

# Perceptive Determination of Motivating and Demotivating Factors in Learning EFL Among Saudi Freshmen Studying at Taif University

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## Abstract

This empirical survey aims at exploring Saudi freshmen students' instrumental and integrative motivational orientation to learn English as a foreign language as well as to identify what demotivational factors negatively affect their language learning. A 38-item self-developed strongly-agree to strongly-disagree Likert-scale questionnaire was administered to 133 Saudi freshmen students from a Saudi university to generate data related to their motivational and demotivational factors. Data analyses were done to calculate percentages and means through descriptive analyses to measure the participants' preferences for various questionnaire items. The results of this quantitative investigation have revealed that Saudi freshmen students bear stronger instrumental motivation along with a reasonably high integrative motivation and have demonstrated mild negative effect towards learning English caused by various demotivational factors. Among the primary instrumental motivational orientations of Saudi freshmen, the role of English language to enable them to better understand their textbooks and reference material, effectively interact with foreigners during their international travels and enhanced chances to secure better job have been ranked the highest. The results of this survey have disclosed an interesting fact that the participants of this study have exhibited extremely positive attitude towards the target language. The descriptive analyses also suggest that Saudi freshmen have moderate inhibitory factors against learning the target language related to understanding English language teachers, difficult English textbooks, difficult English grammar and vocabulary and lack of chances of practicing the target language outside the university setting. The participants have mentioned that no major hinderances are caused by inappropriate behavior of their teachers and peers as well as lack of teaching aids. Some pedagogical implications and suggestions have been drawn based on the findings of this empirical survey.

**Keywords:** integrative; instrumental; motivation; demotivation; perception

## 1. Introduction

Research has offered valuable insights into the fact that there has been a major shift in language learning and teaching field in the last fifty years because of an ever-increasing realization of individualism in English language pedagogy (Petrides, 2006). This change has manifested itself into an emphasis on "learner-centered instruction than teacher-centered instruction" (Mattarima, & Hamdan, 2011, p. 100). This shift on learners has influenced the sub-components in language teaching and learning and a growing mass of research has been reported that aimed at investigating various learner-related factors. Among various other factors, motivation has been a major area of interest in this regard. It has been reported that "motivated students are persistent, enthusiastic and committed learners whereas unmotivated students are insufficiently involved and therefore unable to develop their language skills" (Bambirra, 2017, p. 1). The Partnership for 21st Century Skills' has also identified *initiative* as an important career skill which is recognized as highly instrumental in preparing students for post-secondary education. Talking about the significant role of motivation, Dörnyei (2014, p. 519) has stated that motivation determines the direction and magnitude of human behavior or, in other words, the choice of a particular action, the persistence with it, and the effort expended on it. This seems to be fairly straightforward: motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it.

### 1.1 Research Objectives

This research study was meant to identify the following research objectives:

- 1) Various integrative motivating factors which influence learning English as a foreign language among Saudi freshmen studying at Taif University
- 2) Various instrumental motivating factors which influence learning English as a foreign language among Saudi freshmen studying at Taif University
- 3) Various demotivating factors which influence learning English as a foreign language among Saudi freshmen studying at Taif University

### *1.2 Research Questions*

The study was driven by the following research questions:

- 1) What are integrative motivating factors in learning English as a foreign language among Saudi freshmen studying at Taif University?
- 2) What are instrumental motivating factors in learning English as a foreign language among Saudi freshmen studying at Taif University?
- 3) What are demotivating factors in learning English as a foreign language among Saudi freshmen studying at Taif University?

## **2. Literature Review**

Motivation seems a flexible phenomenon and it has been defined differently and as many definitions are found as the number of persons who attempted to define it. Gardner (2006, p. 242) stated that “motivation is a very complex phenomenon with many facets ... Thus; it is not possible to give a simple definition”. The term ‘motivation’ has been derived from the Latin word ‘movere’ that means ‘to move’ and Gardner (2006, p.242) informed that “motivation is a very complex phenomenon with many facets ... Thus; it is not possible to give a simple definition”. It has been referred to as “the reasons underlying behavior” (Guay et al., 2010, p. 712). Gredler, Broussard & Garrison (2004) have identified motivation as “the attribute that moves us to do or not to do something” (p. 106). Gardner (1985) has summarized that “motivation involves four aspects: goal, effortful behavior, a desire to attain the attitude toward the activity in question” (p. 50). Dörnyei (2001) has stated that motivation is a positive force which makes people decide to do something, help them sustain the willingness to continue that activity and force them to pursue it with full strength. An expanded concept of motivation has been forwarded by Dörnyei & Otto (1998) who have posited that it is

the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out (p. 65).

Turner (1995) has described motivation as synonymous to cognitive engagement which is defined as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413). It has also been reported by a growing mass of studies that motivation is one of the most important factors that determines learners' attitude towards EFL learning (Anjomshoa & Sadighi, 2015; Al-asmari & Javid, 2011; Al-Tamimi & Shuib, 2009).

Review of relevant literature suggests that motivation has been traditionally divided into two types namely integrative motivation and instrumental motivation. It has been reported that integrative motivation is associated with “a positive disposition to learn about, interact with, or become closer to the target language community” whereas the later type is related to “the potential utilitarian value of target language proficiency such as obtaining a better job or passing an examination” (Ishag, 2016, p. 1). Another categorization has been identified as intrinsic or extrinsic motivation based on self-Determination theory presented by Deci and Ryan (1985). These types may be placed on a motivation continuum between self-determined (intrinsic) and controlled (extrinsic) motivational orientations. It has been reported that intrinsic motivation is a kind of motivation that is characterized by personal enjoyment, interest, or pleasure. Afrough, Rahimi, & Zarafshan, (2014) have posited that EFL learners who are intrinsically motivated like to be involved in activities which provide them with enjoyment and the feelings of accomplishment. Whereas EFL learners “who are extrinsically motivated strive to reach goals in order to obtain some reward or avoid some punishment external to the activity itself (p. 72). It has been reported that intrinsic and extrinsic motivational categorization is closely related to the notions of integrative and instrumental motivation in Gardner’s socio-educational and that Gardner’s categorization of integrative and instrumental motivation in process of language learning can be understood in more general terms as intrinsic and extrinsic motivation (El-Aouri & Zehhouni (2017)).

According to the classic concept, integratively motivated learners want to learn a second/foreign language to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972, p.184). Gardner (1985) have also emphasized that though both types of orientations motivate language learners but the integrative orientation ensures sustained and long-term language learning motivation. Brosh (2013) has reported that several theories have been formed on the basis of the concept of integrativeness such as 'acculturation theory' presented by Schumann (1986) and Dörnyei's (1994 a & b) theory of 'extended L2 motivation. The integrative motivation has taken a rather broader orientation in the present context of globalization, and the discussion related to integrative orientation is being undertaken to investigate the process of learning of English as a lingua franca instead of the traditional trend of dealing it with reference to specific group of speakers (Dörnyei, 2009). It has been reported that a growing mass of research has adopted this broader definition of integrative motivation and investigated the global community instead of limited geographic or ethnolinguistic scope (Al-Tamimi & Shuib, 2009). It has been stated that instrumental motivation, on the other hand, is limited to learning a second/foreign language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it" (Wilkins, 1972, p.184; Al-Tamimi & Shuib, 2009). Dörnyei (2009) has informed that instrumental motivation is the driving force behind one's idealized self and learners' struggle to be professionally successful. Research has shown contradictory results regarding the role of two kinds of motivations in learning a second/foreign language and little empirical evidence was found to support that integrative orientation is more important to learn an additional language (Fadlalla, 2017; Anjomshoa & Sadighi, 2015; Al-asmari & Javid, 2011).

Review of relevant studies informs us about the term 'academic motivation' which is defined as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (Gottfried, 1990, p. 525). Talking about the findings of a growing mass of research, Dörnyei (1998) has contended that "motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning." (p. 117). Ishag (2016) revealed that motivated students always show ready willingness to work hard, exhibit higher enthusiasm, are able to concentrate on the target tasks without constant encouragement, are willing to confront challenges, are instrumental in motivating others and are helpful in executing collaborative learning. Gardner (2006, p. 241) has also supported this contention that "students with higher levels of motivation will do better than students with lower levels". He has further elaborated this by explaining the reasons behind the positive role of motivation in ELT as he states that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc." (Gardner, 2006, p. 243). Large amount of research strongly suggests that motivation is positively related to the process of successful language learning. Gardner (1985) has posited that integrative motivation bears a stronger impact as it has a direct and positive relationship to second language learning as compared to instrumental motivation. However, later studies have suggested that the role of integrative motivation is rather controversial and instrumental motivation has been reported to have greater influence for second as well as foreign language learning practices (Fadlalla, 2017; El-Aouri & Zehhouni, 2017; Al-Asmari & Javid, 2011).

As it has been mentioned in the previous discussion that motivational factors are instrumental in enhancing learning possibilities, there is no denying of the fact as well that identification of factors that jeopardize motivation is also equally important. It has been reported that demotivating factors are still an under-researched area and they need to be researched thoroughly to ensure sustained motivation. Dörnyei (2001) has defined demotivation as "specific external forces that reduce or diminish the motivation basis of a behaviour intention or an ongoing action" (p. 143). Demotivation is comparatively a new construct in the realm of language teaching/learning and it is identified as a barrier that hinders language learning process. Afrough, Rahimi, & Zarafshan, (2014) have stated that demotivation "slows down the learning process of second language learners and brings about negative effects on the overall learning of L2 learners" (p. 124). Falout, Elwood, & Hood (2009) have also reported that "demotivation can negatively influence the learner's attitudes and behaviors, degrade classroom group dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes" (p. 403).

A growing mass of research has revealed that demotivation is caused by various internal and external factors, such as inappropriate teaching materials, curriculum, class atmosphere, attitude of teachers, unsatisfactory test results, teaching methods, insufficient teaching facilities, lack of confidence, course books, negative attitude towards English language and English culture etc. Among these demotivational studies, several have been conducted in the EFL context of non-Arab countries (See for example Afrough, Rahimi, & Zarafshan, 2014; Brosh, 2013; Falout, Elwood, & Hood, 2009) whereas some studies have been conducted in the Arab world to investigate Arab EFL learners' demotivational orientations (Gulnaz, Ahmad, & Mandouh, 2015; Al-Khairi, 2013; Yadav & BaniAtab,

2013; Soureshjani & Riahipour, 2012). Kobayashi & Viswat (2007) have reported that human behavior is shaped by the beliefs of the individuals and their cultural identity; therefore, it seems important to identify Saudi learners' extrinsic and intrinsic motivational constructs as well as demotivational factors to engage them in language learning process effectively.

### **3. Methodology**

#### *3.1 Research Design*

The study in hand was a survey-based intervention to identify the integrative and instrumental motivational orientations as well as demotivating factors among Saudi freshmen studying at Taif University. Feedback of the participants of this survey was sought through a Likert-scale strongly-agree to strongly-disagree self-developed questionnaire. The population consisted of 133 Saudi freshmen enrolled at Deanship of Supportive Studies at Taif University who had an intensive English learning schedule of 12 and 15 hours a week. The questionnaire administered to the participants of this survey had three main parts: first part meant to elicit demographic information, the second part consisted of statements related to instrumental and integrative motivational orientations of the participants whereas the third part sought their responses about various demotivating factors. The responses were coded, tabulated and results were discussed according to their average from highest to lowest under its various themes.

#### *3.2 Instrumentation*

The researcher extensively reviewed relevant literature that has been conducted to elicit EFL learners' integrative motivation, instrumental motivation and demotivating factors to learn English as a foreign language. A structured 5-point Likert scale strongly-agree to strongly-disagree questionnaire was developed based on the previous studies (Gulnaz, Ahmad, & Mandouh, 2015; Al-Khairi, 2013; Yadav & BaniAtab, 2013; Aydin, 2012; Soureshjani & Riahipour, 2012). The initial version of the questionnaire was sent to three experts to ensure face validity of the instrument. The Arabic translation of the final version of the questionnaire which had 38 items was pilot tested with 15 students from the same academic context and Cronbach alpha coefficient of reliability test was run to determine its reliability. The reliability test exhibited 0.844 (See Appendix A) which indicated that the instrument was highly reliable. After establishing its validity and reliability, Arabic version of the questionnaire was generalized to the population of this survey to generate data.

#### *3.3 Participants*

The participants of the study in hand comprised one hundred thirty-three (n=133) randomly selected Saudi freshmen enrolled at Deanship of Supportive Studies at Taif University.

#### *3.4 Data Collection*

The Arabic version of the self-developed instrument was administered to randomly selected Saudi male and female freshmen studying at Taif University who were targeted during their teaching sessions to respond to the instrument. The purpose and rationale of the questionnaire was explained to the participants so that authentic responses were ensured. The participants were given twenty-five minutes to read all the items carefully and enter their responses accordingly.

#### *3.5 Statistical Analyses*

All the questionnaires were reviewed by the researcher to ensure that all questionnaire items were responded to by the participants. Any incomplete questionnaires or the ones with multiple responses were rejected. The data were manually coded and entered in SPSS version 20 to run descriptive statistics. The data generated through the descriptive statistics have been analyzed in the results and discussion section to identify instrumental and integrative motivational orientations as well as demotivating factors among Saudi freshmen participants of this survey.

### **4. Result and Discussion**

Table 1 details the cumulative mean for the three subsections of the questionnaire indicating the general trend exhibited by the participants of this survey.

Table 1. Cumulative mean values

No	Motivational Orientation	N	Min	Max	SD
1	Integrative	13	3.5489	4.5789	4.115
2	Instrumental	13	3.9699	4.797	4.5784
3	Demotivational	12	2.5113	3.6015	3.0507

The results have revealed that Saudi freshmen as represented by the participants of this study are both instrumentally and integratively motivated to learn English language but their instrumental motivation is much stronger as indicated by high mean values given to this category. The finding is in line with a growing mass of research conducted in the various regions including the Arab world that revealed that EFL learners bear stronger instrumental motivation as compared to integrative one (see for example El-Aouri & Zerhouni, 2017; Sadeghi, 2013; Domakani, Roohani, & Akbari, 2012). Fadlalla (2017) investigated Sudanese EFL learners from Dongola university and reported that “the Sudanese undergraduates were both instrumentally and integratively motivated, but their instrumental motivation out did their integrative one.” (p. 56). Similar findings were reported by Al-Tamimi & Shuib (2009) who reported that Yamani petroleum engineering undergraduates showed much higher preference for instrumental motivation as compared to integrative motivation. The same has been reported by El-Aouri & Zehhouni (2017) that higher instrumental motivation exhibited by Moroccan non-English major students. Drbseh (2015) investigated Arab university students at Leeds University and reported that the participants exhibited preferences for both instrumental and integrative motivational orientations with a higher inclination for the former one. The results of this survey confirm the research conducted in the same academic context by Al-asmari and Javid (2011) who investigated Saudi English-major and non-English major university undergraduates from Taif University and reported that the participants “exhibited higher extrinsic motivational orientations with fairly high intrinsic orientations” (p.73). The results revealed that low mean value of only 3.05 was reported for demotivational factors indicating that Saudi freshmen did not have significant barriers to learn English as a foreign language.

Table 2. Descriptive analyses for integrative motivational orientation

No	I like learning English, because of the following factors	N	Range	Min	Max	Mean	SD
4	I like it.	133	4.00	1.00	5.00	4.4211	.78054
5	I enjoy learning it.	133	4.00	1.00	5.00	4.2857	.90094
6	My parents like me to learn it.	133	4.00	1.00	5.00	4.3609	.88196
7	It enhances my social status.	133	4.00	1.00	5.00	4.1053	1.01700
10	It enables me to understand English movies.	133	4.00	1.00	5.00	4.5789	.75086
11	It enables me to enhance my status among my friends.	133	4.00	1.00	5.00	3.5489	1.40597
12	It enables me to understand the culture of English-speaking countries.	133	4.00	1.00	5.00	4.5338	.72351
16	It enables me to behave confidently.	133	4.00	1.00	5.00	4.1504	1.13148
17	It enables me to get more respect from my teachers.	133	4.00	1.00	5.00	3.9023	1.17978
18	It enables me to understand native English speakers.	133	3.00	2.00	5.00	4.5714	.72075
19	It enables me enjoy sports channels.	133	4.00	1.00	5.00	3.6015	1.31966
23	It enables me enjoy English music.	133	4.00	1.00	5.00	3.6617	1.40824
24	It enables me enjoy English literature.	133	4.00	1.00	5.00	3.8195	.99875

Table 2 contains the descriptive analyses for the integrative motivational orientation items and the participants assigned medium high values to the majority of items of this category. Mean value of more than 4.0 was reported for 8 items of this category whereas 5 items were assigned lower than 4.0. ‘It enables me to understand English movies’ remained the most favored among the participants of this study contradicting the findings of Fadlalla (2017) who reported that Sudanese EFL learners from Dongola University assigned lower value to this item. It seems that Saudi EFL learners bear high inclination for watching English movies and they want higher English language proficiency to understand them properly. English language teachers should try to exploit this positive ELT medium to enable their students to learn the target language. The next most favored items were related to their motivation to learn English language to understand native English speakers and learning English language for

understanding the culture of English-speaking countries respectively. Preference for both these items correlates to the findings of the most favored item that Saudi EFL learners are genuinely interested in understanding native English speakers as well as their culture. This seems to have a strong positive pedagogical implication in terms of the possibility of learning English language as it has been reported that EFL learners who have liking for the people and culture of the target language bear sustained motivation enabling the students to exert long-term efforts to learn that language (Gardner & Lambert, 1972). The studies that have been conducted in the Arab world by Al-Tamimi & Shuib (2009) and Fadlalla (2017) have revealed that Yamani and Sudanese EFL learners have not assigned higher values to these items indicating a low degree of preference towards understanding the people and culture of native English countries. This positive trend among Saudi EFL learners as represented by the participants of this study should be exploited by English language teachers as well. But the study of Al-asmari and Javid (2011) reported that Saudi freshmen students from the same academic context have also ranked these three items with medium high mean values partially confirming the results of the study in hand. Fourth highest ranking item was related to their motivation to learn English because they like it. The result is in line with the study of Fadlalla (2017) who also stated that the participants of his study also assigned medium high mean value to this item indicating their liking for the target language. Furthermore, highest ranking to the items 1, 12 and 18 support the argument that Saudi EFL learners are highly interested in English language, native speakers and their culture. In conclusion, preference of the participants of this study for all these items seems to suggest that English language teachers working in the KSA should exploit this positive trend among Saudi EFL learners to ensure sustained motivation.

Among the least preferred integrative motivational orientations were learning English language because it enables them to enhance their status among their friends, enjoy sports channels and enjoy English music respectively. The lowest mean was reported for learning English to enjoy higher status among their peers and friends confirming the findings of Al-Tamimi & Shuib (2009) that also mentioned that Yamani undergraduates from Hadhermount University also assigned medium low mean to this item. Second least preferred item was related to learning English language for enjoying the sport channels. One justification for not showing motivation in this regard, though Saudi students love sports channels, is the fact that it is not necessary to understand the language to enjoy the sports channels. The third least preferred item was regarding the use of English to enjoy English music and it seems that cultural prohibition of listening to music may be the reason behind bearing lower motivation to learn English for this purpose.

Table 3. Descriptive analyses for instrumental motivational orientation

No	I like learning English, because of the following factors	N	Range	Min	Max	Mean	SD
1	It is a university requirement.	133	4.00	1.00	5.00	4.6015	.81594
2	It is language of social media.	133	4.00	1.00	5.00	4.6541	.77894
3	It is medium of instruction for my studies.	133	4.00	1.00	5.00	4.5714	.93165
8	It enables me to understand my textbooks better.	133	4.00	1.00	5.00	4.7970	.59999
9	It enables me to secure higher salary.	133	4.00	1.00	5.00	4.3308	1.00545
13	It enables me to get high marks.	133	4.00	1.00	5.00	4.5865	.96238
14	It enables me to secure a better job.	133	3.00	2.00	5.00	4.6917	.61767
15	It enables me to interact and understand people from other countries.	133	4.00	1.00	5.00	4.6015	.76811
20	It enables me to participate actively in my classes.	133	4.00	1.00	5.00	3.9699	1.07970
21	It enables me to use online resources for my studies.	133	4.00	1.00	5.00	4.6391	.69998
22	It enables me to interact during my international travel.	133	4.00	1.00	5.00	4.7970	.61249
25	It enables me to interact with my teachers.	133	4.00	1.00	5.00	4.5564	.86527
26	It enables me to understand reference material.	133	4.00	1.00	5.00	4.7218	.60745

Descriptive analyses of the questionnaire items related to the instrumental motivational orientations is detailed in the table above. The results indicate the participants' strong preference towards various instrumental motivational factors as 11 items out of the total 13 were given extremely high mean value of more than 4.55. The highest mean of 4.797 was reported for two factors which were related to understanding their textbook in a better manner and

enabling them to successfully interact during their international travels. The findings are in line with the study Al-Tamimi & Shuib (2009) who reported that Yamini EFL learners also assigned high mean value to the instrumental motivational factor of learning English to understand their textbooks better. The results also align with the findings reported by Fadel, Al-Othman & Shuqair (2013) that Kuwaiti EFL learners preferred to learn English because it was helpful for them to deal with their daily educational needs as well as to help them successfully interacting with people from other nationalities. Second highest mean was assigned to 'it enables me to understand reference material' followed by the importance of English language for them to secure a better job. The study of Al-Tamimi & Shuib (2009) also revealed the same trend as Yamani EFL learners also ranked the factor of getting better job if they have high proficiency in English language the highest. The next most preferred item was related to the preference because of its significance as language of social media. The results confirm the findings of Fadel, Al-Othman & Shuqair (2013) who also revealed that Kuwaiti EFL learners preferred to achieve high proficiency in English language because it helped them to use social media effectively in their daily routine. The findings offered valuable insights into the fact that Saudi EFL learners bear strong instrumental motivation to learn English language not only for their academic needs, better chances to get better job and higher salary but also like to have high proficiency to successfully deal with their daily activities of interacting with people from other nationalities inside Saudi Arabia as well as during their international travels.

The least ranking was reported for the item which was related to its role in enabling them to actively participating in classes partially supporting the result of Fadel, Al-Othman & Shuqair (2013) who reported that Kuwaiti EFL learners have assigned reasonably high mean value to this item. It seems that they have more interactive classes that urge them to achieve better communication skills in the target language. 'It enables me to secure higher salary' was ranked 2<sup>nd</sup> from the bottom. Standard deviation (SD) values of less than 1.00 for all items except number 9 and 20 indicate that the cohort of this survey do not bear high inter-rater differences showing reasonable unanimity of their perception for all these items.

Table 4. Descriptive analyses for demotivational factors

No	It is difficult for me to learn English language because of the following reasons	N	Range	Min	Max	Mean	SD
27	English language teachers give negative remarks when I use wrong English.	133	4.00	1.00	5.00	2.5113	1.39053
28	Modern audio-visual aids are not used in English language classes.	133	4.00	1.00	5.00	2.7744	1.48026
29	English language teachers do not use the target language all the time.	133	4.00	1.00	5.00	2.7820	1.43198
30	English language teachers speak rapidly.	133	4.00	1.00	5.00	3.6015	1.38684
31	Grammar of English language is very complicated.	133	4.00	1.00	5.00	3.1654	1.37720
32	Spellings of English language are very complicated.	133	4.00	1.00	5.00	2.9173	1.36540
33	It is difficult to comprehend native English language teachers.	133	4.00	1.00	5.00	3.5414	1.50006
34	It is difficult to comprehend non-native English language teachers.	133	4.00	1.00	5.00	3.1729	1.32294
35	It is difficult to practice English language outside the university.	133	4.00	1.00	5.00	3.0451	1.50688
36	My class fellows make fun when I speak English.	133	4.00	1.00	5.00	2.5489	1.42736
37	English language textbooks are not interesting.	133	4.00	1.00	5.00	3.4737	1.31183
38	Sufficient practice is not provided for various language skills.	133	4.00	1.00	5.00	3.0752	1.39057

Items 27 to 38 were included to elicit the participants' responses towards the factors that demotivate them to learn the target language. The descriptive analyses indicate that only 4 items were ranked more than 4, mean value for 7 items ranged from 3.00 to 4.00 and the remaining 5 items were given less than 2.99. The two highest ranking items were the ones which sought their perceptions regarding the speaking rapidly by their English language teachers and difficulty in understanding native English language teachers. The results related to Saudi EFL learners' difficulty in understanding their teachers are partially in line with the findings of Al-Khairi (2013) who has reported that Saudi English-major and non-English major university undergraduates have assigned medium high

values to both these items. The study of Javid (2016) also partially supports these results who has revealed that Saudi undergraduates from Taif university prefer non-native English language teachers who ensure that their students understand them properly. The participants reported that the third highest cause of their demotivation is English language textbooks which are not interesting. The finding is in line with much research conducted in the Arab world to investigate causes of demotivation. Yadav, and BaniAtab (2013) investigated 100 male undergraduates from Al-Jouf university and they also reported difficult and uninteresting textbooks as the major factor in creating demotivation among them. Similar results have been presented by Gulnaz, Ahmad, and Mandouh (2015) who conducted demotivational study with preparatory year students from King Abdulaziz university and stated that the participants of their survey also considered their English language textbooks boring and not very interesting for Saudi EFL learners because they lacked Saudi culture in their textbooks. Difficulty of English grammar and vocabulary have also been identified as major source of demotivation among Saudi EFL learners supporting the results of Yadav and BaniAtab (2013) and Gulnaz, Ahmad, and Mandouh (2015). A growing mass of research has offered valuable insights into the fact that English language teachers, curriculum, course books have been identified as major causes behind low motivation of English language learners (Gulnaz, Ahmad, & Mandouh, 2015; Al-Khairi, 2013; Yadav & BaniAtab, 2013; Soureshjani & Riahipour, 2012).

Two least preferred items of this category were related to teachers' negative remarks and making fun by their class fellows when they make mistakes while speaking English. The findings partially correspond to the relevant research conducted in the Arab world. Yadav and BaniAtab (2013) informed that Saudi EFL learners from Al-Jouf University also assigned lowest mean to the demotivation caused by harsh remarks of English language teachers. Similarly, the findings of Gulnaz, Ahmad, & Mandouh (2015) disclosed that university undergraduates from King Abdulaziz University ranked this item among less preferred demotivation causing items. Soureshjani & Riahipour (2012) also summarized that Iranian EFL learners also did not consider negative attitude of English teachers among the major cause of demotivation. All these studies strongly suggest that broadly speaking English language teachers in the Arab world understand the negative effect of such attitude. It was reported that lack of use of modern audio-visual aids and lack of use of the target language by English language teachers were also the least preferred items. Studies of Yadav & BaniAtab (2013) and Gulnaz, Ahmad, & Mandouh (2015) partially support the findings of the study in hand as the participants from Al-jouf and King Abdulaziz universities assigned medium high mean to the item which sought their perception about the lack of use of appropriate audio-visual teaching in language classes. It seems that English language teachers at Taif university use these aids sufficiently and sufficient exposure by English language teachers as suggested by low mean value to this demotivational factor. Another important finding revealed by the descriptive analyses was higher inter-rater differences as indicated by higher SD values for all the items of this category.

## 5. Findings and Recommendation

This survey is based upon Gardner's (1985) framework of socioeducational model and aimed at exploring whether Saudi freshmen students bear instrumental or integrative motivational orientation to learn English as a foreign language as well as to identify what demotivational factors negatively affect their language learning. The results of this quantitative investigation have revealed that Saudi freshmen students bear stronger instrumental motivation along with a reasonably high integrative motivation and have demonstrated mild negative effect towards learning English caused by various demotivational factors. Among the primary instrumental motivational orientations of Saudi freshmen, the role of English language to enable them to better understand their textbooks and reference material, effectively interact with foreigners during their international travels and enhanced chances to secure better job have been ranked the highest. The participants have also exhibited high instrumental motivation to learn English language as it provides them with increased opportunities to benefit from the technological advancement and use online resources for their academic purposes. The results of this survey have disclosed an interesting fact that the participants of this study have exhibited extremely positive attitude towards the target language. It has been learned that Saudi freshmen students want to study English language to comprehend English movies, understand native English people and their culture. Though integrative motivational factors were given comparatively lower preference as compared to instrumental motivational factors, the results have indicated Saudi freshmen students' genuine interest in the target language which is a source of long term and sustained motivation to remain engaged in learning English language. Apparently, it seems that integrative motivation may not be very relevant factor in foreign language learning contexts because of the absence of the native English language community, nonetheless, the findings of current survey exhibit a strong urge among the participants to know and interact with the native English speakers. This may be because of the proliferation of internet and social media that has changed the world into a global village the people of different nationalities has become one community. The descriptive analyses also suggest that Saudi freshmen



have moderate inhibitory factors against learning the target language related to understanding English language teachers, difficult English textbooks, difficult English grammar and vocabulary and lack of chances of practicing the target language outside the university setting. The participants have mentioned that no major hinderances are caused by inappropriate behavior of their teachers and peers as well as lack of teaching aids.

Some valuable pedagogical implications may be drawn based on the findings of this empirical survey report. It is recommended that English language teachers in Saudi universities should highlight and discuss important instrumental and integrative motivational factors and their role in enhancing learners' motivation. It needs to be emphasized that English language is extremely important for their academic career inside Saudi Arabia as well as their success as international students. Similarly, high English language proficiency will facilitate them in their practical life after graduation, paves the way for their higher education inside and outside Saudi Arabia and enable them to enjoy respect and better social status among their family members and friends. This realization will have positive overbearing on their success as EFL learners. It also seems imperative that EFL faculty should ensure lively and interesting atmosphere in their language classes so that the students willingly handle the burden of difficult and challenging English language textbooks. Considering the genuine interest of Saudi freshmen in English language, its people and culture, EFL faculty should try to exploit English movies, relevant authentic material and online resources to provide Saudi freshmen students with the required exposure and opportunities to practice the target language in various contexts. This will also enable Saudi freshmen students to use the target language in a meaningful way to handle various academic as well as real world situations appropriately. Language learning is not limited to the classroom setting and successful learners are those who keep on enhancing their language skills by practicing the target language outside the university. This calls for a role of facilitator on the part of English language teachers so that Saudi freshmen students become life-long learners benefiting from the vast resources available online in this modern era. It is important to have well equipped classes with modern audio-visual and online facilities so that the students get accustomed to using these resources inside and outside the academic setting. Another requirement is that English language teachers should also be trained to effectively use these modern facilities as well. There is no denying of the fact that language perfection needs frequent practice and active mutual interaction; therefore, it is recommended that English language faculty should engage their students in group/pair work activities to increase student talking time to compensate for the lack of practice opportunities in Saudi society as well as to enable Saudi freshmen students to overcome their inhibitions and fear of using the target language.

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## Appendix A

Case Processing Summary			
		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

<sup>a</sup> Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.844	45

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	160.7333	324.495	.487	.839
VAR00002	160.6000	327.971	.414	.841
VAR00003	160.7333	328.210	.409	.841
VAR00004	160.5333	322.410	.731	.837
VAR00005	161.1333	331.267	.114	.844
VAR00006	160.5333	327.267	.461	.840
VAR00007	161.4000	314.829	.374	.839
VAR00008	161.9333	303.495	.550	.833
VAR00009	161.5333	303.695	.553	.833
VAR00010	161.4667	311.838	.431	.837
VAR00011	161.2667	314.352	.588	.835
VAR00012	161.4667	309.552	.606	.833
VAR00013	161.4000	322.400	.275	.841
VAR00014	161.8000	344.314	-.215	.853
VAR00015	162.2667	340.352	-.140	.850
VAR00016	161.3333	331.095	.065	.847
VAR00017	160.8000	328.171	.241	.842
VAR00018	161.2000	302.314	.757	.829
VAR00019	160.9333	319.781	.323	.840
VAR00020	161.3333	319.667	.294	.841
VAR00021	161.3333	321.381	.304	.841
VAR00022	160.6000	312.543	.771	.833
VAR00023	160.5333	316.838	.626	.836
VAR00024	160.8667	323.695	.362	.840
VAR00025	160.8667	318.410	.532	.837
VAR00026	160.8000	320.029	.430	.838
VAR00027	160.8000	312.029	.618	.834
VAR00028	160.8667	318.838	.406	.838
VAR00029	160.7333	317.495	.802	.835
VAR00030	160.7333	325.210	.385	.840
VAR00031	161.8000	296.743	.808	.827
VAR00032	162.0667	307.781	.480	.836
VAR00033	162.2667	305.781	.495	.835
VAR00034	162.5333	306.981	.528	.834
VAR00035	162.5333	326.267	.182	.844
VAR00036	162.2000	336.600	-.048	.849
VAR00037	161.9333	328.781	.154	.844
VAR00038	162.2667	329.495	.109	.845
VAR00039	162.2000	327.314	.223	.842
VAR00040	161.9333	334.352	.012	.847
VAR00041	162.2667	333.781	.011	.848
VAR00042	162.2000	334.029	.014	.847
VAR00043	161.6667	334.667	.005	.847
VAR00044	162.5333	348.838	-.269	.857
VAR00045	162.9333	340.638	-.131	.852

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