 1994; Oxford & Shearin, 1994; McGroarty, 1996). Furthermore, the role of social attitudes in second language learning has also been investigated by many researchers (Gardner and Lambert, 1972, Gardner, 1985; Gardner, 1988) and in a variety of social situations.

2.1.1 Western Studies

Gardner and Lambert (1959, 1972) conducted empirical studies on the effect of two different types of motivation, integrative and instrumental, on second language acquisition. Their results showed that attitudes of the second language learners toward the speakers of the target language play an important role in the process of second language acquisition. Attitudes, themselves, are affective factors that can increase or decrease motivation. Students who possessed favorable attitudes (integrative motivation) toward the target language speakers and their culture were found to be

more successful in acquiring the second language than were those with negative attitudes.

Later on, Gardner (1980, 1985, 1988) proposed a socioeducational model of motivation that emphasized the influence of cultural beliefs on the development of the integrative motive and suggested the presence of positive causal link between the integrative motive and second language achievement, as opposed to learning a second language for instrumental purposes only, where no such link exists (Shaaban & Ghaith, 2000). Gardner's socioeducational model continues to stress the idea that languages are unlike other school subjects in that they involve learning aspects of behavior typical of another cultural group, so that the attitudes toward the target language community will at least partially determine success in language learning (Crookes & Schmidt, 1991). This means that integrative motivation is superior to instrumental motivation when learning a second language.

The assumption that attitudes toward the second language community may have an impact on second language learning and more specifically on achievement is a controversial issue. There is a plethora of studies concerned with the relationship of achievement in the second language and attitudes toward the second language community, but the results are contradictory. Gardner (1985) summarizes the results of nine such studies. In six of them, favorable attitudes toward the second language community were positively correlated with achievement in the second language. In addition, other researches have supported Gardner's and Lambert's early findings that attitudes facilitate the process of second language learning if the attitudes are positive and hinder it if they are negative (Spolsky, 1969; Schuman, 1971; Lukmani, 1972; Genesee, Rogers, & Holobow, 1983; Spolsky, 1989; Gardner & Lysynchuk, 1990).

However, research evidence synthesized by Oller (1981), Au (1988), Dornyei (1990, 1994) and Belmechri and Hummel (1998) did not support the superiority of integrative motivation in different contexts. They even maintain that instrumental motivation is generally more prominent in a foreign language (FL) context than integrative motivation. Olshtain, Shamy, & Chatow (1990) point out that Gardner originally formulated his theory on the basis of surveys conducted primarily in a second language context, where the target language is mastered through direct exposure to it. Littlewood (1984) pointed out that FL learners are learning an international language in which the aim of learning is not to interact with the target

language community, but to communicate with others who have learned it as a foreign language.

Dornyei (1990) argued that, with regard to foreign language learners, integrative motivation might be less relevant than for those in a second language environment because learners have little or no contact with members of the second language group (Clement, Dornyei & Noels, 1994; Oxford & Shearin, 1994). Gardner himself came to the same conclusion. In their later studies, Gardner and MacIntyre (1991) found that instrumental motivation was also an effective factor in second language learning. However, it seems that those who are integratively motivated are probably more successful at an advanced language level than those who are not, "mainly because psychological integration sustains interest in learning the language longer" (Wen, 1997: p.236).

In EFL situations, affective predispositions (i.e. the learner's beliefs, feelings, and intentions) towards the target language community are likely to explain a proportion of language achievement (Olshtain et al, 1990). These affective variables deal with the social/political contexts from which attitudes and motivations are derived (Gardner, 1982). Suleiman (1993) states that integrative motivation, instrumental motivation, sociocultural motives, and socio/political factors are significant aspects in EFL learning. It seems that this is true of the Arab learners who learn English as a foreign language and who develop certain types of attitudes, negative or positive, toward English.

2.1.2 Middle Eastern Studies

The issues of integrative motivation, instrumental motivation, sociocultural motives, and socio/political factors have been largely overlooked by researchers who have worked with adult Arabic-speaking students. "The analysis of the role of attitude and motivation on Arab learners' attainment of English provided needed but previously undocumented information for teachers of English as a foreign language" (Suleiman, 1993: p.6)

Several studies have shown that Arab EFL learners are mostly instrumentally motivated; they have little interest in the target language and culture. Casewit (1985) noted that as English continues to play a vital role in vehicling much of the modernization and development to the Arab societies; "it seems appropriate,

therefore, that those learning it in these societies should be largely instrumentally motivated" (p.8). According to Suleiman (1993) the failure of Arab learners of English as a foreign language to achieve adequate levels of bilingual Arabic/English proficiency "can be explained in terms of the degree of compatibility or incompatibility of the two cultures and cultural attitudes as well as the linguistic differences between the two languages" (p.20).

Most of the studies which assessed Arab students' attitudes toward English and their motivation for studying it rendered very similar results despite the fact that the studies were done amongst completely different Arab student populations. Certain similar attitudes toward English do tend to prevail. For example, in her review of a number of attitude studies conducted in Saudi Arabia, the United Arab Emirates, and Oman, Malallah (2000) claims that the studies showed that students in Arab countries have favorable attitudes toward FL study because of instrumental motivation. Al-Shalabi (1982) also investigated university students' motivation for studying English in Kuwait. The majority of the students reported themselves as having instrumental motivation for language learning.

Another investigation of attitudes toward the study of English was conducted in the United Arab Emirates by Musa (1985). Seventy-five percent of students stated that they liked studying English because of its importance as an international means of communication and because it would enable them to pursue their postgraduate studies and to keep them in contact with a high-status foreign culture.

The attitudes of students, teachers, and parents toward English as a foreign language in Saudi Arabian public schools were assessed by Alam et al (1988). They found that the attitudes of all the subjects were positive and the majority recognized the international importance of English, indicating that English has a worldwide application in business, education and communication. Also, the participants in that study did not find English as a threat to their Arabic or Islamic cultural values.

The Arab Bureau of Education for the Gulf States (1990) conducted a study on the teaching of English in Oman. The study found that Omani students stressed the importance of English language because they need to use it when they work in both the private and public sectors.

In his study which was conducted on a number of Arab students from different Arab countries studying in the United States, Suleiman (1993) explored and identified different motivation and attitudes of Arab students at the university level toward the

English language and Americans. He noticed that the motivation, along with the attitudes toward the study of English, is shaped in terms of the sociocultural characteristics of each group. He also noted that most participants stressed the importance of English to their education. But none of the participants had an integrative motivation for learning English. Their motivation for learning English were primarily, and almost exclusively, in order to achieve academic and career goals in their native countries.

What is more important in Suleiman's (1993) study is that the Saudis in the study showed negative attitudes toward Americans more than other Arab groups like: Palestinians, Libyans, and Jordanians. The researcher attributed the Saudi participants' negative and neutral attitudes toward Americans from the prevalence of what he calls 'traditionalism' in the Saudi society.

The study carried out by Yazigy (1994) on the effect of Arabic as a native language on the learners' attitudes and motivation to learn English gave several surprising conclusions. The subjects in her study were 164 students enrolled as regular students at two universities: the American University of Beirut and Beirut University College. She concluded that the majority had positive attitudes toward the learning of English. However, she found that the students started English courses series with the most positive attitudes toward the learning of English and this interest gradually decreased as subjects progressed in the courses, until it rises again in the last course.

She also found that attitudes towards learning English were positive except when compared with other subjects. Similarly, attitudes towards English-speaking people were fairly favorable, though attitudes towards English culture were rather neutral. She noted that subjects who use a foreign language at home had more positive attitudes towards the learning of English, English speaking people, and English culture than those who do not. In addition, Yazigy's study found that a student's first motivation for studying a foreign language was to pursue higher studies in that language.

Abu-Rabia and Feuerverger (1996) conducted a study on Arab students in Israel and Canada to investigate the relationship between attitudes and cultural background and reading comprehension. The results of the attitudes questionnaire in their study showed that in Israel the motivation of Arab students in learning Hebrew was primarily instrumental rather than integrative. In the Canadian social context,

Arab male students showed only an instrumental motivation in learning English, while Arab female students indicated a strong integrative motivation in learning English.

Abu-Rabia (1996) explored the effects of Israeli students' Jewish cultural background and attitudes towards learning English on their second language acquisition. The results of the attitude questionnaire indicate that the Israeli students' motivation for learning English was instrumental rather than integrative. His explanation was that Israeli students preserve their Jewish identity by unconsciously limiting their aspirations to those that are related to instrumental motivation because aspirations that relate to integrative motivation might obscure their Jewish identity. Abu-Rabia (1997) came to the same conclusion, that the motivation of the students in the study toward learning English as a second language was primarily instrumental, when he conducted his study on 52 eighth-grade Canadian-Arab immigrant students from different parts of Toronto.

Shaaban and Ghaith (2000) examined the motivation of 180 Lebanese university students toward learning English as a foreign language. Their findings revealed that integrative motivation, effort, valence, expectancy, and self-estimation of ability were internally related determinants of motivation for learning EFL. They also found that instrumental motivation was related to integrative motivation and valence only. This means, according to the researchers, that instrumental motivation may not be perceived by learners as a strong motivating factor for exerting more effort and developing high expectancy and the ability to acquire languages other than their own. Also, Shaaban and Ghaith's (2003) study indicated that the positive attitude of the students towards the FL is governed by instrumental rather than integrative motivation.

Altaha and Al-Easa (2001) arrived at the same results. They measured the attitudes of Qatari female students towards learning English to determine the relationship between attitudes and achievement in EFL. The results showed that the subjects had a positive attitude toward English and its speakers, and the students were instrumentally motivated. The study also showed that there was no significant correlation between the attitudes of the learners and their achievement.

Congreve (2005) found the same results with Saudi students studying at King Fahad University of Petroleum and Minerals in Dhahran, Saudi Arabia. Similarly, the large majority of Arab students in Vogt & Oliver's (1998) study on the students of

Kuwait University Faculty of Medicine reported that they like learning English and believe that English is ultimately valuable because it is linked to their future academic and career success.

The literature on the three factors which may affect EFL learning by Saudi learners is presented below.

2.2 The religion factor

There is an intimate relation between language and religion. Indeed, Clammer (1980) maintains that:

Of all the manifestations of human culture, language and religion are two of the most basic, the most universal, and the most important for understanding the world view and motivations of any group of people. It should not therefore be too surprising an idea to suggest that the two sets of phenomena are interconnected and that the exploration of this inter-connectedness is a highly fruitful way of reaching the hearts of a people's culture (cited in. Karmani, 1995: p. 12).

Karmani, (1995) believes that there is a significant relationship between Islam and the English language "because of the place of Islam in the world and the position of English language as 'the language of the world' it seems not unreasonable to suggest that the relation between Islam and English has significant implications for English language teaching" (p.12).

Also, Culture is important to language acquisition, and attitude is part of culture. According to Congreve (2005) "culture and corresponding world views of students and their teachers will affect attitudes of both. Attitudes, in turn, will affect motivation in the learner, and could either facilitate or inhibit transmission of knowledge by the teacher." (p. 6)

The results of Markham & Latham's (1987) study clearly suggest that religion-specific background knowledge has a powerful influence on the listening comprehension of adult second language students. They concluded that students adhering to a specific religious group are going to recall more ideas, produce more appropriate elaborations, and fewer inaccurate distortions regarding passages associated with their particular religion.

Shaaban and Ghaith (2003) conducted a study that investigated the effect of religion, first foreign language, and gender on the perception of the utility of

language. The results were discussed in light of the religious and socioeconomic composition of the Lebanese society. The researchers found that the variable of religion influenced the linguistic attitudes of the participants. They showed that the view of Muslim students towards the utility of the Arabic language was more favorable than the view of Christian students.

Because the English language owes its prestige in the Muslim societies to its importance in the process of modernization, Casewit (1985) thinks that this factor is a two-edged sword to the learners' attitudes and motivations:

On the one hand, there are powerful incentives for instrumental motivation since English as a language of wider communication serves as a means to various ends which could not be achieved otherwise. On the other hand, being the primary voice and vehicle of what is in many respects a monolithic tide of social, intellectual and environmental transformation, English is bound to be the focus of conflicting interests and sentiments which may influence the attitudes of its learners in Muslim societies in undesirable ways (p.12).

Studies on learning English language in Muslim countries came up with contradictory results. Applying the classic conception of integrative motivation to learning English as a foreign language in Muslim societies, one might be led to assume that the more proficient learners are in English, the more 'Americanized' they are likely to be (Casewit, 1985). Casual observation, according to Casewit, may reinforce this view "since those learners in Muslim societies who have cosmopolitan backgrounds are not infrequently more appreciably proficient and more receptive to the target culture" (p.4).

There is the belief that English was being taught to Saudis to break their connection with Islam. Pennycook (1994) has remarked on a similar perception. He states that "in international ESL, whether or not tension, actually, exists between Western and Islamic knowledge, there is a strong feeling that English is linked to forms of culture that threaten an Islamic way of life" (p. 204).

Casewit (1985) argues that "for the guardians of traditional Islamic values, foreign languages, unless they are exploited specifically to strengthen Islam materially or be mastered by religious scholars for the purposes of propagating Islam (dawah), are felt to be a dangerous source of corrupting influence which must be countered by emphasizing the supremacy of Arabic" (p.8).

Fellman (cited in Casewit, 1985) also argues that for the Arab World, Western languages- especially English – are still viewed as products of imperialism that are appropriate only for scientific and technological writing.

In Cleary's (1996) discussion of face-to-face interviews with 50 Malaysian students carried out by Ozog in the Malaysian Islamic University in 1989, he stated that all of them believed that English was "a conduit for Western (that is non-Islamic, or even anti-Islamic) culture and that, additionally, they generally felt that Arabic should be raised to equal status with English or should completely take over the role of English in Malaysia" (p. 195).

In his article about English in Egypt, Schaub (2000) thinks that because Arabic is the language of Islam and the centrality of Islam in the lives of Egyptians, "it seems impossible that the interpersonal functions of English in the general population of Egypt will ever move towards a level anywhere near that of Arabic usage" (p.232).

On the other hand, the benefits of English language for the Muslim World cannot be denied. The English language reflects the relationship between Muslims and the West as represented by English (Okpanchi, 1999). In the Muslim World, there is a great eagerness to acquire Western learning, not simply to acquire national strength and be able to resist Western aggression, but because it is largely believed that learning is a good thing in itself (Karmani, 1995). In Islamic traditions, it is known that Islam encourages the pursuit of all kinds of knowledge (Pennycook, 1994).

Okpanchi (1999) thinks that English is beneficial to Islam because it is now common to find an English-Arabic bilingual Koran and because English is "the medium of communicating Islam in the English-speaking world and the linguistic means by which English-speaking Muslims who don't understand Arabic comprehend their religion especially through the English translations of Islamic culture" (p.122).

2.3 The gender factor

In the literature of attitudes and motivations, there is a claim that females tend to exhibit more positive attitudes towards learning foreign languages than their male counterparts (Zammit, 1993; Abu-Rabia & Feuerverger, 1996; Diab, 2000). However,

other studies report the opposite view (Suleiman, 1993), or claim that gender-related differences in language attitudes are rather insignificant (Coleman, 1995).

Gender was found by Byram et al. (1991) to be "one of the variables most frequently associated with the variance in attitudinal scores, with the overall means being higher for girls than boys" (cited in Wright, 1999: p.206). Gardner (1985) reports several studies that demonstrate more positive attitudes toward language learning among girls and argues that attitudinal differences might be responsible for obtained sex differences in achievement.

Nikolaou (1998) surveyed the attitudes and motivation of Greek students for learning English, and he concluded that there is a difference between the two sexes. He found that girls' mean is higher in the cases of orientation, attitudes toward learning English, attitudes toward foreign languages, attitudes toward American culture and American people, motivational intensity, and desire to learn English.

The results of Wright's (1999) study clearly showed significant differences in attitude between girls and boys across all four attitude factors (attitudes towards speaking French, attitudes towards learning French, desire to learn about France, perceptions of the French character) with girls showing the more positive attitudes in every case.

Baker & MacIntyre (2000) conducted a study to examine the nonlinguistic outcomes of an immersion versus a nonimmersion program. They found that the male immersion, the female immersion, and the female nonimmersion students showed similar attitudes toward French, but the male nonimmersion students showed a somewhat lower attitudes level. In their discussion, Baker and MacIntyre think that the fact that the lower attitudes occurred only among the male nonimmersion group might be taken as support for the idea that males are less socially oriented than females.

In their early study in the American University of Beirut, Shaaban & Ghaith (2000) found that female students were more motivated than their male counterparts. They reported that females were more likely than males to exert effort in their learning and to perceive the goals of learning English in a positive manner. However, the result of Shaaban & Ghaith's (2003) study, conducted in the same university, established that there is no statistically significant difference between the linguistic attitudes of male students and female students, confirming the same result which was found earlier by MacIntyre et al. (2002).

Abu- Rabia & Feuerverger (1996) and Abu-Rabia (1997) found that female students in the Canadian context indicated a stronger integrative motivation in learning English than male students. The reason behind the difference between the male and female students in integrative attitudes may be, according to Abu-Rabia (1997), related to the differential roles of men and women in Islamic and conservative Arab societies. He argues that the female students' integrative motivation shows their admiration for the greater freedom that Canadian women--and Western women generally--have in terms of their personal and professional lives.

On the contrary, Suleiman (1993) reported negative motivation attitudes to studying English as a foreign language among female Arab students. One possible explanation for the negative attitudes of females in Suleiman's study towards English is that these attitudes could be context-specific and may vary due to sociocultural factors.

Because modern languages seem to be perceived as a traditionally female subject (MacIntyre et al., 2002), many researchers tried to find answers for this myth. Worrall & Tsarna (1987) argue that teachers' self-reported practices suggest a pattern that would favor girls over boys in the language classroom. They found that English teachers, regardless of teacher sex, reported having higher expectations of girls than of boys, giving girls more academic advice than boys, and providing girls with more career encouragement than boys (cited in MacIntyre et al., 2002 p. 542).

In her recent study, Kobayashi (2002) tried to explore the factors behind the positive attitudes of Japanese female students towards learning English. The study documented that young Japanese women's attitudes towards English are affected by a composite of Japanese social and educational elements. Kobayashi states that:

the characterization of English as a women-dominant choice at Japanese schools, the schools as a site providing little opportunity for students' critical life planning, the language industry's presentation of English proficiency as an effective tool for women's achievement of better lives, women's marginalization in Japanese mainstream society, and fewer social constraints involving women's departure from the society (p.193).

2.4 The field of study factor (University Major)

English is the language of science and technology and, in fact, over 80% of the world scientific journals are in English (Okpanchi, 1999). But does the position of English affect the position of the native language, Arabic, in the Arab World?

The English language is considered the medium of instruction in many university disciplines. Many of the textbooks and reference materials are in English. In medicine and engineering, the studies with the most prestige in the Saudi culture, all of the texts are written and many of the lectures are conducted in English (Schaub, 2000). Therefore, it is not strange to find an intuitive assumption among Saudis, and Arabs in general, that students who major in the 'fields of sciences' tend to be more motivated than those who major in the arts, humanities, or social sciences.

The literature on this factor varied according to the context. In a study conducted in Kuwait University, Zughoul & Taminian (1984) found that Arab university students in general tended to have negative attitudes toward English, which they perceived as a threat to Arabic- their native language and the language of the Koran.

Different results were found by Vogt & Oliver (1998) in their study on Kuwaiti university students. They indicated that the students generally favor English language instruction and science instruction in English. They even found that 84% of the students surveyed believe that an English curriculum is necessary, regardless of the effect on their overall academic performance.

The results of Shaaban & Ghaith's (2003) study show that 80.3% of the students disagreed with the statement that the Arabic language is a better vehicle for science, technology, and business than French or English. 10.4 % of the Lebanese students thought they would learn sciences and math better if they studied them in Arabic. This clearly indicates that these students consider French and English as more suited for these areas. Furthermore, 75% of the respondents believed that FL mastery is necessary for the attainment of a high degree of knowledge, prestige, and respectability in the fields of sciences, engineering, and business.

However, Shaaban & Ghaith (2000) found different results. Their study attempted to provide empirical evidence regarding the intuitive assumption in the Lebanese multilingual context that students who major in the 'fields of sciences' tend to be more motivated than those who major in the arts. But the results showed that

there is no significant difference in motivation to learn English as a foreign language among students with various university majors.

On the contrary, the results of Malallah's (2000) study showed significant differences between the students in the College of Science, College of Arts, and College of Sharia at Kuwait University. Students from the College of Science had the most positive attitudes toward English, toward native speakers of the language, and more purposes for learning English. Students from the College of Arts had a degree of positiveness but not as strong as Science students. Students from the College of Sharia, whose major subject is Islamic studies, had the lowest preference for literacy and instructional material, the weakest purposes for studying English, and the least favorable attitudes toward English and its native speakers.

In a similar study on the Saudi students, Congreve (2005) found that the Saudi students who took part in his survey had a positive attitude toward English but not to the extent that it overpowered their attitude toward their Arabic. On the other hand, most of the Saudi students thought they would learn Science and Math better if they studied them in Arabic (58.9%). And about half of the students considered Arabic to be the most important language on Earth, but only (43.7%) had strong desire to use classical Arabic. A large majority also (76.6%) agreed that in order to be an expert in science, technology, or business, speaking English is a necessity. Also barely a majority (55.3%) considered it higher class to speak English, and less than a majority (46.7%) thought that one needed to be fluent in English to be respected by foreigners.

2.5 Conclusion

On the basis of the previous examination of the studies on attitudes and motivation toward learning English conducted in the Western and Middle Eastern worlds, it becomes clear that none of those studies dealt with the environment of Saudi Arabia, and even if they did (Alam et al, 1988; Congreve, 2005), they didn't investigate the students' attitudes and motivation under the influence of religion, gender, and field of study, as this study does.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

Chapter III outlines the methodology that was employed in carrying out the study. It describes the instrument used in the study, the subjects, and the procedures followed. It also shows how the validity and reliability of the study were obtained and the different statistical techniques that were used in analyzing the data obtained.

3.1 Instrument

The language attitude questionnaire used in the present study (see Appendix) was based mainly on the Attitude/Motivation Test Battery designed by Gardner (1985) and on the questionnaire designed by Shaaban and Ghaith (2003). However, it was modified to take into account the Saudi situation, especially the part on the effect of religion and culture.

The questionnaire is in two parts. The first part elicits general information, focusing on gender and field of study. The second part deals with the attitudes and motivation of the students and has 43 items divided into the following four domains:

- 1- Attitudes toward learning English language (items 1 -13).
- 2- Motivation toward learning English (items 14 - 21).
- 3- Effects of religion and culture on students' attitudes (items 22 - 34).
- 4- Attitudes toward the utility of English compared to Arabic (items 35 - 43).

The responses to the items on the questionnaire range between 5 and 1, according to the Likert 5-point scale, as follows: strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), and strongly disagree (1 point). The questionnaire is written in English and Arabic to ensure full understanding of the items.

3.2 Subjects

The population of the study consists of 234 university students, 122 males and 112 females, who study at King Faisal University in Alahsa, Eastern Province of Saudi Arabia. The students were from different levels and majors. Students majoring in English were not included on the assumption that they already have positive attitudes toward learning English. The students were divided according to their field of study and gender into three groups: Mathematics, Chemistry, and Physics from the College of Science (55 males and 51 females), Arabic, Special Education, and History from the College of Education (67 males and 61 females). All the students had studied English language for six years at school. The students' age ranged between 18 and 22.

3.3 Procedure

Because Saudi Arabia does not have a coeducational system, the distribution of the questionnaire papers had two phases: first, they were given by the researcher to the male students in the College of Education and in the College of Science at King Faisal University, and then they were given to female instructors to give them to their female students in both colleges. The instructors were asked to carefully read out the instructions and explain the purpose of the questionnaire to the students before they asked them to respond to the questionnaire items.

The questionnaire papers were distributed during a normal class period, and the students were asked to return them at the end of the class. The students were asked to write their gender and university major on the questionnaire papers and to choose one of five choices for each item: strongly agree, agree, don't know, disagree, and strongly disagree. Two hundred and fifty copies were distributed, of which two hundred and thirty-four were returned.

3.4 Validity

In order to establish the content validity of the questionnaire, it was given to ten professors in the Department of English Language and Literature at the University of Bahrain and to eight professors in the Department of Foreign Languages at King Faisal University in Saudi Arabia. Half of the papers sent to the two departments were

returned. The questionnaire initially consisted of seventy-two items. And upon the recommendation of seven professors -out of nine professors- some changes were made and many items were left out for various reasons. So the final version included forty-three items.

3.5 Reliability

The reliability of the questionnaire was calculated by using the Cronbach Alpha formula, which ranges between 0 and +1 and depends on two scale characteristics: the average correlation among items and the number of items.

Table 3.1 shows the reliability coefficients:

Table 3.1
Reliability Coefficients for the Study Domains

Domain	Domain in words	Items No	Reliability coefficient
X1	Attitudes toward Learning English	13	0.9714
X2	Motivation toward Learning English	8	0.9709
X3	Religion and Culture	13	0.9725
X4	Attitudes toward the utility of English compared to Arabic	9	0.9752
	Total degree	43	0.9926

As shown in table 3.1, the reliability coefficient was 0.9714 for domain1, 0.9709 for domain 2, 0.9725 for domain 3, and 0.9752 for domain 4. These coefficients were very high, which fit the purpose of the study. The reliability for the overall questionnaire was 0.9926, which is also high and is also suitable for this kind of research.

3.6 Data Analysis

The data collected by the researcher were analyzed by using different techniques which helped answer the questions of the study.

The techniques were:

- Cronbach Alpha Formula to determine the reliability coefficients of the questionnaire.
- Percentages of all responses.
- Means and standard deviations.
- Independent T-Test.
- MANOVA Test.
- Wilk's Lambda Statistic.
- Sidak Post Hoc Test.
- SPSS (Statistical Package for the Social Sciences) software.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.0 Introduction

Chapter IV presents an analysis of the findings and a discussion of the results of the study. It is noteworthy that the results of this study are discussed in light of the sociocultural and Islamic view of learning and utilizing English as a foreign language in Saudi Arabia.

4.1 Results of the Study

The study attempted to explore Saudi University students' attitudes and motivation in terms of the effect of three factors: religion, gender, and field of study. The results were in two parts: first, the results of the attitudes and motivation of all students in general; then, the results of the relationship between the four domains on one hand (attitudes toward learning English language, motivation toward learning English, effects of religion and culture on students' attitudes, and attitudes toward the utility of English compared to Arabic) and the three factors on the other (religion, gender, and field of study).

In an attempt to find the students' attitudes and motivation and the relationship between the factors and the domains of the study, the study tried to answer eleven questions (see research questions on pp. 10-11). The following results were obtained:

First: In an answer to the first research question, the percentages of responses to items on attitudes of Saudi university learners toward learning English were shown in table 4.2.

Table 4.2
Percentages of Responses of All Students to Attitudes toward Learning English

	Items	Strongly Agree %	Agree %	Don't know %	Disagree %	Strongly Disagree %
1	I feel that learning English is useful for me.	58.3	34.7	5.5	1.6	0.0
2	I want to learn as much English as possible.	59.2	35.0	3.4	2.1	0.0
3	I like learning English.	43.0	42.5	6.0	7.0	1.6
4	I plan to continue learning English.	28.6	29.9	29.2	9.3	3.1
5	English is an important part of school program.	50.2	34.3	7.1	5.1	3.3
6	Learning English is a waste of time.	0.8	0.8	3.0	37.8	57.6
7	Compared to my other courses, I like English least of all.	6.9	24.2	18.8	37.2	13.0
8	I would rather spend my time on subjects other than English.	9.0	26.5	16.6	36.3	11.5
9	If it were up to me, I would definitely not study English.	5.3	10.2	11.0	38.3	35.2
10	To be an expert in science, technology or business, you have to learn English.	43.1	44.5	7.2	3.4	1.8
11	I believe English should be taught only to those students who wish to study it.	16.9	20.7	7.4	37.1	17.5
12	I find studying other subjects in English not necessary.	13.8	31.1	21.7	23.5	6.0
13	Students would learn sciences and mathematics better if the language of instruction were English.	11.0	20.6	26.5	26.3	15.6

The responses to the first question showed that the dominant attitude of the students is positive and favorable toward learning English. 93 % of the students agreed (those who strongly agreed plus those who only agreed) that learning English is useful for them, and 94 % "want to study as much English as possible". Also, 85.5 % of the students like learning English. However, 58.5 % plan to continue learning it. Furthermore, 84.5 % believe that English is an important part of the school program, and 54.6 % think that English should be taught to everyone, not only to those who want to study it.

Although the majority, 87.6 %, agreed with the statement "to be an expert in science, technology or business, you have to learn English", only 31.6 % agreed with the statement "students would learn Science and Mathematics better if the language of instruction were English". 95.4% think that learning English is not a waste of time, and 50.2% disagreed with the statement" compared to my other courses, I like English

least of all". Moreover, 47.8% refused the statement "I would rather spend my time on subjects other than English", but 44.9 % "find studying other subjects in English not necessary".

Second: In an attempt to answer research question number 2, the percentages of the students' responses to motivation items toward learning English were produced in table 4.3.

Table 4.3
Percentages of Responses of All Students to Motivation toward Learning English

	Items	Strongly Agree %	Agree %	Don't know %	Disagree %	Strongly Disagree %
14	The more I get to know English-speaking people, the more I want to be able to speak their language.	67.0	27.3	2.8	2.5	0.5
15	I am studying English so that I will be able to understand people who speak English.	55.5	40.6	1.7	1.7	0.5
16	I am studying English so that I will be able to make English-speaking friends.	26.9	43.5	17.6	10.0	2.0
17	I am studying English so that I will think and become like people who speak English.	28.0	49.4	6.3	13.6	2.8
18	The ability to speak English makes one feel superior to those who don't speak it.	39.0	36.7	6.7	13.0	4.7
19	Fluency in English is a sign of a good education.	48.0	31.0	5.4	13.6	2.1
20	English is the language of progress and modernization.	17.9	30.2	16.5	28.8	12.5
21	Not being able to use English hinders my successful job seeking activities.	38.6	34.2	12.6	11.5	3.2

The responses reflected both integrative and instrumental motivation. In terms of integrative motivation (items 14, 16, 17), 94.3 % of the students agreed that "the more they get to know English-speaking people, the more they want to be able to speak their language". And 70.4 % mentioned that it enables them to make more friends. Surprisingly, the majority, 77.4 %, said they study English to think and behave like people who speak English.

With pertinent to the instrumental use of English (items 15, 18, 19, 20, 21), 96.1% learn English to understand people who speak English, and 75.7 % believe that "the ability to speak English makes one feel superior to those who don't speak it". 48.1 % agreed that English is the language of progress and modernization and 79 %

mentioned that fluency in English is a sign of a good education. Further, 72.8 % of the students confirmed that "not being able to use English hinders their successful job seeking activities".

Third: To answer the third research question, percentages of the students' responses are presented in table 4.4.

Table 4.4
Percentages of Responses of All Students to Religion and Culture

	Items	Strongly Agree %	Agree %	Don't know %	Disagree %	Strongly Disagree %
2	Studying English will broaden my cultural views.	44.9	43.3	6.4	4.3	1.1
3	English is the door to Western culture.	42.5	43.1	6.4	6.9	1.2
4	We should not learn English because of the stand of Americans towards issues of concern to us.	3.9	6.0	6.5	41.6	42.0
5	Our lack of knowledge of English language and culture accounts for many of our political difficulties abroad.	12.8	22.9	32.3	24.2	7.9
6	There is no relation between learning English and my feelings toward Western culture.	26.2	34.4	18.3	15.3	5.7
7	My religion encourages me to learn foreign languages (e.g. English).	32.0	40.8	19.2	6.1	2.0
8	Learning English helps me to spread the word of Islam.	59.7	33.5	3.0	2.3	1.6
9	I shouldn't learn English because it is the language of non-Muslims.	0.8	2.0	4.4	28.9	57.2
10	The continued use of English is an indication of our cultural backwardness.	5.0	15.7	16.1	37.7	25.5
11	The use of English is necessary for communicating with Muslims in the West.	46.2	47.4	2.6	2.4	1.4
12	Muslims who use English are considered to be less faithful to their religion.	0.0	0.8	7.9	36.6	54.7
13	Using English threatens the language of the Koran.	4.6	5.6	10.4	42.3	37.2
14	Using English threatens the ethics and traditions of Islam.	1.2	4.2	9.4	45.2	40.0

Table 4.4 clearly indicated that religion and culture have positive effects on students' attitudes and motivation toward learning and utilizing English. 88.2 % of the students considered English as the outlet to Western culture and a close percentage, 85.6 %, said that learning it will broaden their cultural views. The majority, 83.6 % disagreed with the statement "we should not learn English because of the stand of Americans towards issues of concern to us", and 60.6 % believe that there is no

relation between learning English and their feelings toward Western culture. Nevertheless, the percentages of responses to the statement "our lack of knowledge of the English language and culture accounts for many of our political difficulties abroad" were very close: 35.7 % agreed, 32.3% don't know, and 32.1 % disagreed.

Correspondingly, the students emphasized the positive uses and effects of religion on learning English. 72.8 % mentioned that Islam encourages them to learn foreign languages, 93.2 % believe that learning English will help them to spread the word of Islam, and 93.6 % think that learning English is necessary for communicating with Muslims in the West.

Similarly, the students did not underscore any negative effects of learning and using English on their religion or culture. 86.1 % disagreed with the statement "I shouldn't learn English because it is the language of non-Muslims", and 63.3 % do not think that the continued use of English is an indication of cultural backwardness. Furthermore, the students do not believe that the use of English threatens the language of the Koran or the ethical values and traditions of Islam, and the percentages were 79.5 % and 85.2 % respectively. Finally, 91.3 % rejected the statement which says that "Muslims who use English are considered to be less faithful to their religion".

Fourth: Table 4.5 showed the students' attitudes toward the utility of English compared to Arabic, which give answers to research question number 4. Very few students, 18.4 % prefer using English to using Arabic; however, 62 % want to go into a career which gives them a chance to use English.

Also, 78.4 % think that jobs in Saudi Arabia involving the use of English are considered superior, and 64 % believe that "in Saudi Arabia, English is more necessary than Arabic in order to get high-paying jobs." 69.4 % disagreed with the statement that "the use of English in Saudi Arabia will harm the use of Arabic", and more than half, 56.6 %, think that Arabic is better than English in dealing with sciences and business.

Table 4.5
Percentages of Responses of All Students to Attitudes
toward the Utility of English Compared to Arabic

	Items	Strongly Agree %	Agree %	Don't know %	Disagree %	Strongly Disagree %
35	I prefer using the English language to using the Arabic language.	5.9	12.5	10.1	45.1	26.4
36	I want to go into a profession which gives me a chance to use English.	25.6	36.4	22.6	12.0	3.6
37	Use of the English language in Saudi Arabia will harm the use of Arabic.	4.8	11.6	14.0	53.4	16.0
38	In Saudi Arabia, professions involving the use of English imply intelligence.	39.4	39.0	6.3	9.7	5.6
39	Compared to English, Arabic can better deal with the sciences and business.	20.6	36.1	27.9	15.5	0.0
40	In Saudi Arabia, English is more necessary than Arabic in order to get high-paying jobs.	31.7	32.3	14.1	15.7	6.3
41	I prefer reading English-language newspapers and magazines to reading Arabic-language newspapers and magazines.	3.2	12.9	12.6	48.3	23.1
42	I prefer listening to English songs than to listening to Arabic songs.	3.5	8.0	16.3	32.0	40.2
43	I prefer watching English TV programs and movies to watching Arabic TV programs and movies.	24.8	26.0	11.8	23.4	13.9

Regarding the personal use of English compared to Arabic, most students prefer reading newspapers and magazines in Arabic, listening to Arabic songs and music, and the percentages were 71.4 % and 72.2 % respectively, but half of them, 50.8% prefer watching English TV programs and movies to watching Arabic TV programs and movies.

Fifth: In order to answer the fifth question about the existence of significant differences between the four domains of the study, means and standard deviations for the two colleges and the two genders were calculated first, as shown in table 4.6.a and table 4.7.a

Table 4.6.a
Means and Standard Deviations for the College
of Education Males and Females

Domain	Education Males (n=67)		Education Females (n=61)	
	Mean	SD	Mean	SD
Attitudes toward Learning English	3.394	0.979	3.283	0.939
Motivation toward Learning English	4.058	0.981	3.881	0.922
Religion and Culture	2.976	0.891	3.020	0.853
Attitudes toward the utility of English	3.051	1.06	2.845	1.071
...				
Total	3.314	0.957	3.223	0.923

A close look at the mean of responses for males and females in the College of Education in the above table points out the rank order for the four domains, shown in table 4.6.b

Table 4.6.b
Rank Order of Domains for the College of Education

Domain	Rank	
	Males	Females
Attitudes toward Learning English	2	2
Motivation toward Learning English	1	1
Religion and Culture	4	3
Attitudes toward the utility of English ...	3	4

Table 4.6.b above shows the rank of each domain with motivation taking the first rank, attitude towards learning the second rank, attitude towards utility the third for males and the fourth for females, and religion and culture is ranked four for males but three for females.

Table 4.7.a
Means and Standard Deviations for the College of
Science Males and Females

Domain	Science Males (n=55)		Science Females (n=51)	
	Mean	SD	Mean	SD
Attitudes toward Learning English	3.385	0.921	3.315	0.798
Motivation toward Learning English	4.105	0.918	3.396	0.936
Religion and Culture	2.971	0.800	3.012	0.753
Attitudes toward the utility of English ...	3.133	1.073	3.002	0.964
Total	3.341	0.904	3.274	0.835

A close look at the mean of responses for males and females in the College of Sciences in the above table gives us the rank order for the four domains, which is shown in table 4.7.b

Table 4.7.b
Rank Order of Domains for the College of Science

Domain	Rank	
	Males	Females
Attitudes toward Learning English	2	2
Motivation toward Learning English	1	1
Religion and Culture	4	3
Attitudes toward the utility of English ...	3	4

Table 4.7.b above shows the rank of each domain with motivation taking the first rank, attitude towards learning the second rank, attitude towards utility the third for males and the fourth for females, and religion and culture is ranked four for males but three for females.

A close investigation of tables 4.6.b and 4.7.b shows that firstly, both males and females, regardless of the college they are in, ranked motivation toward learning English number one and attitude towards learning English as number two. Secondly, while males in both colleges put the attitudes towards utility in third place, and religion and culture in fourth place, females in both colleges gave these two domains the reverse rank; that is, rank three was given to religion and rank four to attitudes

towards utility. This, in my view, could be attributed to the fact that males are more open and enjoy a greater exposure to the foreign language, compared to females who are closer to their culture and religion. In other words, religion and native culture take supremacy over foreign cultures for females.

Then the total means and standard deviations for the different domains were listed in table 4.8.

Table 4.8
Means and Standard Deviations for the Different Domains

Domain	Mean	S.D
Attitudes toward Learning English	3.345	0.911
Motivation toward Learning English	3.996	0.939
Religion and Culture	2.994	0.826
Attitudes toward the utility of English ...	3.006	1.046

After calculating the total means and standard deviations for the different domains, MANOVA Test with Wilk's Lambda Statistics has been used to analyze the data from the questionnaire to find if there are Significant Differences at ($\alpha = 0.05$) between the different domains of the study. Table 4.9 showed the results:

Table 4.9
MANOVA Test Results for Differences between Different Domains

Wilk's Lambda Value	Hypothesis df	Error df	F Value	Sig
0.093	3	231	746.845	0.00001*

* Significant at ($\alpha = 0.05$)

The results of table 4.9 showed that there are significant differences at ($\alpha = 0.05$) between the different domains. To know for whom the differences are, Sidak Post Hoc Test was used. Table 4.10 showed the results of the Post Hoc Test.

Table 4.10
Sidak Post Hoc Test Results

Domain	Attitudes toward Learning English	Motivation toward Learning English	Religion and Culture	Attitudes toward the Utility of English ...
Attitudes toward Learning English		-0.651 *	0.351 *	0.339 *
Motivation toward Learning English			1.002 *	0.990 *
Religion and Culture				-0.012
Attitudes toward the Utility of English ...				

* Significant at ($\alpha= 0.05$)

Table 4.10 shows the differences for:

1. Motivation toward Learning English over Attitudes toward Learning English.
2. Attitudes toward Learning English over Religion and Culture.
3. Attitudes toward Learning English over Attitudes toward the utility of English compared to Arabic.
4. Motivation toward Learning English over Religion and Culture.
5. Motivation toward Learning English over Attitudes toward the utility of English compared to Arabic.

This means that Saudi university students' motivation toward learning English is stronger than their attitudes toward learning English, than their attitudes toward the utility of English compared to Arabic, and even stronger than the effect of religion and culture. The second important factor is the first domain, attitudes toward learning English, which is stronger than the third and fourth domains.

Sixth: In order to answer the sixth research question about the existence of significant differences in the different domains and total degree due to the gender variable, an Independent T-Test was used to analyze the data from the questionnaire. Table 4.11 below showed the results:

Table 4.11
T-Test Results for Differences in the Different Domains and Total Degree
Due to Gender Variable

Domain	Male (n=122)		Female (n=112)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.390	0.9493	3.297	0.8679	0.774	0.440
Motivation toward Learning English	4.079	0.9491	3.906	0.9247	1.407	0.161
Religion and Culture	2.973	0.8479	3.017	0.8053	-0.397	0.692
Attitudes toward the Utility of English ...	3.088	1.065	2.917	1.022	1.256	0.210
Total	3.329	0.9298	3.246	0.8801	0.699	0.485

* Significant at ($\alpha = 0.05$). D.F (232)

The results of table 4.11 showed that there are no significant differences at ($\alpha = 0.05$) in the different domains and total degree due to the gender variable. This means that the responses of the male students are very similar to the responses of the female students and the differences are not noticeable.

Seventh: In order to answer the seventh question about the existence of significant differences in the different domains and total degree due to the college variable, independent T-Test was used to analyze the data from the questionnaire. Table 4.12 showed the results:

Table 4.12**T-Test Results for Differences in the Different Domains and Total Degree
Due to College Variable**

Domain	Education (n=128)		Science (n=106)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.341	0.9531	3.351	0.8606	-0.088	0.930
Motivation toward Learning English	3.974	0.9535	4.024	0.9262	-0.404	0.686
Religion and Culture	2.997	0.8700	2.990	0.7742	0.059	0.953
Attitudes toward the Utility of English ...	2.953	1.068	3.070	1.019	-0.852	0.395
Total	3.273	0.938	3.308	0.8681	-0.294	0.769

* Significant at ($\alpha = 0.05$). D.F (232)

The results of table 4.12 showed that there are no significant differences at ($\alpha = 0.05$) in the different domains and total degree due to the college variable. This means that the responses of the students of the College of Education are very similar to the responses of the students of the College of Sciences and the differences are not important.

Eighth: in order to answer the eighth question about the existence of significant differences in the different domains and total degree due to the gender variable in College of Education, independent T-Test was used to analyze the data from the questionnaire. Table 4.13 showed the results:

Table 4.13

**T-Test Results for Differences in the Different Domains and Total Degree
Due to Gender Variable in the College of Education**

Domain	Males (n=67)		Females (n=61)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.394	0.979	3.283	0.939	0.659	0.511
Motivation toward Learning English	4.058	0.981	3.881	0.922	1.048	0.297
Religion and Culture	2.976	0.891	3.020	0.853	-0.287	0.775
Attitudes toward the Utility of English ...	3.051	1.06	2.845	1.071	1.092	0.277
Total	3.314	0.957	3.223	0.923	0.579	0.564

* Significant at ($\alpha= 0.05$). D.F (126)

The results of table 4.13 showed that that there are no significant differences at ($\alpha= 0.05$) in the different domains and total degree due to gender variable in the College of Education. This means that the responses of the male students are very similar to the responses of the female students in the same college and the differences are not noticeable.

Ninth: In order to answer the ninth research question about the existence of significant differences in the different domains and total degree due to the gender variable in the College of Science, independent T-Test was used to analyze the data from the questionnaire. Table 4.14 showed the results:

Table 4.14**T-Test Results for Differences in the Different Domains and Total Degree
Due to Gender Variable in the College of Science**

Domain	Males (n=55)		Females (n=51)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.385	0.921	3.315	0.798	0.413	0.680
Motivation toward Learning English	4.105	0.918	3.396	0.936	0.934	0.352
Religion and Culture	2.971	0.800	3.012	0.753	-0.274	0.785
Attitudes toward the Utility of English ...	3.133	1.073	3.002	0.964	0.660	0.511
Total	3.341	0.904	3.274	0.835	0.397	0.692

* Significant at ($\alpha = 0.05$). D.F (104)

The results of table 4.14 showed that there are no significant differences at ($\alpha = 0.05$) in the different domains and total degree due to gender variable in the College of Science. This means that the responses of the male students are very similar to the responses of the female students in the same college and the differences are not observable.

Tenth: In order to answer the tenth research question about the existence of significant differences in the different domains and total degree due to college variable according to males, independent T-Test was used to analyze the data from the questionnaire. Table 4.15 showed the results:

Table 4.15

**T-Test Results for Differences in the Different Domains and Total Degree
due College Variable According to Males**

Domain	Education (n=67)		Science (n=55)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.394	0.979	3.385	0.921	0.053	0.958
Motivation toward Learning English	4.058	0.981	4.105	0.918	-0.269	0.788
Religion and Culture	2.976	0.891	2.971	0.800	0.034	0.973
Attitudes toward the Utility of English ...	3.051	1.06	3.133	1.073	-0.422	0.674
Total	3.314	0.957	3.341	0.904	-0.126	0.900

* Significant at ($\alpha=0.05$). D.F (120)

The results of table 4.15 showed that there are no significant differences at ($\alpha=0.05$) in the different domains and total degree due to the college variable according to males. This means that the responses of the male students in the College of Education are very similar to the responses of the male students in the College of Science and the differences are not recognizable.

Eleventh: In order to answer the eleventh question about the existence of significant differences in the different domains and total degree due to the college variable according to females, independent T-Test was used to analyze the data from the questionnaire. Table 4.16 showed the results:

Table 4.16

**T-Test Results for Differences in the Different Domains and Total Degree
due College Variable According to Females**

Domain	Education (n=61)		Science (n=51)		T value	Sig.*
	Mean	SD	Mean	SD		
Attitudes toward Learning English	3.283	0.939	3.315	0.798	-0.198	0.843
Motivation toward Learning English	3.881	0.922	3.396	0.936	-0.313	0.755
Religion and Culture	3.020	0.853	3.012	0.753	0.053	0.958
Attitudes toward the Utility of English ...	2.845	1.071	3.002	0.964	-0.808	0.421
Total	3.223	0.923	3.274	0.835	-0.302	0.764

* Significant at ($\alpha= 0.05$). D.F (110)

The results of table 4.16 showed that there are no significant differences at ($\alpha= 0.05$) in the different domains and total degree due to college variable according to females. This means that the responses of the female students in the College of Education are very similar to the responses of the female students in the College of Sciences and the differences are not identifiable.

4.2 Discussion of Results

This study aimed at identifying the attitudes of Saudi university students toward learning and utilizing English as a foreign language by using a questionnaire consisting of forty-three items divided into four domains. Also, the study was set to explore the effect of these students' religious affiliation, gender, and field of study on their attitudes. In general, there was a very positive attitude toward learning English. This result is another piece of evidence that supports the results of other studies which show that Arab students are fully aware of the importance of English as an international language (Alam, 1988; Vogt & Oliver, 1998; Malallah, 2000; Altaha and Al-Easa, 2001; Congreve, 2005).

Nevertheless, the results demonstrated that there is a gap between students' positive attitude toward learning English and their desire to exert more effort to learn it. For example, the results showed that the students in the study appreciate English as the language of science and technology and believe that one should learn English to be an expert in science, technology, or business; however, they do not think that they will learn science and mathematics subjects better if the language of instruction was English and that studying other subjects in English is not necessary. This result may be due to the fact that all the teachers in the two colleges, Education and Science, at King Faisal University are Arabs and use Arabic as the language of instruction. Consequently, the students learn their subjects in Arabic and will teach their future students also in Arabic. So they believe that they do not need to bother themselves with studying English.

Also one of the contradictory results in the students' responses is that most of the students believe that English is an important part of the school program, but at the same time, they believe it should not be an obligatory course and should only be taught to those who want to study it. This shows their appreciation of the language but not the motivation to learn it.

The results also gave solid evidence to the motivation of the students for the utilitarian values of learning the English language. The results augment Dornyei's (1990) claim that integrative motivation might be less relevant to foreign language learners than utilitarian values. In other words, EFL learners are instrumentally motivated since the great majority of the subjects showed great interest in learning English for instrumental purposes (items 15, 18, 19, 20, 21), compared with a lower

percentage of students who learn English to interact with native speakers of the language (items 14, 16, 17)

The students scored higher percentages in the statements that show the utility of English, such as being more educated and superior, getting a good job, spreading the word of Islam, and communicating with Muslims in the West. The last two reasons for learning English could be attributed to the conservative nature of the Saudi society and to the fatwa by the well-known religious man in Saudi Arabia, Shaikh Mohammed Ibn Othaimeen, who said that "learning English is a must if you are going to use it for Dawah only" (Ibn Othaimeen, 1994), which restricts the learning of English to utilitarian purposes only.

Perhaps one of the significant findings of the study relates to the impact of religion and culture on the students' attitudes. The students indicated clearly that they find no relation between learning English and their cultural and political attitudes toward the West in general and the United States in particular as the symbol of the opposite culture and because of its role in the Middle East. On the contrary, they want to be more open to the Western culture through learning English.

At the same time, the students do not find any threat to their Arabic and Islamic culture, which contradicts the idea that "the more proficient learners are in English, the more 'Americanized' they are likely to be" (Casewit, 1985: p. 4). Also, this result is inconsistent with the study of Ozog (1989) on the Malaysian university students who think that English is a threat to their Islamic culture.

Regardless of the "fatwa" that opposes learning or utilizing English at all on one hand, or limit its utility for propagating Islam, on the other, the students showed the positive side of Islam in learning foreign languages, as it considers learning a good thing in itself and encourages the pursuit of all types of knowledge (Pennycook, 1994; Karmani, 1995).

Contrary to the general notion about Saudis that they do not accept non-Muslims, the study showed that the Saudi students do not find any caution in learning English because the people who speak it are not Muslims. Also they are not afraid of the effect of English on their Islamic ethics and values, which offers a piece of evidence against Pennycook's statement that "there is a strong feeling that English is linked to forms of culture that threaten an Islamic way of life" (Pennycook, 1994: p. 204).

However, the religious usage of English in the students' responses was obvious where most of the answers revolved around the two statements "Learning English helps me to spread the word of Islam" and "The use of English is necessary for communicating with Muslims in the West". This is not unusual in Saudi Arabia, where the power of religion is very dominant and where everything a person does should be devoted to the service of Islam.

The results also showed that the majority of the students in the study preferred using Arabic to English. The general attitude of the Saudi students toward the role of English in technology and science is highly positive, but when it is compared with Arabic, they become very protective to their native language.

To show the specificity of Saudi students' context, we can compare the results of this study with the results of Shaaban and Ghaith (2003) and Congreve (2005) who worked on Arabic attitudes versus FL attitudes. In general, the Saudi students' attitudes towards Arabic seem to be more positive than those of the Lebanese. For example, 10.4 % of the Lebanese students thought they would learn Science and Math better if they studied them in Arabic compared to 58.9% of the Saudi students in Congreve's study and 36.6% in this study. Also 56.7% of the Saudi students thought that Arabic is better able to handle the sciences and business than English, compared to 8.4% of the Lebanese students.

These results may be because Saudis consider Arabic as the language of the Koran, which is superior and which can be suitable for any sphere of human life and should not be compared with other languages. This shows that Saudi students promulgate a healthy attitude and maintain loyalty to and pride in their language since "there is no more intimate or sensitive an index of identity than language" (Crystal, 1978: p. ix).

Whenever English is compared to Arabic in the questionnaire, English loses. The students showed a little inclination to using English in daily and personal and general habits, such as reading English press, listening to English songs, or watching English programs or movies. The preference not to read English newspapers or magazines may be because there are not many of these in Saudi Arabia, only two newspapers and three or four magazines, and they are not popular. More than 70% said they do not listen to English songs. However, most of them don't listen to songs at all. The religious factor shows itself clearly here because songs are prohibited in

Islam, according to some "fatwa", and plenty of students wrote next to this item on their questionnaire forms that listening to songs is "haram" forbidden.

Contrary to other studies in the Arab World which showed the superiority of female students to males in their attitudes and motivation toward learning English as a foreign language (Zammit, 1993; Abu-Rabia & Feuerverger, 1996; Abu-Rabia, 1997; Diab, 2000; Shaaban & Ghaith, 2000), this study showed no significant differences between the attitudes of male and female students. Furthermore, there are no differences between male and female students who study in the same college or between those who study in different colleges.

The results also showed that there is no significant difference in attitudes and motivation to learning English as a foreign language among students with various university majors. This finding is in line with of Shaaban & Ghaith's findings, (2000), which means that the assumption that students who major in the 'fields of sciences' tend to be more motivated than those who major in the arts is not supported. However, one reason for this could be because the medium of instruction in both the College of Education and the College of Science at King Faisal University is Arabic.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter V provides the conclusions of the study and the recommendations for further research. It also provides some pedagogical guidelines for teaching English as a foreign language in Saudi Arabia.

5.1 Conclusions

This study has shed some light on the attitudes and motivation of university students at King Faisal University in Saudi Arabia toward learning and utilizing English as a foreign language. It has also measured the effect of religion, gender, and field of study on the students' attitudes and motivation. This topic is highly relevant to language learning mostly because it has been highlighted in the literature on second and foreign language learning that language competence and high achievement are mainly related to learners' positive attitudes toward the second language.

The results underscored the important role that motivation has on students' learning of English. The subjects were highly motivated and have positive attitudes toward English and its speakers. Although the students show little inclinations toward using English both as the language of instruction in the university and in their daily life, they preferred to get into jobs where English is the medium communication.

The results also showed great predisposition toward the integrative and instrumental motivation together with superiority to the instrumental one. This means that the overall preference of English among Saudi university students seems to be based on utilitarian and rational considerations rather than on emotional ones.

Another conclusion that was drawn from the data is that the study showed no statistically significant differences in the attitudes and motivation of male and female students toward learning and utilizing English, and no statistically significant

differences in the attitudes and motivation of the students toward learning and utilizing English according to their field of study.

The study also showed that the factor of religion is positively effective in encouraging the learning of English, especially in using it to spread the word of Islam and to communicate with Muslims in the West. This reflects one of the main characteristics of the Saudi society, namely devoting all works to their religion. On the other hand, Saudi students think that learning English has nothing to do with their feeling toward the Western culture, i.e., they do not consider English as a language of cultural intrusion. They distinguished between their political indignation toward the West and their recognition of the importance of the English language for them. However, the students seemed very defensive toward Arabic whenever it was compared with English, and were sure of its ability to handle all aspects of life.

5.2 Recommendations

The development of second language proficiency depends on the interplay of many "learner factors", such as general intelligence and aptitude. But motivation is the only personality variable that has consistently emerged as a key factor in second language learning. For this reason researching attitudes and motivation holds considerable promise.

The majority of teachers in Saudi Arabia, based on their personal experience, might agree that motivated students perform better than students who aren't. However, while teachers attribute the failure of their students to the lack of motivation, they are not equally ready to acknowledge their own share of responsibility in failing to make their students more motivated. It is true that each student brings into the learning situation a certain amount of positive or negative affect towards the subject to be learnt. But a teacher can be instrumental in promoting the learners' interest. The teacher's responsibility is to do whatever is required to motivate their students.

However, the attitudes and motivation of individuals are not easy to measure unless one can ask the appropriate questions with the right form. The form of the questions influences the answers. If the style or the form of the questions were different, the answers probably would be different. Future studies in this area should be more comprehensive in both the type of questions and in the number of the students.

Based on the findings reached in this study, the following recommendations are suggested:

First: Future studies in this field should take into consideration the type of questionnaire to be used in the Saudi setting and should increase the items that measure integrative motivation.

Second: Similar studies on the topics undertaken should be carried out in other districts in Saudi Arabia in an attempt to either support or reject the findings of the present study.

Third: Future studies should also include students from the College of Arts and students majoring in English for comparison purposes.

Fourth: Future studies should expand the number of subjects to include students from the College of Sharia and Islamic Studies because different results may appear under the effect of the religious factor.

Fifth: Future studies should focus on students' attitudes and motivation for studying English and their correlation with the subjects' achievement.

In conclusion, all those who are in charge of education are expected to take the results of this study into consideration because attitudes and motivation, once recognized, can be implemented. The role of motivation, as this study has shown, is very vital for learners of English as a foreign language. Thus, the responsibility for developing positive attitudes and creating a method to increasing the students' motivation becomes that of EFL teachers and curriculum designers.

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APPENDIX A

Research Questionnaire

Attitudes of Saudi University Students toward Learning and Utilizing English

مواقف طلاب الجامعة تجاه تعلم واستخدام اللغة الانجليزية

Sex: _____ Male _____ Female

Major: _____

طالبة _____ طالب _____

التخصص: _____

Put a circle around the appropriate category

ضع دائرة حول الاختيار المناسب

A. Attitudes toward Learning English

أ – المواقف تجاه تعلم اللغة الانجليزية:

1 – I feel that learning English is useful for me.

1 – اعتقد أنني سأستفيد من دراستي للغة الانجليزية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

2 - I want to learn as much English as possible.

2 – أريد أن أتعلم اللغة الانجليزية بقدر ما أستطيع.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

3 - I like learning English.

3 – أحب تعلم اللغة الانجليزية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

4 – I plan to continue learning English.

4 – اخطط لمواصلة دراسة اللغة الانجليزية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

5 – English is an important part of school program.

5 – اللغة الانجليزية جزء مهم من مناهج الدراسة.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

6 – Learning English is a waste of time.

6 – تعلم اللغة الانجليزية مضيعة للوقت.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

7 – Compared to my other courses, I like English least of all.

7 – أحب مادة اللغة الانجليزية أقل من جميع المواد.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

8 – I would rather spend my time on subjects other than English.

8- أفضل أن اقضى وقتى فى دراسة مواد غير اللغة الانجليزية.

- أ - أوافق بشدة ب - أوافق ج - لا اعلم د - لا أوافق هـ - لا أوافق بشدة

9 – If it were up to me, I would definitely not study English.

9- لو كان الأمر عائد الى فاننى بالتأكيد لن ادرس اللغة الانجليزية.

- أ - أوافق بشدة ب - أوافق ج - لا اعلم د - لا أوافق هـ - لا أوافق بشدة

10 - To be an expert in science, technology or business, you have to learn English

10 - عليك أن تتعلم اللغة الانجليزية لكي تكون بارعا في مجال الأعمال والتكنولوجيا.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

11 – I believe English should be taught only to those students who wish to study it.

11 - اعتقد أن اللغة الانجليزية ينبغي فقط أن تدرس للطلاب الذين يرغبون في دراستها.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

12 – I find studying other subjects in English not necessary.

12 – أجد أن دراسة المواد الأخرى باللغة الانجليزية غير ضروري.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

13 – Students would learn sciences and mathematics better if the language of instruction were English.

13 - سيتعلم الطلاب الرياضيات والعلوم بطريقة أفضل إذا كانت لغة التدريس هي اللغة الانجليزية.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

B. Motivation toward Learning English

ب - الدوافع نحو تعلم اللغة الانجليزية:

14 – The more I get to know English-speaking people, the more I want to be able to speak their language.

14 - كلما تعرفت بالأشخاص الذين يتحدثون باللغة الانجليزية كلما أردت أكثر أن أكون قادرا على التحدث بلغتهم.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

15 – I am studying English so that I will be able to understand people who speak English.

15 – أتعلم اللغة الانجليزية لكي أستطيع فهم الأشخاص الذين يتحدثونها.

- أ - أو افق بشدة ب - أو افق ج - لا اعلم د - لا أو افق هـ - لا أو افق بشدة

16 – I am studying English so that I will be able to make English-speaking friends.

16 - أتعلم اللغة الانجليزية لكي أستطيع تكوين صداقات مع الأشخاص الذين يتحدثونها.

- أ - أوافق بشدة ب - أوافق ج - لا أعلم د - لا أوافق هـ - لا أوافق بشدة

17 – I am studying English so that I will think and become like people who speak English.

17 - أتعلم اللغة الانجليزية لكي استطيع أن أفكر وأصبح مثل الأشخاص الذين يتحدثونها.

- أ - أو افق بشدة ب - أو افق ج - لا اعلم د - لا أو افق هـ - لا أو افق بشدة

18 – The ability to speak English makes one feel superior to those who don't speak it.

18 – الشخص الذي لديه المقدرة على التحدث باللغة الانجليزية يشعر بأنه أفضل من الشخص الذي لا يتحدثها.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

19 – Fluency in English is a sign of a good education.

19 – التحدث باللغة بطلاقة دليل على التعليم الجيد.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

20 – English is the language of progress and modernization.

20 – اللغة الانجليزية هي لغة التقدم والحضارة.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

21 – Not being able to use English hinders my successful job seeking activities.

21 – عدم مقدرتي على استخدام اللغة الانجليزية يحد من نشاطي في البحث عن وظيفة جيدة.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

C. Religion and Culture

ج – اثر الدين والثقافة على تعلم اللغة الانجليزية:

22 – Studying English will broaden my cultural views.

22 – تعلم اللغة الانجليزية سيوسع من مداركي الثقافية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

23 – English is the door to Western culture.

23 – اللغة الانجليزية هي المفتاح للثقافة الغربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

24 – We should not learn English because of the stand of Americans towards issues of concern to us.

24 – ينبغي ألا نتعلم اللغة الانجليزية بسبب مواقف أمريكا من قضايانا.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

25 – Our lack of knowledge of English language and culture accounts for many of our political difficulties abroad.

25 – عدم معرفتنا باللغة والثقافة الانجليزية هي سبب أكثر مشاكلنا السياسية الخارجية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

26 – There is no relation between learning English and my feelings toward Western culture.

26 – ليس هناك علاقة بين تعلم اللغة الانجليزية ومشاعري تجاه الثقافة الغربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

27 – My religion encourages me to learn foreign languages (e.g. English).

27 – ديني يحثني على تعلم اللغات الأجنبية (مثل اللغة الانجليزية).

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ – لا أوافق بشدة

28 – Learning English helps me to spread the word of Islam.

28 – تعلم اللغة الانجليزية يساعدني على نشر الإسلام.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

29 – I shouldn't learn English because it is the language of non-Muslims.

29 – ينبغي أن لا أتعلم اللغة الانجليزية لأنها لغة غير المسلمين (الكفار).

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

30 – The continued use of English is an indication of our cultural backwardness.

30 – الاستخدام المستمر للغة الانجليزية هو دليل على تراجع ثقافتنا.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

31 – The use of English is necessary for communicating with Muslims in the West.

31 – استخدام اللغة الانجليزية ضروري من اجل التواصل مع المسلمين في الغرب.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

32 – Muslims who use English are considered to be less faithful to their religion.

32 – يعتبر المسلمون الذين يستخدمون اللغة الانجليزية اقل إيماناً.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

33 – Using English threatens the language of the Koran.

33 – استخدام اللغة الانجليزية يهدد لغة القرآن.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

34 – Using English threatens the ethics and traditions of Islam.

34 – استخدام اللغة الانجليزية يهدد قيم وتعاليم الإسلام.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

D – Attitudes toward the utility of English compared to Arabic:

د – المواقف تجاه استخدام اللغة الانجليزية مقارنة باللغة العربية:

35 - I prefer using the English language to using the Arabic language.

35 – أفضل استخدام اللغة الانجليزية على استخدام اللغة العربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

36 – I want to go into a profession which gives me a chance to use English.

36 – أريد أن احصل على وظيفة تتيح لي استخدام اللغة الانجليزية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

37 – Use of the English language in Saudi will harm the use of Arabic.

37 – استخدام اللغة الانجليزية في السعودية يضر باستخدام اللغة العربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

38 – In Saudi Arabia, professions involving the use of English imply intelligence.

38 – المهن الراقية في السعودية هي المهن التي تتضمن استخدام اللغة الانجليزية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

39 – Compared to English, Arabic can better deal with the sciences and business.

39 – مقارنة مع اللغة الانجليزية، يمكن للغة العربية أن تدير العلوم والأعمال بشكل أفضل.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

40 – In Saudi Arabia, English is more necessary than Arabic in order to get high-paying jobs.

40 – اللغة الانجليزية أهم بكثير من اللغة العربية إذا أردت الحصول على وظيفة جيدة في السعودية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

41 – I prefer reading English-language newspapers and magazines to reading Arabic-language newspapers and magazines.

41 – أفضل قراءة المجلات والصحف الصادرة باللغة الانجليزية على المجلات والصحف الصادرة باللغة العربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

42 – I prefer listening to English songs than to listening to Arabic songs.

42 – أفضل الاستماع للاغاني الانجليزية على الاستماع للاغاني العربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

43 – I prefer watching English TV programs and movies to watching Arabic TV programs and movies.

43 – أفضل مشاهدة الأفلام والبرامج الانجليزية على مشاهدة الأفلام والبرامج العربية.

أ – أوافق بشدة ب – أوافق ج – لا اعلم د – لا أوافق هـ - لا أوافق بشدة

APPENDIX B

Questionnaire Validity Letter

Dear sir

This questionnaire is designed for "Measuring the Effect of Religion, Gender, and Field of Study on Saudi University Learners' Attitudes toward Learning and Utilizing English as a Foreign Language". I would appreciate your effort if you kindly judge the validity of the questionnaire items as soon as possible.

Thanks

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