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Potential Changes in Saudi Students' Motivations and Attitudes towards Learning English as a Foreign Language after Immersion in an L2 Learning Environment

by

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ABSTRACT

This study traces potential changes in the motivation of Saudi students studying English as a second language (L2) in the UK. It investigates whether the beliefs and motivations of these students have changed during their learning experience, and identifies the pedagogical implications of such change for English teaching, not only to Saudi students in the UK, but also to Saudi students enrolled in Saudi higher education institutions. It aims to identify the reasons behind changes in motivation as well as the impact these may have on students' attitudes towards learning English as a foreign language (EFL). Data from questionnaires, interviews, and observations are used through three phases of English academic programme. The subjects of the study are newly arrived Saudi students (three PhD students and 29 Master's students) studying in four different universities in the UK under the fields of Linguistics, Applied Linguistics, and Translation. The conceptual framework is based on Dörnyei's L2 Motivational Self System Theory and Dörnyei & Ushioda's framework of motivation and L2 self. Changes in motivation are usually accompanied by changes in students' classroom involvement, attitudes towards the target language, and positive or negative impacts on the students' outcomes and language competencies. Similar to other types of learning, L2 learning cannot take place in a vacuum.

There are various factors that could affect second language learning in general, and learning English as a foreign language, in particular. One such factor is motivation in the second language acquisition (SLA). Studying the factors affecting motivation in language acquisition in this study is important because without motivation, even learners with vital skills cannot attain long-term goals. Also, the analysis of changes in behaviour, attitudes, and results could help in monitoring and tracing changes in language learning motivation.

The present study has various contributions to the field of SLA. First, it validates earlier studies about the issue of motivation in linguistics, attitudes towards language, and changes in one's self-identity as an outcome of language development. Second, it serves as an addition to the body of knowledge pertaining to motivation and attitude of Saudi students towards English as L2 and the important role of culture in this process. Further, it serves as an important contribution to how Saudi students' L2 acquisition is understood using Dörnyei's L2 Motivational Self System.

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DECLARATION OF AUTHORSHIP

I, **Alshehri, Maha Mohammed A.** declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

Potential Changes in Saudi Students' Motivations and Attitudes towards Learning English as a Foreign Language after Immersion in an L2 Learning Environment

I confirm that:

This work was done wholly or mainly while in candidature for a research degree at this University;

Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

Where I have consulted the published work of others, this is always clearly attributed;

Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

I have acknowledged all main sources of help;

Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

None of this work has been published before submission.

Signed:

Date: 19/11/2018

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CHAPTER I: INTRODUCTION

1.1 Background to the Study

English language is used more widely across the globe in education, business and media, and as such, it is becoming invaluable for countries to increase the L2 English language proficiency of students who are looking forward to becoming a part of the growing English language community in different educational and business fields. Saudi Arabia launched a programme of scholarships in 2005 to equip new generations with tools that are potentially necessary for achieving success in learning English.

The increasing number of expatriates in Saudi Arabia who work in the oil and gas sector, many of whom are English speakers, made it essential for all young Saudis to acquire the English language. Moreover, in today's competitive world, organisations value employees who are good team players. Language barrier or inability to communicate in a specific language could cause frustrations and may also end up making a foreign employee diffident and unproductive. Therefore, learning English as a medium of communication can help foster understanding of others' opinions and express one's own opinions more vividly for both Saudi nationals and expatriates alike. Better work opportunities, improved career progression, increased professional and technical advancement, and enhanced job satisfaction are some of the most significant factors that have been instrumental in increasing the intrinsic motivation of Saudi students to learn English and improve their skills in acquiring this language. Therefore, the current research in such field shows that the motivation to learn English is a function of three factors, namely extrinsic factors, intrinsic factors, and individual personality (Ng & Ng, 2015). In other words, foreign students are more highly motivated to learn English when the gain is of significance to their viewpoints. This goal-directed motivation is instrumental in driving motivation intrinsically (Anjomshoa & Sadighi, 2015).

Recently, EFL (English as a Foreign Language) learning has become a significant research concern in Saudi Arabia due to the large number of foreign companies operating in the Kingdom and the ambitious scholarship programme promoted by King Abdullah. Despite the vitality of self-identity changes in language learning, not much attention has been paid to this area in the context of EFL in Saudi Arabia. The growing interest in the field of language learning and the establishment of English language centres and preparatory year programmes in Saudi universities have imposed the need to adopt more learner-centred

approaches (Schweisfurth, 2011). This was associated with a genuine need to examine self-identity changes of Saudi students at all levels. There are some studies that tackle the motivations of Arab EFL students at intermediate secondary school levels (Al-Nofaie, 2010; Suleiman, 2015).

The researcher, working as a lecturer in one of Saudi governmental universities, assumed initially that college students in Saudi Arabia learn English in order to meet certain needs. Their motivation is challenged and sometimes hindered by many of the learning environment components in Saudi Arabia such as facilities, resources, teachers, teaching methods, curriculum, etc. Also, the researcher noticed that there are changes in the identities of Saudi EFL students studying in Saudi Arabia and those studying in the UK. This information is through the researcher's contact and experience with other students who studied in the UK. The main objective of this study is to bridge the gap in this research area by examining Saudi students' motivation and attitudes towards learning English as a foreign language. Most of the participants in this study work as teaching assistants in different Saudi universities and all of them have completed their previous studies, whether BA or MA in Saudi universities.

According to Gardner (1985), motivation refers to the combined effort and intention to achieve the goal of language learning, and favourable attitudes toward such learning. In this definition, the three subcomponents that operationally comprise motivation are effort, intention, and attitudes. From the point of view of sociocultural theory, this definition requires going through separate steps, which begin with what motivation is, and is converted into the definitions of effort, intention, and attitudes within the context of motivation. It should be noted that L2 learning motivation is not an inert process but is a dynamic one. It carries a dialectical connection between the students' previous L2 learning experiences and their current sociocultural environment (Kim, 2006).

The analysis of the current research is based on the data collected through three methods: questionnaires, interviews, and observations. Saudi EFL students in the UK are its target population. The regulating framework of the study is that of Dörnyei and Ushioda (2009). The sociolinguistic encounters are however not an interest of the study. The variables of gender, age, and social status are not its main interest either. The study mainly focuses on the linguistic issues of motivation, attitudes towards the language, and self-identity changes as these are prominent aspects that reflect students' language development regardless of their gender, age, and social status.

1.2 Motivation and Attitude in L2 Learning

Many Researchers (e.g. Gardner, 1985; Tremblay, Goldberg & Gardner, 1996; Ellis, 1997) were highly interested in studying motivation, primarily because of the complexity issues driven by various factors that are involved in affecting motivation. Many studies have focused their attention to second language acquisition amongst Japanese, French, Indian, Chinese, Polish, Lebanese, UAE, and Saudi nationalities. The results and implications of many such studies are presented in elaborate detail whilst reviewing the literature in the second chapter of this dissertation. However, researchers had concluded that a good educational curriculum and appropriate instructions are not enough for successful L2 acquisition, but rather, it is the intrinsic and extrinsic motivations which affect the success of L2 learners in the L2 environment and in the domestic environment.

Previous studies found that it is significant to analyse motivation as a multi-factor element and not a single entity. In their study, Oxford and Shearin (1996:143-144) analysed 12 different motivational models and theories in different disciplines, including widely accepted works in cognitive development and sociocultural psychology. They identified six different factors with a substantial impact on the motivation of learning a foreign language. These are as follows:

1. The learner's attitude towards the target language and the learning community;

2. The learner's beliefs and opinions about self, which takes into account their self-efficacy, winning attitude, and level of anxiety about failure;

3. The learner's goals, which signify the clarity of the objectives to be achieved after learning the new language;

4. Involvement, which indicates the learner's degree of conscious participation in the language learning process;

5. Environmental support, which takes into account support from peers, teachers, and people outside the class;

6. Personality, that is, gender, age, aptitude, and foreign language learning experience.

Motivation and attitude are two effective characteristics that serve as significant variables in successful language learning (Ellis, 1997). Research on attitudes and motivation in L2

learning has been dominated by the studies of the Canadian Psychologist R. C. Gardner and his associates (see for example, Gardner, 1985; Tremblay, Goldberg & Gardner, 1996). Gardner (1985) proposed a socio-educational model of second language acquisition consisting of three variables: motivation, integration, and attitudes towards the learning situation.

This study focuses on two main models of motivation: the instrumental model (the pragmatic or extrinsic reasons for learning a second language, such as improved job prospects), and the integrative model, in which language learners' motivation is based on a desire to achieve successful communication and integration into an L2 community (Gardner 2001a: 12).

Motivation is defined as 'the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (Gardner, 1985: 10). Such a definition posits a goal-directed motivation; that is, the learner's immediate goal is to learn the language. Ushioda (2011) argued that the integrativeness notion in motivation exceeded the idea of being part of a certain culture. It is known that the digital age and the universality of the English language have shifted the focus from the external processes (e.g., the need to take part in the world) to the field of self-concept (Ushioda, 2011).

1.3 Motivation in Saudi Students

Previous studies have indicated that ESL Saudi learners are utilitarian: they learn English to meet certain job-related needs (Alhuqbani 2005). Al-Jarf (2009) finds that the instrumental motivation of Saudi ESL learners means that they have definite goals and intentions to achieve in their language studies, although in many cases the language courses available are not adequate to meet these goals.

Many researchers consider students' attitude and motivations to be vital elements in contributing to the failure or success of the language learning process (Gardner & Lysynchuk, 1990; Gardner & MacIntyre, 1991). Unfortunately, Rababah (2005) and Khan (2011) observe that Saudi English language students who continue their studies at undergraduate and post-graduate levels display disappointing levels of vocabulary and syntax acquisition, in addition to a lack of communicative confidence and competence. Al-Jarf (2009) notes that majority of Saudi students in the UK are learning English to meet

defined professional needs. Unfortunately, Al-Jarf (2009) observes that most of students seem to experience problems in attaining a level of comprehension and sufficient understanding to allow them to communicate confidently and competently with native English speakers. Moreover, many Saudi students prefer to communicate amongst themselves in Arabic and do not extend their practice of English outside the classroom.

It is this inability to express opinions and ideas more confidently in an English speaking setting that sometimes holds back the real potential of a Saudi student and affects one's professional development. Moreover, in a cosmopolitan setting like the UK, where people from diverse backgrounds speak different languages, English becomes all the more important as a medium of interaction. This study, therefore, will investigate the extent to which a representative sample of Saudi students, both male and female, interact and integrate with native English speakers in order to assimilate with the culture more easily as well as to climb the career ladder higher.

1.4 Language Learning and Self-Identity

English is used internationally for personal, academic, and professional reasons. Significantly, learning English has much to do with the foreign culture and its values, norms, and behavioural patterns. Such factors determine the individual's self-identity. Moreover, Kramsch (2002) conveys that learning another language is not learning words or letters and that it is not only about the learners' cognitive and linguistic capabilities, but that it involves the learner's social, emotional, cultural, and historical sense of self as well.

A foreign language learner has been observed to experience changes in his/her perception of self-identity, such as personal competence; manner of communication, values and ideals, ideas about acceptable or appropriate behaviour, or the overall personality in terms of attitude and behaviour. Generally, these changes depend on a learner's gender, age, motivation to learn English, the age at which EFL learning started, and the attitude towards English as a language. These factors can be regarded as the driving force that brings about the changes in self-identification practices (Gao et al., 2015).

A number of studies have examined students' motivation and self-identity changes which are connected with L2 learning. For example, Bron (2007) conducted a study on Japanese students who learned Swedish as an L2. These learners experienced changes in self-identity, which involved physical and mental processes. Moreover, Gardner et al. (2004) examined

the motivational changes in a number of Canadian students who learned French as a second language. They used Gardner's (1985) Attitude and Motivation Battery in order to measure five important factors in L2 acquisition: (a) integrativeness, (b) attitude towards the learning setting, (c) motivation, (d) language anxiety, and (e) instrumental orientation. The findings of this study revealed that there were important changes in the domains of class anxiety, motivational intensity, and teacher evaluation. Ushioda (1998) found that Irish college students perceived learning French as a positive experience, given that participants allotted a high status to French language skills and encouraged students to sustain continuous involvement in L2 learning.

A more recent study by Liu (2007) examined the motivation and attitudes of Chinese undergraduates towards EFL learning. The study comprised 202 students in the English Language Department at Xiamen University in China. All students showed a positive attitude towards learning English with a high motivation for learning. They were both intrinsically and extrinsically motivated to learn English.

1.5   Rationale for the Study

With the advent of globalisation, the labour markets have become highly competitive in the local and international forums. In this regard, a number of elements are considered, in which language expertise is of great importance. Bilingualism increases employability in the local and international markets. This holds true for Saudi nationals residing in the Kingdom of Saudi Arabia as well as for those seeking education and pursing career development in international regions, like the United Kingdom. Language skills, which include advance level of speaking and writing skills in English, is an imperative feature and when students are immersed in an L2 environment, they develop different perspectives of the language and communication due to the social, cultural, and educational contexts that are presented when learning the target language.

The understanding of motivation from an L2 viewpoint necessitates a consideration of other variables. For example, Dörnyei and Ushioda (2011) merge theories of motivation with more extensive issues that are specific to L2 learners, taking account of different levels of language proficiency, age, education, varying cultures, rationales for L2 learning, and societal expectations. The L2 learner has an outlook towards L1 and L2 sociocultural

settings that influence the learning motivation. In contrast to L1 children who can process much of the information they hear by the time they reach the age of 4 or 5, L2 learners usually deal with knowledge development of the language, such as grammar and vocabulary, and certain sociocultural contexts particular to the use of the L2 (Newton et al., 2018). Ushioda (2005) shows the importance of sociocultural context in L2 motivation in her findings that L2 students have a considerably high level of anxiety about their online language course, which is caused by inadequate knowledge about the specific learning environment. It informs of the importance of the sociocultural context in an examination of L2 motivation.

Having mentioned the significance of acquiring English as a second language, the basis of the rationale for this research has been set. There is a need to understand how language is acquired and the different approaches that explain how this happens. Also, it is important to understand the factors and stages affecting language acquisition. It appears evident that despite a tendency of an L2 learner to demonstrate instrumental motivation for L2 learning, there is no certainty that he/she will demonstrate the same level of motivation in the future. Instead, by focusing on the conciliation between the individual and the society in sociocultural theory, a strong foundation can be established to investigate how L2 motivation is maintained. This is because motivation in L2 learning serves as a dialectical connection between L2 learners' activities and their sociocultural environment (Kim, 2006). Whilst recent studies addressed the issue of Saudi students' initial motivation and inter-cultural experiences for studying English both at home and abroad (Al Qahtani 2015), no study has addressed the impact that immersion in an L2 teaching and learning environment has on students' motivation. Whilst studies on Saudi student motivation have been carried out in the U.S. (Kampman, 2011) and Australia (Alhazmi, 2010), and whilst studies on Saudi students' motivational stimuli based on gender and university major differences have been carried out (Javid et al., 2012), none had been conducted in the UK.

The paucity of research in the area of self-identity and L2 learning has led this study to investigate whether the self-identity of Saudi students studying ESL in the UK changes during or as a result of their learning experience. In addition, this study will be the first to address the specific issue of change in students' self-identities as a result of immersion in an L2 culture and the impact of this change on their attitudes towards the new language.

The exploration of self-identity and motivational changes of Saudi EFL students studying in the UK gives insights into the challenges and dynamics of learners' identity construction and their linguistic maturity. Issues such as linguistic performance and cultural diversity present

challenges for students who move from a first language to a second language. So, it needs to be investigated and problematised rather than to be considered innately true.

The investigation of the Saudi learners' identities grants insights into how the learners from a different culture and with different ideologies correspond to the conventions of language learning and how they adapt to the requirements of the new L2 environment in the UK.Further, the changes in identity and attitudes towards learning the language are the outcome of a set of social and psychological factors. However, there is no prior study that explores the factors affecting how Saudi students' self-identity changes. Therefore, this study offers an opportunity for the various factors that lie behind such changes.

This study focuses on the role of society in identity change. The participants of this study are students who come across chances to undertake academic activities, including classroom discussions, lectures, seminars, meetings, outdoor activities, and so on. Thus, the study traces the effects of such activities on the students' identity and assesses the effects of learners' participation in the academic community on their identity, motivation, and attitudes to learn English as a second language.

This research is situated in the UK higher education setting, which has its distinctive and particular academic conventions and activities. A large number of international students constitute the social and academic life in the British university setting. The quality of international students' experiences is considerably important for the reputation of the university as well as for the country in which learning takes place. British universities will benefit from the explorations involved in the learners' learning experiences (Gill, 2007). It must however be noted that there is currently a scarcity of research that deals with the academic performance and cultural adaptation of international students, especially Saudi students, in the Western academic culture (Kinginger, 2009).

Learning outcomes are impacted by the characteristics of individual learners, teaching approaches, and the sociocultural setting (Gill, 2007). According to Segalowitz *et al.* (2004), the common belief that the students studying in the target language setting have greater chances for interaction may not be real. By shedding light on the learners' participation, this study offers a realistic view of their participation experiences. The investigation into their participation, participation opportunities, resistance, and motives presents an accurate view of their interaction in the academic community in which they exist.

Saudi students in the UK may experience the feeling of frustration, anxiety, and uncertainty. This alienation comes from the fact that Saudi students come from a different religious and

cultural background (Shaw, 2009). As mentioned on the website of the Saudi Embassy (2015), Saudi people generally have a strong religious identity. For instance, a Saudi student who stays for study in a shared room will need to be excused many times a day to perform his prayers and to have restrictions on eating and drinking. Such behaviours may cause the Saudi students to experience the feeling of alienation, and this is likely to affect their experiences of participation in the L2 educational setting. The motivations of these students to learn the L2 can therefore be anchored in the sociocultural environment, in addition to various levels of language proficiency and societal expectations (Dörnyei and Ushioda, 2011).

Moreover, Saudi students have individual differences amongst themselves. Although this research concentrates on the Saudi learners as a group, it attends to the individual case of each learner, for instance, by hinting at the background of each learner. There are no stereotypical views upon which an understanding of the students' linguistic attribution and general background will be drawn. A number of pieces of research have reported that international students have a uniform academic experience, but this needs a deeper understanding. In this study, the dynamics of each student's identity changes and his/her social participation are explored with a focus on the individuality of each learner. The diversity of the students' experiences in UK universities exceeds the diversity of their cultural and linguistic backgrounds. Exploring the case of each student is of great potential to yield important insights on the academic experiences of the learners regardless of their backgrounds. Gender differences can also be considered as an important factor in the academic achievement of L2 Arab learners. For example, how Arab culture treats males and females appears to have differential effect on their motivation in the L2 learning context. The motivational construct progresses from an individual trait to a process that develops from one's dynamic connection with the sociocultural setting. However, several theories of learning and motivation failed to consider the sociocultural aspects of motivation and to holistically connect motivation to the social, emotional, and moral aspects of the learner (McInerney & Van Etten, 2001). This will take us to the important link between L2 learning motivation and the sociocultural context, where a dialectical relationship exists between the learner's previous L2 experiences and the sociocultural dimension that he/she currently is situated in (Kim, 2006).

The present study fills the gap in the literature by exploring and investigating the experiences of Saudi students in the UK higher education setting. The findings of this study can be appropriate to other students in the Middle Eastern region with similar backgrounds,

by examining the linguistic and cultural backgrounds of these students. There is no previous similar research concentrating on the experiences of Arab students in general; and Saudi students in particular, in terms of self-identities and motivational changes in learning the English language in an L2 context in the UK. Previous similar research may be useful, but it has a weak relevance to the Saudi learners. Since there are differences in the academic orientations amongst international students, the findings of previous similar studies cannot be useful for all of those students. For instance, several factors have been found to affect the students' self-identities and motivational changes, however the relevance of these factors to Saudi learners has been inadequately researched (Ali, 2017; McInerney & Van Etten, 2001).

Therefore, this study investigates changes in self-identities and motivations of Saudi students studying English in the UK. This area is understudied and the findings would be beneficial in the teaching and learning process in Saudi Arabia. Linguistic performance in a different cultural context would give insights into the teaching practices that use the English language in Saudi Arabia.

1.6 Aims and Objectives

This study is designed to examine whether beliefs about and motivations for learning EFL held by Saudi students studying English in the UK change as a result of their learning experiences. This investigation will first establish these students' beliefs, motivation, and attitudes towards learning English. The researcher aims to investigate their attitudes towards the English language and culture, including the extent to which the students interact with native English speakers outside the classroom.

Given the importance of English and the important role it plays in today's world, Saudi Arabia has recognized the need to pay attention to English education to prepare the new generation to become capable of communicating with others and exchanging scientific and technical expertise with them so that they can keep abreast of the innovative progress taking place in various fields. Non-English speaking developed countries were the first to be interested in teaching English to their population in recognition of the importance of this language in the fields of science, technology, economy, and politics. Currently, Saudi Arabia believes in the need to teach their own children who serve as the nucleus of the new generation, on whom lie the great hopes of taking the hand of its nation to the depths of development.

The Kingdom of Saudi Arabia has now become interested in educating and teaching English by making it mandatory for all students in middle and high school. The introduction of English in the primary stage is compulsory for all 6th grade students. The objectives of teaching English in Saudi Arabia are clear and explicit, which are to seek further progress and keep pace with educational developments by enabling all Saudi students to speak, read, listen, and write it well. Under this goal, the teaching of the English language has been integrated into the general curriculum of Saudi Arabia since the middle of the last century.

Realizing the importance of the English language, the Saudi ambition program for scholarships in English native speaking countries such as UK, Canada and the USA was launched. The number of Saudi students enrolled in UK universities has risen to 20,000 in the summer of 2014 (Royal Embassy of KSA, Cultural Bureau Attache', London).

Different studies tackled students' identity construction in different contexts; however, very few investigated the link between language learners' motivation and changes in their self-identity (e.g., Gao et al., 2007). Moreover, as an instructor of English, the researcher is motivated to think how English acquisition may affect Saudi students' cultural identity formation. Being in an environment in which learning the English language and culture is the main objective, it is interesting to examine how learners view themselves as English students and how this influences their perceptions of their own cultural identification.

With respect to identifying the motivational and attitudinal factors that guide the students' pursuit to study English, the researcher will endeavour to ascertain the extent to which these factors differ from the motivational beliefs and attitudes held by the same Saudi students before commencing their course of study. The findings of the study will identify the extent to which Saudi students are motivated to learn English.

1.7   Impact of the Study

The results of this study will be important to educational decision-makers as they will enable teaching methods and curriculum content to be adapted to boost educational outcomes for Saudi students studying English as a second language. It will also give important insights for education field workers to help their students learn a second language. If the study finds that motivation impacts EFL students' learning habits and attitudes, which in turn affects the quality of their level of English and their perceptions of self-identity, this will reveal that success in changing students' motivation can impact on their entire L2 education process.

The analysis of the direct link between perceptions of self-identity and the ability to acquire new skills could help underscore the role of motivation in second language acquisition. It is expected that the impact of this research could bring about changes in the curriculum, pedagogical methodologies, and L2 learning strategies across the Kingdom of Saudi Arabia.

On a smaller scale, individual teachers could use the recommendations of this study to motivate students in the classroom in order to change their attitude towards L2 learning. In particular, considering the important link between L2 motivation and the sociocultural context, schools in the UK can develop a curriculum that takes this link into account. The biggest problem facing teachers is the negative attitude that students may have towards the English language, with many students considering EFL learning as an obstacle that must be overcome, not a subject or experience to be enjoyed. Thus, changing students' motivations may help to change their attitude towards learning EFL, the positive implications of which may be far-reaching throughout their personal and professional lives. In other words, the study attempts to give new insights into the motivation and self-identity changes among Saudi EFL students in UK. This chapter clarifies the objectives that this study aims to achieve and its contributions to the literature in the field. The topic of this study needs to be theoretically explored and linked to the literature about motivation and self-identity.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

This chapter provides the basis for this study's theoretical framework as well as evidence to the research problem. It aims to present a theoretical background for answering the research questions regarding the motivation, attitudes, and changes in identity among Saudi EFL learners studying PhD/Masters in the UK majored in Linguistics, Applied Linguistics, and Translation. In brief, the aim is to investigate the motivation and self-identity of these students and how they are influenced by the target culture.

It is essential to understand what motivation means if it is to be investigated effectively and accurately. This is defined in section 2.2. Section 2.3 will describe the main motivation theories, such as the self-determination theory, intrinsic and extrinsic motivation, Dörnyei and Otto's Process Model of L2 motivation (1998), and L2 Motivational Self System, which is the prominent theory for this study. Goal theories, language learning motivation theory, and attribution theory, will also be explored as an important part of motivation and of the learning process in general.

Furthermore, the researcher presented some studies which support the theory of motivation in L2. Ideas on motivation are then described, as well as motivational strategies in the language classroom. This is followed by a section devoted to exploring self-identity as part of motivation, with further studies to support it (Dörnyei, 2009b).

2.2 Motivation

Motivation 'determines the extent of active, personal involvement in L2 learning' (Oxford & Shearin, 1994: 12). Harmer (2001: 51), states that it is 'an internal drive which pushes someone to do things in order to achieve something. Brown (2000: 160) adds that motivation is a 'catch-all term for explaining the success or failure of virtually any complex task'.

Dörnyei, (2001a: 7) states that motivation implies the reason for doing something, how hard the individuals will pursue it, and how much time they will allocate to keep the activity. Even if a learner's motivation is strong, there are other variables that exist; including changes in what motivates a person, which can impact learning (Crookes & Schmidt, 1991).

On the other hand, Dörnyei (1998: 117) commented that 'although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept'. Motivation varies depending on culture and the individuals themselves. For many educators, motivation is the most complicated and challenging issue (Scheidecker & Freeman, 1999: 116). The following definitions reveal different schools of thought about the concept of motivation.

Behaviourists and cognitive psychologists have long held different ideas about the world, not least about motivation. For behaviourists, motivation deals with expecting a reward for good work (Brown, 2000) whilst cognitive theory researchers, like Keller (1983: 389, quoted in Brown, 2000: 160), refer to it as 'the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect'. In another regard, constructivist theorists apply more stress on the social context and the impact this has on the individuals' choices (*ibid:* 60) (See table 1 of Appendix A for illustration).

Dörnyei (2001a) explored new sets of ideas concerning motivation, which tend to be more complex and overlapping with each other in a unique way, as shown in table 2 (Appendix B). His theory will be further explored below. The main phases of research in L2 motivation can be categorised into four main stages, as follows (cited in Dörnyei and Ushioda 2011: 40):

   a) The social psychology period (1959-1990): This period has been characterised primarily by Gardener's research work in Canada;

   b) The cognitive-situated period (during the 1990s): This period has been characterised by research in cognitive theories in the field of educational psychology;

   c) The process-oriented period (turn of the century): This phase has been characterised by a high degree of interest in the factors driving changes in motivation;

   d) The socio-dynamic period (current), involves three approaches; the '*person-in-context relational view of motivation,* the *L2 Motivational Self System,* and *motivation from a complex dynamic systems perspective*' (*ibid*: 74).

However, in Norton's (2000) perspective, Gardner's (1985) idea of instrumental and integrative motivation was not able to account for the complicated link between power, identity, and language learning (Norton, 2000:10).

2.3 Motivation Theories

2.3.1   Self-Determination Theory (SDT)

Research regarding the source of motivation led to the development of self-determination theory. This theory is considered one of the breakthroughs in the field of motivational psychology (Dörnyei, 2005: 76). The founders of the Self-Determination Theory (SDT) are Richard Ryan and Edward Deci, who claimed that individuals have the choice and full control 'in initiating and regulating one's own actions' (Deci. et al., 1989: 580). Within this theory, there are two different types of motivations: intrinsic and extrinsic. Intrinsic motivation refers to the activities driven by an internal reward such as happiness, and feelings of satisfaction or pleasure, whereas the extrinsic motivation refers to an external reward such as getting a good job, receiving praise from others, and getting high marks in an exam, and the like. In light of this theory, a new idea began to emerge, arguing that intrinsic motivation is always stronger than extrinsic motivation. The idea was based on creating an educational atmosphere where the learners are motivating themselves intrinsically for more learning, rather than solely relying on extrinsic motivation. SDT calls for three innate needs of competence, autonomy, and relatedness for a better understanding of human motivation (Deci and Ryan; 2000: 252-254). The *need for competence* experiences opportunities to interact with the social environment; the *need for relatedness* implies a need to belong with others (e.g., family members and teachers); the *need for autonomy* involves willingness to engage in an activity. Brophy (2004: 10) proposed that the satisfaction of these three basic needs allows people to engage in self-determined activities whilst the lack of satisfaction for these needs usually leads to more controlled motivation and less self-determined pursuits.

Noels et al. (2000: 38) stated that SDT motivations can also be divided into sub-categories. Intrinsic motivation can be divided into three sub-categories: IM-Knowledge, the pleasure derived from knowing more novel ideas, IM-Accomplishment, the pleasure derived from achieving a set goal, and IM-Stimulation, the pleasure derived from doing and completing a task. On the other hand, extrinsic motivations were classified with a consideration of self-determination. Motivation regulation will be explored in the section dedicated to extrinsic motivation.

Another important concept in SDT is amotivation (Deci & Ryan 1985: 150), the lack of intention to make the required effort. There may be no obvious link between an individual's actions, and the outcomes of these actions, or one may feel that they are not able to control

the results of their efforts – An example is a student who studies all the year round and fails the final exam because s/he was not learning the right way. Amotivation also describes the scenario where a learner lacks motivation completely; in this case, there will be no improvement in their learning until this motivation is created (intrinsic or extrinsic) (Noels et al., 2000).

2.3.1.1 Goal, Attribution Theory, and Language Learning Motivation

Language learning motivation (LLM) was initially studied by social psychologists in light of its role in developing an acceptable attitude to learning a language (Dörnyei, 2003). Krashen (1981) then became interested in the affective aspects of LLM, and developed the Monitor Model, followed by Schumann (1986) who created the Acculturation model. Eventually Gardner (1985) developed the socio-educational model, in which he states that motivation is "a combination of efforts plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (p. 10). Gardner split motivation into integrative (focused on the desire to understand the language and the ability to use it confidently in communication with native speakers) and instrumental (external goal to be achieved such as getting a job or a promotion), with more focus on the former. For Gardner (1985), motivation refers to the inner force that pushes the learner to exert effort and show enjoyment in doing so, whilst orientation refers to the reasons for studying a language. Gardner's theory was criticised by Dörnyei (2003), where he stated that the notion of integrative motivation has no parallel in mainstream motivational psychology. Also, in some places, language learners do not have the opportunity to communicate with native speakers, so for most scholars it appears that integrative motivation as described by Gardner is either ill-defined or does not have as much weight in education as Gardner claims (McGroarty, 2001: 72; Dörnyei, 2001; Chen et al, 2005; Krashen, 1989:28).

It is important to briefly describe some theories related to motivation, as supporting and complementary theories to motivation theory being discussed in this thesis. For example, Goal theory states that having a goal during the learning process acts as a means to keep learners motivated. Also, any change of goal during the learning process can affect the level of motivation and attitude to learn. Maslow (1970) introduced the term "need" in his hierarchy, but this was later changed to "goal" (Dörnyei; 2001: 25). Goal theories are based on the target that students want to reach after completing their studies, and according to Locke and Latham (2002: 706-707), the goals set can affect persistence, adjustment of

efforts required for the task, as well as the stimulation of previous learned knowledge relevant to the task in order to implement task-relevant knowledge and strategies, and finally goals can have a directive function, serving as a guide for the student's efforts in learning English. There are two main theories in regard to goals: goal-setting theory and goal-oriented theory, which will be briefly described below.

Goal-setting theory (Locke and Latham, 1990) describes goal setting in terms of practicality, the purpose of an action, and the individual being in control of their actions. Further, human actions are always driven by a purpose or a goal to be achieved, but goals have to be set and pursued by choice (Dörnyei and Otto, 1998). This involves both internal and external aspects – similar to intrinsic and extrinsic motivation discussed elsewhere in this paper. Oxford and Shearin (1994) found that goal setting and an expected outcome are related, particularly if the goal is realistic and achievable. It ties in with another aspect of the theory, which states that goals have three main features that are different for each individual. These features include difficulty and specificity of task, and commitment to the task (Locke, 1996: 118-119; Van Lier, 2014: 119). In regard to achieving the goals set, Dörnyei (2001: 26) suggests that breaking down each goal into sub-goals might provide an easier way of measuring progress in the short-term. In agreement with this, Paliagro (2002: 20) warned against shifting the focus to long-term goals as this might distract the learner from focusing on attaining short-term goals essential for reaching the desired end-goal.

Goal-oriented theory was developed to explain young learners' attitudes towards learning (Dörnyei, 2001: 27) and links well with the research questions about a change in learner's attitudes throughout their English learning. The theory states that any learner's performance is closely linked to the goals he/she sets and accepts for him/herself. According to Ames (1992; in Dörnyei, 2001:27), there is a difference between mastery and performance orientation, where the mastery goal refers to the amount of challenge that the learning presents, and is greater than the need for performing well. A successful strategy for students to change their attitudes towards learning is the goal of acquiring as much knowledge and skill in learning a language in order to master it (William and Burden; 1997:131; Hasting, 1992).

On the other hand, attribution theory explores motivation in regard to a causal link between past and present learning experiences (William and Burden, 1997: 104). Students might attribute their success or failure to reasons such as number of studying hours, luck, level of difficulty of exams, teacher competence, family encouragement, mood and extra support from tutors. Both can be identified in internal and external – or intrinsic and extrinsic –

reasons for success or failure (Dörnyei, 2001). Also, some of these reasons involve the learner being in control, whilst others might not. It is important to understand how learners perceive the reasons behind their failure or success. If the reason is within the means of control of the student, such as absence or laziness, the motivation to learn does not decrease and can sometimes increase if the learner believes that attending class or working harder will help him/her to achieve his/her goal. On the other hand, if the reason is out of the student's control, motivation will decrease (William and Burden, 1999). According to attribution theory, identifying the reason behind the failure or success of a learner, and highlighting controllable factors can largely increase a learner's motivation to learn. However, whilst this can be true in some cases, other students might need different types of motivation and support in order to achieve their goals in learning a second language.

2.3.1.2   Intrinsic Needs of Students – Autonomy and Self-Determination

Learners have some innate psychological needs that need to be met in order to develop their motivation. Raffini (1996: 3) explained that the significance of the learner's psycho-academic needs is driven by (i) the desire to control their decisions; that is, the desire for freedom of decision making; (ii) the degree of competence; that is, being able to do things and be successful in it; (iii) the degree of belongingness; that is, to feel being a part of the large whole; (iv) self-esteem; that is, being able to feel good about themselves; and (v) enjoyment and involvement in life. Raffini (1996) also claimed that a teacher can have a powerful impact on his/her students by arranging the right conditions for them regarding the above factors. So, it seems clear that learners need to feel in control of their learning to make them feel more successful and feel that they are on the right track for their learning, generating pleasure and self-admiration for the accomplishment they have achieved.

2.3.1.3   Competence, Belonging, and Relatedness

According to Raffini (1996: 6), developing intrinsic motivation is only achievable when students are able to see some academic improvement, providing the sense that they are competent. If this improvement is not perceived, students' motivation may be destroyed as they may feel that their time and effort spent in learning was pointless and had no significant impact on their achievement.

According to many accepted psychology theories, humans are social creatures who need to feel that they belong to a particular group. Schmuck and Schmuck (1974: 101) found that learners' academic achievement improves from childhood as a result of multiple social relationships within the framework of learning. Supportive and helpful relationships such as friendships and peer groups may be the hidden factors behind the academic achievements across all forms of learning.

2.3.1.4 Self-Esteem, Involvement, and Enjoyment

Scheidecker and Freeman (1999: 129) viewed self-esteem as being synonym to success, adding that the only way to build healthy self-esteem is through success. Raffini (1996: 181) regarded students with high self-esteem as very successful because of their good sense of direction concerning their goals, and what they want to achieve in life or/and study. It has been argued that all activities that are designed to increase self-esteem will increase intrinsic learning motivation as well. In addition, Chambers (1999: 147) suggested that self-esteem is an important motivational factor and that students who feel good about themselves are more likely to have a more positive attitude towards and the ability to be involved in classroom activities and the learning process in general.

2.3.2 The Cognitive-Situated Period

The cognitive-situated period is characterised by 'the desire to catch up with advances in motivational psychology and to extend our understanding of L2 motivation by importing some of the most influential concepts of the 1980s'. It also features 'the desire to narrow down the macro perspective of L2 motivation (i.e., the broad view focusing on motivation disposition of whole communities, typically taken by the proponents of the social psychological approach' (Dörnyei, 2005: 74).

For cognitive evaluation theory, the most important question that arises in the classroom is how to enhance or maintain the learners' intrinsic motivation to learn (Deci and Ryan, 1985: 246). There are ways to achieve this in L2 learning. Bruner (1962; in Deci and Ryan, 1985) suggested that the most important way to help children learn is by keeping them free from the control of rewards and punishments. Bruner adds that when children are learning intrinsically, they tend to interpret their successes and failures as information rather than as rewards and punishments (*ibid.:* 246).

Educational psychologists link intrinsic motivation to education, particularly adult education. The more aware a learner is about his or her needs and desires, the more easily motivated he/she can be in a general learning environment. Although the degree of intrinsic motivation varies from learner to leaner, experimental studies had put forth the notion that being intrinsically motivated helps one become more productive and excel more than those who are extrinsically motivated.

Deci and Ryan (1985: 245) argued that intrinsic motivation is a 'central motivator of any educational process', stating that it is clear when a student is naturally curious about a topic and energised in their learning. Moreover, they stated that: 'When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy; this motivational wellspring in learning is likely to flourish' (*ibid*.: 245). Deci and Ryan (1985) also argued that the quality of learning increases manifold if the learner is intrinsically motivated to learn and improve his or her current set of skills. If facilitators or teachers are able to identify the intrinsic motivators of students or learners, then they can employ them to drive motivation intrinsically, which in turn will enable the learner to demonstrate academic excellence as well as improve his/her personal skills set.

Noels et al. (1999) further supported these findings by stating that intrinsic motivation does result in higher interest in textbook or course content as well as improve academic performance. Learners who performed well in language learning had shown a stronger internal motivation to improve their foreign language skills. According to Noels et al.'s (1999) research, more confidence in one's competence, less anxiety, higher motivational intensity, and higher self-esteem driven by self-evaluations are some of the factors which resulted in higher performance amongst second language learners (*ibid.*: 23).

Long-term learning was found to be heavily influenced by intrinsic motivation –especially language learning, as found by Klein et al. (2006). Furthermore, according to Ramage (1990), those students who continue to learn the language are motivated to learn the language for the sake of learning it; in other words, they are more highly internally motivated than learners who call off studying a second language.

Human behaviour is influenced by both internal and external factors. Many researchers tried to define extrinsic motivation. Nicholls (1984) argued that extrinsic involvement is a state of motivation in which learning is seen or experienced as a means to an end, rather than an end in itself. He added that if children are learning in order to please the teacher, to gain a token, or to get out of school early, they are being extrinsically involved. Klein et al. (2006)

proposed that extrinsic motivation comes from the learner's desire to get external rewards, or to be recognised by peers and parents, or to avoid punishment. Generally, extrinsically motivated behaviours are those that individuals perform for the sake of receiving external rewards, such as getting a job or a better salary, or avoiding punishment.

Some researchers investigated the relationship between extrinsic and intrinsic motivation. Ryan and Deci (2000) differentiated between the two types of motivation by declaring that extrinsic motivation refers to the performance of an activity in order to attain outcomes outside oneself in contrast to intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself. Although Deci and Ryan (1985) distinguished between the two types of motivation, they suggested that the same factors that enhance and promote self-determined intrinsic motivation can also promote self-determined extrinsic motivation and vice versa. Deci and Ryan's (1985) self-determination theory identifies four types of regulation that come in between the two forms of motivation and can be classified as types of extrinsic motivation, which are as follows (examples cited as in Dörnyei, 2001: 28):

A. *External regulation,* which comes from external sources such as rewards or threats (e.g., teacher's praise or parental confrontation). This is considered the least self-determined form of extrinsic motivation;

B. *Introjected regulation*, referring to the externally imposed rules that students must comply with to avoid feeling guilty (e.g., laws of a country);

C. *Identified regulation,* which describes students engaging in activity for its high value and usefulness (e.g., learning a language that is necessary to pursue hobbies or interests);

D. *Integrated regulation,* which is the advanced form of extrinsic motivation. It involves a conscious behaviour that is fully incorporated with the individual's other needs, values, and identity (for example, learning English because proficiency in this language is part of an educated multi-ethnic culture one has adopted).

2.3.3 The Process-Oriented Period – Dörnyei's Process Model of L2 Motivation

This period of L2 motivation research represents recent research trends (2000 until present). It was initiated by the work of Dörnyei and Ushioda in Europe and is mainly characterised by an interest in motivational change.

In 1998, Dörnyei and Otto created the Process Model of L2 Motivation as a response to the challenge of describing motivational process over time. It arranges the motivational influences of L2 along hidden actional events and it contains two dimensions: a) action sequence; and b) motivational influences (Dörnyei, 2001a).

According to Dörnyei and Otto (1998), the action sequence describes how desires, hopes, dreams and wishes come to form a realistic goal that can be achieved (pre-actional phase). This eventually changes into an intention and individuals start a chain of actions to achieve this goal (Dörnyei, 2001a). The second dimension in this model, motivational influences, includes all efforts – study, planning, and resources spent in order to achieve the goal. At the pre-actional phase, there are motivational impacts on goal setting and the forming of intentions. Some of these impacts affect attitudes towards an L2 and the values linked to it, influencing the success in learning the L2 in general such as the learner's desire to achieve a certain level of language mastery and benchmark this to a proficiency language exam or a certain level of performance. Actional phase refers to the sub-tasks designed to satisfy and reach the goals set in the first phase such as the study plan, the reading lists, the number of assignments to submit, the number of hours to study, the practice strategy, etc. This phase includes some other factors like learning experience, teachers, parents, and educational environment in general. Post-actional phase means what happens after the goals have been successfully achieved. It assumes that some functions at this stage, such as forming causal attributions, elaborating standards and strategies, and dismissing the intention and further planning, are influenced by three active motivational influences: attributional factors, self-concept beliefs, and satisfaction-promoting outcomes that the learner has received (e.g., feedback, praise, and grades) (see Table 3, Appendix C).

Dörnyei developed a Three-level framework of L2 Motivation. This framework accounts for the different components of motivation involved in learning the L2 in an educational setting: The L2, the L2 learner, and the L2 learning situation. The following are the L2 motivation components as described by Dörnyei (1994: 277-280; 2001a: 18-19):

1. Language level. This level focuses on different orientations and motivation related to a specific L2 culture, L2 speakers, and L2 proficiency usefulness. Thus, in

accordance with Gardner's model, this level consists of two general motivational subsystems: *integrative* and *instrumental*;

2. Learner level. This level deals with two personality traits: (1) need for achievement, which makes individual initiate achievement activities, work hard and resist failure; (2) self-confidence, which refers to an individual's belief about his or her ability to perform actions and accomplish goals. It consists of various aspects: language use anxiety; perceived L2 competence; self-efficacy; and attributions about past successes or failures.

3. Learning situation level. This level deals with motives related to three areas:

- Course-specific motivational components, which concerns the syllabus, teaching materials, teaching methods, and the learning task. To describe course-specific motivation, Dörnyei used four dimensions: A) *interest* in the course; B) *relevance* of the course to one's needs; C) *expectancy* of success; and D) *satisfaction* that the learner has in the outcome. These components, as he stated, were adopted from Crookes and Schmidt's (1991) framework, which was based on Keller's (1983) conceptualisation of the motivation system. Keller's education-oriented theory of motivation was based on similar aspects like all other studies before him such as; Interest, relevance, expectancy and outcomes. And his theory is used to be called the instrumental needs as Keller called it. Schmidt (1990) declared his analysis to the connection between motivation and L2 learning, and he analysed the term into different levels; *The micro level*, which deals with the motivational effects of the cognitive processing of L2 stimuli; *The classroom level*, dealing with the techniques and activities in motivational terms; The syllabus level, at which content decisions come into play and *Extracurricular level (long-term learning)* relevant to informal. In brief Schmidt study is highly evaluated because it has summarised most of the studies done about motivation starting with the first valuable one of Gardner.

- Teacher-specific motivational components, which concerns the effect of the teacher's personality, behaviour and teaching style on the learner's motivation. Here, Dörnyei uses the following dimensions: 1) *Affiliative drive* to please the teacher. According to Dörnyei, the teacher's personality determines the relationship between the teacher and the student, and causes the affiliated motive. For example, students usually like the subjects that are taught by 'good teachers;'

2) *Authority type*, that is, whether the teacher supports learner autonomy or is controlling; 3) *Direct socialisation of student motivation*, that is, the teacher's role in developing and stimulating students' motivation to learn through modelling, task presentation and feedback (1994: 278; 2005: 26).

- Group specific motivational components, which is an area related to the group dynamic and is affected by four aspects: 1) *goal-orientations*, which refers to the extent students as a group work hard in order to reach their goal (in this case L2 learning); 2) *norm and reward system*. In this regard, Dörnyei (1994: 278) explains that a reward system (i.e., grades) 'should give way to group norms, which are standards that majority of group members' regulate their behaviour in order to perform tasks; 3) *group cohesion*, that is, the relationship between the members of the group; and 4) *classroom goal structures,* which can be competitive, cooperative, or individualistic. Amongst these three structures, studies had shown the positive effect of the comparative goal structure in promoting classroom motivation, such as in Sharan and Shaulov (1990, cited in Dörnyei, 2001).

This model emphasises that L2 motivation is a multifaceted construct influenced by classroom factors. It also highlights the importance of what the learner brings to the classroom such as personality and cognitive aspects. However, this model 'do[es] not go beyond listing and clustering certain key variables without specifying their exact interrelationship' (Dörnyei, 2001: 108).

2.4 New Conceptualisation of L2 Motivation: Dörnyei's L2 Motivational Self System

Dörnyei (2005) has developed a new concept called *the L2 Motivational Self System* in response to difficulties facing the concept of integrativeness. In fact, *the L2 Motivational Self System* is based on the Higgins's (1987) self-discrepancy theory, in which he differentiated between the ideal self, which represents all what we would like to be after achieving all our desires and dreams, and the Ought-to self that represents the duties and responsibilities that one must accomplish without necessarily wanting to (Dörnyei, 2009b). According to Higgins (1987), motivation is produced because of the desire to bridge the gap between the ideal self and the actual self. According to Dörnyei (2005), *the L2 Motivational Self System* consists of three parts:

A) Ideal L2 Self.

This is based on the fact that individuals have an image of their ideal self, which is usually superior to their actual self. One seeks to achieve the image of one's ideal self at all times, and if this image includes speaking an L2, it will provide a significant motivator for the actual self to learn the language and master it, to get closer to the image of the ideal self. Traditionally integrative and internalised instrumental motives would typically belong to this component;

Dörnyei's (2005) theory is based on the fact that every human being seeks perfection and wants personally to be the best. Therefore, we all have a mental image of our ideal/perfect selves and we try to get as close as possible to this mental image. Studies carried out by Taguchi et al. (2009) and Ryan (2009) showed that the Ideal L2 Self is strongly linked to integrativeness, explaining why different learners exert different levels of effort in learning an L2, despite being in the same learning conditions and possessing similar primary motivations.

A.1) Integrativeness

The term 'integrativeness' was coined by Gardner and Lalonde (1985: 6). This term points to the readiness of the learner to learn a second language to be part of the target language community. Integrativeness is described as the desire of the leaner to generally move towards the other language community. Integrativeness always involves two important components: (1) the willingness to join and to be connected to the new community with esteem for the culture and the new life that will be experienced in that community; and (2) the integration and knowledge of the new culture. In addition, Gardner (2001: 12) described integrativeness as, 'the emotional identification with another cultural group.' So, integrativeness involves a positive attitude towards the new culture and to the new community in general.

Dörnyei and Csizér (2001) reported that integrativeness normally appears in motivation-related research in settings that are described as EFL settings, without regard to the attributes of the learners. Moreover, individual's self-concept changes do not necessarily happen when learners make contact with an L2 community or when they enter into a new cultural community. The learners may experience identity changes if the target language is a global language, with a global culture. Should students wish to be part of

this new culture, they will experience self-identity changes. So, the notion of the self-identity changes is not necessarily associated with the move to an L2 country, but is more associated with the universality of the language that the learners need to learn.

A.2) Cultural Interest

Learning a language may equip learners with positive attitudes towards both the language and its native speakers, regardless of any historic tension between the learners' culture and the L2 culture. Significantly, learning English has much to do with overseas cultures, behavioural norms, and cultural values, which constitute one's self-identity (Boonchum, 2009). In Tremblay et al. (1996) study, Jewish students that successfully studied Arabic possessed a positive attitude towards the language and its speakers, despite the political tension and hostility between the two nations. However, low achievers did not have the same level of acceptance of the language or culture. This indicates that successful achievements can strengthen the L2 learning motivation.

A.3) Attitudes towards L2 speakers

Instrumentality and attitude towards L2 speakers were found to be the direct antecedents of integrativeness (Csizér & Dörnyei, 2005). Moreover, the Ought-to L2 self-element of the L2 Motivational Self System contradicts what Dörnyei (2009b) found in another study: which was that most language learners are more motivated to learn an L2 not because of family encouragement, but as a result of the successful engagement with L2 speakers, which propels the learner to achieve more success in this area. Therefore, this is an intrinsic motive and can be closely linked with Otto's (1998), Noel's (2003) and Ushioda's (2001) ideas about intrinsic motives.

B) Ought-to L2 Self

B.1) Instrumentality

This is concerned with the effort and sacrifice that an individual makes in order to generate a positive outcome and avoid drawbacks. This is regarded as being a more extrinsic type of instrumental motivation. On the other hand, the Ought-to L2 Self element of this theory suggests that a learner is obliged to see himself in such a way so as to meet the expectations of his/her teacher, boss, parents and friends. In a comparative study undertaken in Japan, China and Iran (Taguchi et al., 2009), the family was seen as

playing a very important role in influencing children - providing a major instrumental motive that limits the Ought-to L2 Self. It could be argued that what others expect from and desire for an individual may block an authentic 'Ideal L2 Self' for some learners, which may then become a secondary need in comparison with what parents want. In another study carried out by Kormos and Csizér (2009) in Hungary, a positive relationship was discerned between parental encouragement and the Ought-to L2 Self, which is similar to other theories (Noels, 2003; Ushioda, 2001; Dörnyei, 2005; 2009b).

C) L2 Learning Experience

This element is linked to the immediate learning environment and experiences, such as the classroom, course books, instructors, and classmates. This component overlaps with the other two components. Dörnyei (2009b) provided the dimension of L2 learning experience that involves the mechanisms that constitute the daily motivation such as the effect of the teacher and the effect of the learning context.

In the current research, the researcher used the model of Dörnyei and Ushioda (2009) as it is the most comprehensive method to trace the self-identity changes that the students experience in their language environment. The model was used in the majority of the studies that investigated the self-identity change and motivation in EFL contexts (e.g. Gao et al., 2007). The model was proven to be reliable in identifying the students' identity changes after being immersed in an L2 context. Dörnyei's three level framework of L2 motivation is considerably inflectional. In this model can be found, in addition to the concepts of integrative and instrumental motivation and intrinsic and extrinsic motivation, a variety of individual, social, and cultural factors influencing upon L2 language learning.

Dörnyei' model in inclusive to other models. It provides motivation elements involving the desire to integrate into the target language community and the nature of the learning context, both of which are closely associated with the socio-educational model. Moreover, Dörnyei's framework also concentrates on individual learner factors, involving the learner's need for achievement, their self-confidence, self-esteem and self-efficacy, all of which appear in Self-Determination Theory.

In order to better grasp the situation of language learning in Saudi Arabia where English is a second language, this research concentrates on two aspects of language learning—the motivation types held by students and the self-identity changes that take place among the students. It identifies the English learning motivation types held by the Saudi

university students study in UK and determines what, if any, self-identity changes have taken place with the students as a result of learning English. Eventually, the research determines any links there may be between motivation types and the self-identity changes.

To sum up, it seems that the *Dörnyei's L2 Motivational Self System*, particularly the Ideal L2 Self, provides a good reinterpretation of integrativeness as the Ideal L2 Self is proven to be a good motivational factor for L2 learners across the globe. This is therefore the main theory that will be used in the present study, through which L2 learning motivation will be understood and investigated. However, other theories will also be analysed and discussed, such as the model of Dörnyei and Ushioda (2009), as these might also play a role in L2 learning motivation.

2.5 New Ideas in Motivation

It is widely accepted that the field of motivation cannot be based on one model or theory, given that usually any L2 learner has mixed motives that change over time in terms of how much of a priority they are. For example, the external/instrumental/outer goal is usually more noticeable than other motives. However, this usually changes during the course of study, when learners demonstrate more internal motives, such as self-satisfaction, enjoyment in the study field itself, or even getting involved in the cultural life of the native-speaking country if the learner is studying abroad (Oxford & Shearin, 1994).

This forms one of the main criticisms of older theories of LLM, just as (Dörnyei, 2005; Crooks & Schmidt, 1991) attacked Gardner's socio educational theory for differentiating between the intrinsic and extrinsic motives of students studying an L2 abroad. According to them, motivation cannot be comprehended without realising the interrelations amongst the components of different motives. Another doubt about previous theories is the sufficient amount of motives that can change the learners' attitude to achieve a favourable achievement and progress in learning the new language. In some learners, one motive (external or internal) can lead to the required result, but in other learners, one motive is insufficient to gain the required. For example, to sustain a student's motivation to study L2, it may not be enough to convince them that learning the language is enjoyable and holds personal importance for them (Noels et al., 2000). Thus, it is logical that more than one motivation leads to more effective learning outcomes.

Many researchers in the motivation field therefore argue that the dynamicity of motivation must be considered. Many L2 students report that their motives do not remain the same; rather they undergo a change process, and at times students may feel more motivated to learn than at other times.

Understanding the teacher's role in each of these two cases offers a lot of help for the study of LLM as the teacher's role is viewed in the light of other supporting materials used, such as the curriculum and school climate, which are essential elements that affect the learning of the L2. Dörnyei (2003) has discussed the same theme in his recent study, which cast light on what he called the immediate contextual element and its impact on the learning process affected by the change of motivation in LLM (Dörnyei & Otto, 1998).

In his model Gardner (1985) regarded motivation as an independent variable and achievement in the target language as a dependent variable. So whenever an individual is highly motivated, a high level of achievement can be guaranteed. In his pursuit of proving his model, Gardner (2000) used statistical evidence in his research, proving that integrative motivation is closely linked with the level of achievement. Nevertheless, Dörnyei and Otto (1998) criticise his later research, stating that whilst the level of motivation can positively affect the level of attitude and achievements, it is not always a direct relationship. This is because learners usually change their goals once they reach a certain level of achievement. For example, learners who study an L2 in order to have access to their core subjects directly change their goal from studying the language itself to studying other subjects once they achieve their target language level. In this case, the achievement and success of reaching the goal in L2 learning led to a change of goal, and hence reducing the learner's motivation towards learning the L2.

LLM is still a rich soil for research and researchers tend to find more elements to study all the time. However, learners' changing motivations, and the impact this has on all other elements is still in need of thorough investigation and measurement. The present study will be based on the previous work of other researchers to cast some light on the motivation change process and the influence this has in the course of learning the L2.

2.6   Motivational Strategies in the Language Classroom

Creating realistic learner beliefs is important. Dörnyei (2001a: 66) states that some English learners come with certain beliefs about learning, most of which are not correct, such as that

they can acquire the language within a few months. Others may believe that they need years to learn the language. Some learners also think that one cannot learn the language except in its host environment. Some think that learning from an early age in school is better. Others believe that it is necessary to be talented to learn the L2. Of course, language experts have disagreements about these beliefs because they are not unambiguous (*ibid.:* 67). Dörnyei (2001a) argued that it is important to create realistic beliefs because inaccurate beliefs can be a real barrier to acquiring the L2. What is the most effective way to face these incorrect learner beliefs? Dörnyei (2001a) suggested that we should certainly talk about some key issues with the students, possibly in the form of a negotiated pyramid argument. That argument can be viewed at 'the difficulty of language learning in general and learning the L2 in particular, the realistic rate of progress that can be expected and, lastly, what learners should do to be successful and how languages are best learned' (Dörnyei, 2001a: 68). Brophy (1987: 43) emphasises the need for effort without describing L2 as a boring task, but more as an 'investment'. In this way, we can positively counter the inaccurate beliefs, expectations and assumptions that learners may have. Also, we can raise the general awareness of the learners about different ways in which languages are learnt and the factors that add to success. Realistic expectations also ensure that L2 students do not experience low self-efficacy if they do not achieve unrealistic expectations. Moreover, it helps to form an L2 learner's self-identity, as they can, over time, through the continuous learning of a second language, begin to change the way that they see themselves and their own competence, furthering their motivation to learn an L2. The link between self-identity and LLM has been explored by numerous researchers in recent years, and forms one of the research topics for the present study. Thus, self-identity, and its link to LLM will be discussed next.

2.7   Self-Identity and Language Learning

Most EFL students are interested in learning English due to its international status. Presently, English is taught at all levels of the educational system in most EFL contexts. The study of a foreign language is normally associated with changes in the competence, style of communication, behaviour, and personality of the learner (Boonchum, 2009: 535). Such changes rely on a learner's personal factors, such as gender, age, motivation and attitude towards English, and the start date to learn the new language. All of these factors are central to the learner's identity changes.

The focus on identity and language learning dates back to the early 1980s (Norton, 2008: 1). According to Norton (2000: 8), language learning is a process of identity establishment, that is, when speaking, language learners exchange information and, simultaneously, develop and redevelop a sense of who they are and how they are socially linked to the world surrounding them. Consequently, they establish and negotiate their identity (Norton, 1997: 416). McKinney and Norton (2008) asserted that one's identity has much to do with one's needs for affiliation and recognition as well as the one's desire for social power. Weedon (1987: 21) links language, personal experience, and social power in a theory of subjectivity.

With English being a global language, EFL learners seek the affiliation of an, 'imagined community' (Anderson, 1991) rather than being incorporated with a target culture community (Ryan, 2006). So, Arnett (2002 cited in Dörnyei et al., 2006: 92) claims that bicultural identity is taken from local culture and that universal culture is related to a general English-speaking culture. However, self-identity changes proved to be a normal occurrence with EFL learners due to changes between the source culture and the target culture (Norton, 1997).

Researchers (Gardner, 1985: 132; Dörnyei, 2005) emphasized the role of identity in ESL and EFL learning. Students learning English as a foreign language in their natural language environment may not have adequate knowledge of or exposure to the target language community and target culture to have attitudes towards it or against it. Immersion into an L2 teaching and learning environment can have a significant effect on a language learners' self-identity. Markus and Nurius (1986) claimed that the learners' future selves reflect the manner in which they will become in the future. The future selves play a role in directing the present motivational behaviours and establish a link between motivation and self-concept.

Dörnyei (2009b) provided the dimension of L2 learning experience that involves the mechanisms that constitute the daily motivation such as the effect of the teacher and the effect of the learning context. The idea of Ushioda (2011) that implies that integrativeness moved from connection to external reference groups to self-representations was also investigated by many researchers. Block (2007) and Gu (2010) stressed on the role of identity in language learning. However, the concept of identity shifted from the ethnolinguistic identity towards the multicultural identities. In other words, the second language motivation is associated with identity goals which represent how the learners connect themselves to the social world. This means that when the learners experience a new life mission such as learning a new language, the learners are establishing new ways to

relate themselves to the new world (e.g., form new identities and form new ways to express their identities).

According to Ushioda (2011), language is a means of self-expression. When students are immersed in an L2 environment, they develop different perspectives of the language and communication. Motivation in second language is seen as being different from motivation in any other domains due to the distinguished social, cultural, and psychological implications involved in learning a new language. In this sense, the students' identities need to be engaged and their interests should be considered. A connection should be made between what students learn in the classroom and what the students do in their lives outside the classroom environment. Ushioda (2009) claimed that the concept of self-identity has become a major concept in L2 motivation. Identity changes since the motivation types' change and since the students' perceptions of the language they learn change as well. When the learners are placed in an L2 context, they develop a new understating of what language really entails. The communication modes, values, habits, and ideologies change and this notion is essential to the formation of the new identity. This identity is the outcome of the interaction of the learner with a different set of values, habits, and communication styles. Self-identity changes are seen as the outcomes of the L2 learning.

2.7.1   Definition of Identity

Identity may be defined as 'how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future' (Norton, 1997: 410). In other words, identity encapsulates one's knowledge of oneself. Thus, one's identity plays an important role in learning a language (Norton, 1997).

Bilingualism appears to result in changes in the self-concept of language learners (Gao et al., 2007). Lambert (1974 cited in Gao et al., 2007: 134) put forth two types of bilingualism in the language learning setting: additive *bilingualism and subtractive bilingualism.* Subtractive bilingualism simply implies that the target culture and language replaced the mother tongue and culture. Commins (1979: 199) reported that this type of subtractive bilingualism may result in loss of the native language, particularly in a setting where the new language is acquired by language-minority individuals. This lack of native language ability could also stir learners to split bilingualism, in which learners may encounter an imbalanced identity between the two languages and cultures.

Previous research discussing learners' self-identity changes relating ESL settings occur only when the target-culture exposures were extensive, especially for immigrants in their new identities. Bron (2007), during his research work, interviewed a Japanese student who was experiencing a strong exposure to the new language; combating a war within for clarity pertaining to the self-identity as well as trying hard to find an acceptable place in the new Swedish society. These identity changes that can have an adverse effect on the bodily and mental process of a human being if are not perceived and managed in a constructive manner. As Boonchum (2009: 167-168) confirms, 'this result builds itself into a relationship with the organised attitudes of the individual who gets this language and inevitably brings about a readjustment of views.' However, because the literature related to the changes in self-identity in an EFL setting is scarce driven by the lack of clarity in understanding culture effect. Therefore, most research concentrates on linguistic findings, and studies on non-linguistic findings are very limited. Based on the above review of the literature, very few researchers examined EFL learners' self-identity changes. The purpose of this study is to bridge this gap.

Many researchers emphasized the role of identity and attitudes in learning the foreign language (Gardner & Lalonde 1985; Oxford & Shearin; 1994). The affective characteristics of learners had a remarkable effect on the learners' identity and attitudes towards the target language (Gardner & Lalonde, 1985). Such characteristics relate to the social and political contexts from which self-identity and attitudes are drawn. The sociocultural factors are extremely important in L2 learning (Ellis, 1985). These issues were not given much attention by researchers in the Arabic context, especially with students who learn English as a second language. This research will explore about EFL learners' self-identity and attitudes towards English learning. This would benefit the teachers, researchers, and syllabus designers when teaching English to adult learners.

A large number of researchers dealt with learner's identity in L2 learning. Gardner and Lambert (1959) studied the significance of self-identity in learning French as a second language. They conducted their study on secondary school students and found that identity perception was an important contributor to learning French. They assumed that students who have a high perception of their identity learned faster than those who have a low opinion of their identity. Oller et al. (1977) conducted a study on 44 Chinese students at two American universities to investigate the importance of their identity and motivation variables. They found that students are intrinsically motivated to learn English, and that this intrinsic motivation was correlated with their identity. Also, Svanes (1987) conducted a study on ESL

students at the University of Bergen, Norway, with regard to the influence of one's identity on the acquisition of L2. The study comprised students from Europe, Asia, the Middle East, Africa, and America. The findings revealed that European and American students were oriented to learn the L2 to form their linguistic identity, whereas students from the Middle East and Asia were oriented to learn the L2 for cultural purposes.

2.7.2   Identity and Anxiety

Language anxiety has a great effect on language learners and determines their success or failure in language learning. Trait anxiety and situational (state) anxiety are two types of language anxiety. Khan (2011) claims that anxiety, in general, is a major factor impeding Saudi student's ability to learn English well. He argues that a good number of students suffer from anxiety, and that this is something embedded in their personality. These students appear to be nervous and usually in a state of tension inside the classroom. They refuse to participate in the classroom activities, refuse to ask and answer questions and often lack intrinsic motivation to learn. On the other hand, Javid et al. (2014) reports that students may be anxious in certain situations as they feel anxious about speaking before a large audience. They may believe they have an inadequate command of the L2, and fear the criticism of others.

Bron (2006) concludes that formal situations make learners feel anxious to speak the target language. With their friends, students become free of any tensions and anxiety. In addition, students can have affective tension when they are not happy with their interaction with their teacher and classmates.

Norton (2000) supports the idea that identity is connected with learners' anxiety. Should the learners develop their identity and develop a sense of the culture, they can overcome their language anxiety. For example, learners say that they know the subject but they forget it during tests. Their frustration is understandable, which is why teachers hear students complaining that they study hard, but do poorly in tests. Anxiety makes learners unable to understand the language well. Low-level anxiety in learners means these individuals are likely to persist in and are less concerned with peer and teacher reaction, and they work hard to do well in difficult tasks, whereas highly anxious learners are greatly concerned with parents' or teachers' evaluations. Language anxiety is an important issue and should be given more attention in both research and classroom areas.

Identity is a vital concept in accounting for learners' anxiety. Huang (2014) noted that language anxiety is connected with the notion of feeling limited or feeling like having an L2 self when learning the foreign language. This experience of feeling limited or unable to express thoughts and feelings in the foreign language has much to do with the feelings of the loss of L1 identities or the development of L2 identities whilst learning the foreign language in the foreign language environment.

2.7.3 Language Learner and Self-Identity

The language that learners produce is varied according to the manner in which they acquire their L2. One of the most important aspects is the nature of the programme used to teach the L2. Dörnyei (2005) believes that learners acquire the second language ideally through interaction and immersion in the target language. This involves every linguistic element that contributes to language acquisition on the part of the students. Furthermore, besides this linguistic direction, Dörnyei (2005) also believes that non-linguistic factors such as self-identity, are supplementary to success in L2 acquisition, as students will not be inclined to immerse fully themselves into that linguistic circle without being oriented for that process, and without relying on themselves to assume this responsibility.

ESL acquisition finds its ideal environment in a self-identity shaping interactive context. Interaction is the linguistic context in which students are immersed. Students form their identity when they are given the opportunities to interact with their peers and teachers inside the classroom in order to acquire the language. This corresponds with Norton (2000), who reported that identity is mainly shaped in an interactive context. The idea of an interaction and the linguistic 'bath' is typically associated with what is called meaningful learning. When teachers give students the opportunity to be involved in meaningful activities such as expressing their thoughts, ideas, and intentions, they are in a process of negotiation for meaning in order to reach an understanding of what they are exposed to. To isolate students from this circle usually results in unsound L2 acquisition. Students should arguably learn the language through direct contact with that language. EFL students' self-identities are built when they are immersed in an L2 context, where students get a sound language learning that comes from the cultural diversity and the appropriate linguistic input which they find in a typical native country (Norton, 2008). This is the philosophy upon which the current study is based. The Saudi EFL students who study in the UK are nicely placed to form a new vision

of the language and to constitute their identity in a different manner based on the cultural and linguistic inputs they are exposed to in the native country.

According to Gao et al. (2007), EFL students' self-identities are changed due to the linguistic context in which they are immersed. Moreover, students gain linguistic proficiency when they interact with speakers of the language. In this case, teachers and peer students are speakers of the language. This corresponds with Liu (2007) who contended that structures such as repetition, modelling, and simplification support learners in their self-identity changes.

2.7.4   Identity Development in an L2 Context

Language cannot be taught in an isolated context. A learner cannot acquire a second language if he/she is put in an environment devoid of peer students and conferring teachers. Identity-based learning is the key pillar in second language acquisition (Gao et al., 2007: 134). For example, reading plays a major part in mastering courses, shaping ideas, and enhancing critical thinking skills. However, most students do not like reading classes or have an interest in reading a selected passage. Isolated skills that are taught cannot help them to read and communicate effectively. To overcome their passivity and lack of interest, reading teachers should shape the learner's identity towards the desired goals. In this process, students are active participants who coordinate a number of skills: the ability to recognise words and structures, reading skills/ strategies and interpreting skills: knowledge of the topic, text type, critical thinking and evaluation. As a result, students can develop as readers, reviewers, and editors. This is supported by the cognitive approach in language learning in which learners have to build up a general knowledge of the language they need to understand and produce.

Immersion in an L2 context is a viable way for EFL students to form their identity based on the target language community (Norton, 2008). Immersion in an L2 learning context is an interactive experience that takes place when students read collaboratively and confer with the teacher and with each other to attain full comprehension and acquisition of the various reading skills. Immersion in the L2 learning context is a good experience that provides opportunities for maximising students' talking time and verbal interaction. The free and relaxed environment it provides helps students to perceive themselves as good language learners.

Immersion in the L2 learning context is supported by the social approach in language learning (Norton, 2000). The social approach conveys that learning that is introduced in a social context based on shared learning and mutual experience has much to do with sound language acquisition. Immersion in the L2 learning context makes students more social and extrovert, helping to improve the skills of shy students and students with linguistic flaws. The cultural diversity and the opportunities of discussion that the L2 context offers make students more communication-oriented and also enhance their interaction abilities.

2.7.5   Self-Identity Changes

Motivation has always been described as the most significant factor in language achievement. Language achievement has been categorised into linguistic outcomes and non-linguistic outcomes. 'In Gardner's classical social psychological model of language learning (Gardner, 1985), there is a set of "non-linguistic outcomes" where self-identity changes belonged.' (Gao 2005: 39). One of the non-linguistic outcomes that this study is concerned with is the self-identity changes that EFL learners may experience after being immersed in an L2 environment.

Cultural differences have much to do with language learning. Language learning should reflect the cultural norms and standards in the classroom because different cultural backgrounds of students require different ways of dealing with them by the teacher that is commonly referred to with culture sensitivity. Students should arguably acknowledge their culture and the cultures of other countries in order to have a global understanding of language and culture.

Normally, one of the important goals of English language learning is transmitting cultural norms to students, to make them aware of their heritage and social norms. Students can learn about their own culture and that of their L2 if this is integrated into the curriculum, using meaningful teaching methods that incorporate culture within the teaching material. Once the daily life habits and traditions of the target society are integrated into the course, students will be able to acknowledge what is being presented to them in an unambiguous way (Zhan, 2010).

According to Zhan (2010), culture is normally taught to children in EFL contexts by using authentic resources in the classroom to give students a clear understanding of the culture and its components. Moreover, different instruments including videos, films, Internet sites,

magazines, and official publications are very important to teach the cultures of others. Also, the presence of native speakers can be a mechanism to teach culture in the classroom. These speakers can discuss their culture, habits, customs, and lifestyle so that students get an idea of the nature of the culture involved.

2.7.6   Cultural Differences and Self-Identity

Since Saudi learners belong to the Saudi culture, there is a need to identify the variations between the Saudi culture and the global English-speaking culture. Typically, there are cultural differences between Saudi Arabia and the United Kingdom, which provide the settings of the current study. The Saudi students who learn in the United Kingdom had normally received their education in Saudi Arabia and want to pursue their study in a country with a different set of values, communication style, and personal behaviour.

Five cultural dimensions had been introduced by Hofstede (2011) to account for the differences between cultures and how these differences bring about changes in the learners' self-identity. These six dimensions are 'Power Distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Long/Short Term Orientation, and Indulgence/Restraint' (*ibid*: 2).

The differences between the Saudi culture and the British culture certainly produce changes in learners as a result. The notion of self-identity is critical to understanding the learner's ability and motivation for second language acquisition. Researchers found that bilinguals enjoy better ability to communicate, enjoy both cultures, and feel more liberal; however, the negative aspects include having more than one person and being unable to strike a balance between two cultures, particularly in the case of English and Arabic. In the next section, Gao et al. (2005) shed light on the types of changes that arise in a learner's identity.

2.7.7   Bilingualism

Bilingualism can be defined as using or having the capacity to use two languages, particularly with equal or nearly equal fluency (Rampton, 1990). Moreover, Bilingualism means using two languages in some ratio so as to facilitate learning by students who are natively proficient in one language and are acquiring proficiency in another language. Furthermore, bilingualism is universally defined as the mutilation of at least two languages by a speaker (ASHA, 2004). It is a changeable system in children and adults since the use of

languages may change according the chances to use the languages and exposure to other speakers of the languages.

Two kinds of bilingualism had been suggested by (Lambert ,1974 cited in Gao et al., 2005: 137). The first type of bilingualism is the 'subtractive bilingualism,' which means that the second language and the second culture replace the first language and the first culture vanish, so that a process of assimilation into the target culture takes place. The second type of bilingualism is called 'additive bilingualism' which means that the two languages and cultures exist together without a loss of the first language and the first culture.

However, Gao (2002) introduced a new term, 'productive bilingualism,' and described it as an ideal sort of bilingualism (Gao, 2007: 136). In this type of bilingualism, the first language and the second language interact and strengthen each other in a favourable manner. This kind of bilingualism stands in contrast with subtractive bilingualism and additive bilingualism, both of which ignore the interaction between the two cultures. In additive bilingualism, there is a respect and understanding for L2, and an appreciation for the first language as well. The issue here is not an issue of replacement, but an issue of supplementation. The fusion between the first language and the second language and the interaction between the first culture and the second culture can be reflected in the language aptitude, affective abilities, cognitive abilities, cultural identities, and individual growth. In the following paragraph, more details will be covered concerning the factors behind self-identity changes.

2.7.8   Factors Affecting Self-Identity Changes

Studies found many different factors that impact on self-identity changes, such as foreign friends, attitude and motivation. One of the most important factors that affect self-identity change is a foreign friend. (Seng et al. 2003: 282-285 cited in Boonchum, 2009: 543) showed that learners who had a foreign friend experience greater changes in self-confidence than those who do not. Perhaps this can be explained by the fact that individuals need respect from others. In a similar vein, EFL learners view individuals that are proficient in English as well-educated person. This enhances their sense of self-confidence and value, impacting on the personality of the learners, which forms the focus of much psychology research.

The learners who develop self-confidence may feel accepted amongst foreign individuals, because their English is accepted by foreign speakers (Gao et al. 2007). Given the status of English as a global language, students who have foreign friends are more likely to speak, listen, write, and read in the foreign language than those who do not practice the language with foreign speakers. This enhances the students' feelings of confidence and comfort, and enhances their competence not only in the classroom but also in daily life.

On the other hand, English is needed for jobs and the ability to perform tasks in English gives individuals the ability to operate in the workplace easily and with more confidence (Cutting, 2002). Hence, self-confidence is highly significant for language learners since it motivates students to enhance their English ability and ease their communication with others. The students that feel linguistically mature in L2, can then work and speak easily without restriction.

Another factor that affects self-identity change is attitude and motivation. Motivation, whether intrinsic and extrinsic, and attitudes towards the English language, are both found to influence self-identity changes. This is relevant to the hypothesis of the current study in that attitude and motivation are essential to Saudi students' self-identity changes after being immersed in an L2 setting. This finding corresponded with Baker (1992: 9), who reported that the students who have a good attitude towards the foreign language can learn EFL more easily and successfully.

2.7.9   Self-Identity Changes in an L2 Setting

The above paragraphs stressed that cultural knowledge and cross-cultural differences are central to self-identity changes. So, after representing the factors affecting self-identity change, it is now the time to be more specific in covering the self-identity changes in L2 setting. Teachers in schools must arguably be aware of learners' cultural backgrounds. In addition, being knowledgeable of the theory of L2 acquisition is a necessary part of an EFL teacher training programme (Zhan, 2010). This is important because learners are from different cultural settings and they have different needs related to instruction. The teacher as well as those who design such programmes must include information about the learning needs of students who come from different cultures.

Environmental triggers are very important in language acquisition. Learners who live in structured environments are nicely placed to experience cognitive development (Norton,

2000). This development of cognition certainly affects language. This is a process of growth of cognitive structures pushed by the force of environmental triggers. So, language acquisition is understood as the growth of the cognitive organ of the language.

Learners experience self-identity changes by imitating the language behaviour of other individuals in their social environment. Learners grow up in an environment characterised by diversity. The L2 environment is full of responses and stimuli and this environmental richness is enhanced by the cognition of the learners and makes their language acquisition more apparent than those who are not exposed to an L2 environment. The lack of models and interaction in the first language environment make their language acquisition a more difficult task. Foreign language learners experience self-identity changes because they are exposed to different situations, perform different activities, and get feedback from their foreign friends and other members in their social circle.

The universality of English and its business value has caused self-identity changes in EFL learners to become part of the world. The intercultural practice has been part of the business world since the Second World War, and is characterised by the integration and exchange between different cultures, generating a continuous flow of information, ideas and people. This encounter with different cultures became an important competency element for professionals, who need to deal with people from different cultures (Geo et al., 2007).

It was after 1980, with the advance of globalisation and the expansion of contacts between countries that intercultural practice has become even more crucial in the present and the daily life of organisations (Wolfson, 1989: 27). Since then, work in this 'cross-cultural' era, and dealing with culturally diverse markets, are competitive differentiators and a basic requirement for great leaders. At the height of this new reality, important issues in management and market spheres concerning the intercultural emerged: What are cultural differences? How to present and deal with them? What are its impacts on business? How should people be prepared to operate in an 'intercultural' world (*ibid.:* 23).

Considering the aspects that make up the culture of a country, it can be stated that an individual from the UK can more easily negotiate with individuals from other Western nations in general, with which one shares some cultural habits and values, although there are differences from country to country (Wolfson, 1989). The trading strategies that are used may vary depending on the region, including an initial approach to issues such as initial public offerings. Contractual and administrative factors also vary from region to region, as does the need for an agenda for meetings for example.

The above implications of the importance of the English language and its value in the business and corporate world certainly yield self-identity changes in EFL learners, as they need to be part of the world motivated by their extrinsic motivation to find a future career.

2.7.10   Implications for Self-Identity Changes

Language is primarily used for meaningful communication and the interaction between the listener and the speaker is described as meaningful, if the listeners realise the message that the speaker intends to convey (Charteris-Black, 2006). The relevant arguments and the adoption of morally appropriate points of view are essential in effective communication. This effect cannot only be accomplished by lexical means but by using the social language correctly in different situations.

Effective communication does not solely rest on using language accurately, but it also entails the interlocutors' awareness of the linguistic forms as well as how language works socially in different situations (Schmitt, 2010). The ability to use the language code and knowing what to say and to whom are the fundamental pillars of communicative competence. Cultural and social knowledge are part of meaning creation and must be integrated with one's linguistic knowledge in order to have meaningful language understanding and utilisation (Zhan, 2010: 50).

Identity is concerned with interlocution usage as well as the context in which such production is used (Paulston & Bruder, 1976). On the other hand, self-identity change seeks to explore how the usage of utterances relates to the vast universal knowledge and how interlocutors realise others' speech. Furthermore, as indicated by Cutting (2002), identity change is important for the conventions and principles that the interlocutor adopts in order to achieve social acceptance and indulgence with others. In other words, it tackles the social acceptance that ensures the interactive circle in which the interlocution parties are involved.

One of the significant identity changes is the change in linguistic style. This theory concentrates on how language functions and how it is used when language is employed to express sociality. Wolfson (1989: 189) reports that linguistic style notion is 'depending on the social identity of their interlocutor(s) as well as on the speech situation in which they happen to find themselves'. So, its usage varies from one culture to another. Also, the function of linguistic styles varies according to the context in which they occur (Pishghadam, 2011).

Language plays one of the most significant roles in the development of social network. Therefore, when it comes to dealing with people, speakers select those communication strategies that produce polite conversation. People employ the use of compliments and other strategies to ensure their conversation running well and going smoothly. Brown and Levinson (1978) state that one identifies what people are performing in verbal exchange not so much by what they publicly claim to be doing as by the detail of utterances. This refers to the necessity for considering others' feelings along with their language.

2.8 Motivation and Attitudes in the Arabic Context

Previous research on motivation and attitudes to learning English has shown that Saudi students are utilitarian. They learn English to meet certain needs, particularly job needs (Al huqbani, 2005). This indicates that Saudi students are extrinsically motivated, which is consistent with SLA findings that indicate that L2 learners may be intrinsically or extrinsically motivated to learn the L2 (Larsen-Freeman & Long, 1991).

Another volume of research has tackled the EFL learning motivation of officers at certain governmental sectors such as the Immigration and Passports Department. Also, other researchers examined EFL learning motivation and gender differences. However, there seems a scarcity of research on EFL self-identity changes of EFL college students.

In the Kingdom of Saudi Arabia, English language learning is an essential part of the curriculum in all academic school years and levels. However, motivation is still a largely unexplored area in the field of L2 learning in this kingdom. For example, Javid et al. (2012) examined Saudi undergraduates' motivational factors towards EFL learning to uncover any gender differences. The subjects of the study showed higher extrinsic motivational factors with fairly high intrinsic factors. Male students had greater motivational factors, compared to their female counterparts. In addition, Alhuqbani (2005) investigated the motivational and attitudinal factors involved in the learning of English by police officers in Saudi Arabia. The results showed that officers were both intrinsically and extrinsically motivated to learn English.

The following section will cover studies regarding both motivation and identity, to support the literature review presented above so far. It will also be important to discuss motivation in the Arabic and Saudi contexts. Moreover, there are some new themes that have been

explored in this study in a peruse for some emerging ideas in the field of motivation and L2 self.

2.9 Studies

2.9.1 Studies on Motivation

Noels et al. (2000; in Gulloteaux, 2007:69) found that most L2 learners are working under conditions imposed by the teacher themselves, such as rewards, threats, and praise, and that this can lead to decreased self-determination because most, if not all, of a learner's activities are controlled solely by the teacher. This study pointed out the importance of motivation to come from inside – intrinsically – rather than extrinsically. Further, Deci et al. (1991) found that the correct mix of intrinsic motivation and autonomy was found to lead to the desired educational outcome required from the learners within any educational setting. Noels et al. (2001b) found that any individual usually possesses both intrinsic and extrinsic motivations, and that the outcome of any educational process is usually linked to the proportion and intensity of both. The results suggest that it is easy to differentiate between attitude and motivation, and that differences between different sub-categories of motivations (intrinsic and extrinsic) are easily spotted. However, there is also conflicting research: Vandergrift (2005) conducted a trial to investigate the relationship between motivation and skills in L2 learning. This study found no clear link or significant pattern between the self-determination and motivation.

Dörnyei and Csizér (2001) published the findings of a longitudinal questionnaire conducted in Hungary, which aimed to investigate language-related attitudes and the motivation of school children towards learning five languages: English, German, French, Italian, and Russian. The study showed a decline in the importance of all languages, except English, which continued to be considered as an international language and therefore useful in the 'globalisation process', resulting from entering the free market (Dörnyei & Csizér 2002: 221). Csizér and Dörnyei (2005) conducted another similar questionnaire. The results of both studies were similar, with the most significant finding revealing that integrativeness played a major role in L2 choice and intended effort to study the L2. It also mediated the role of other variables. These findings include the factors that contribute to motivated learning behaviour, namely, effort and language choice (Csizér & Dörnyei, 2005).

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Csizér and Kormos (2008) conducted a study in Hungary to investigate the effect of direct and indirect inter-cultural contact on school children. Their study focused mainly on the role of inter-cultural contact, and they examined the following: direct contact (actual meeting and talking with L2 speakers); perceived importance of direct contact; L2 media usage (cultural interest); and indirect contact (hearing about L2 from significant others). They found that motivated behaviour was not influenced only by language learning attitudes but also by the perceived importance of contact (not instrumentality). Moreover, perceived importance of contact was not influenced by direct contact with L2 speakers but by milieu and indirect contact (Csizér & Kormos, 2008).

In contrast, a study by Lamb (2004) in Indonesia has shown that it is very difficult to distinguish between instrumentality and integrativeness: 'meeting with Westerners, using pop-songs, studying and travelling abroad, pursuing a desirable career - all these aspirations are associated with each other' (Lamb, 2004: 15, cited in Dörnyei, 2005: 96).

The main problem with the concept of integrativeness is that as a result of globalisation, English has become an international language and 'Therefore the English language has become separated from its native speakers and their culture' (Skutnabb-Kangas, 2000 as cited in Csizér & Kormos, 2008: 171). This has led some researchers to reinterpret integrativeness as identification with the global community rather than the L2 community (Dörnyei, 2005: 97).

Lamb (2004) investigated the motivation of Indonesian children, studying English in an urban junior high school, using questionnaire, interviews and observations with a selected sample of learners. He observed a high degree of motivation in learning the new language indicating both instrumental and integrative orientations in the learners; however, both of these were almost 'indistinguishable' in the learners' motivational system (Lamb, 2004: 1).

The presented current research backs up this assumption and adds to it the cultural factor because, unlike Lamb's study all the study subjects are currently living and studying in the UK, which intensifies their need to integrate into the society and be part of the globalisation hub. So it appears to be a truism that English is no more linked to a certain culture nowadays because it is the most spoken and learned second language in the world. But there are always exceptions, especially for those who are aiming at mastering the language as native speakers not simply to use it as a medium of communication. Hence, this need to master the language is concentrated in those who wish to study, live and work in native speaking countries or those who work in the English education field. In this study the subjects are from both

groups: they are specialists in the teaching of English in Saudi Universities, and they currently study and live in the UK.

A series of studies were carried out across the world to explore the validity of the L2 Motivational Self System. Csizér and Kormos (2009) found that the Ideal L2 Self and L2 learning experience contributed directly to motivated behaviour in both groups. It was also noted that amongst university students, these two components played an equal role, whereas L2 ideal self-played a smaller role than the L2 learning experience amongst the younger group. On the other hand, the role of the Ought-to L2 Self was found to be very limited in both groups. Moreover, the Ideal L2 Self was influenced by international posture, whilst the Ought-to L2 Self was influenced by parental encouragement.

Ryan (2009) conducted a study in Japan to test the possibility of using the concept of the L2 Ideal Self as an equivalent to integrativeness. He found that Ideal L2 Self and integrativeness highly correlate with each other. Also, the Ideal L2 Self has a stronger influence on intended learning effort.

Taguchi et al. (2009) in their comparative study of Japanese, Chinese, and Iranian English language learners also reported a strong correlation between Ideal L2 Self and integrativeness, with the former being a better predictor of motivated learning behaviours within the three groups. Moreover, they investigated two types of instrumentality: instrumentality promotion, that is, personal goals; and instrumentality prevention, that is, duties and obligations. They found that instrumentality promotion is more related to the Ideal L2 Self, whilst instrumentality prevention was more related to Ought-to L2 Self. There is low correlation between the two. However, they obtained substantial levels of correlation with the Ought-to L2 Self within the Chinese and Iranian groups (Taguchi et al., 2009).

Yashima (2009) conducted a comparative study in Japan of three academic groups: university students of English majors, university students of non-English majors, and secondary students. In all samples, it was reported that both integrativeness and the Ideal L2 Self, highly correlate with criteria measured (intended learning effort), but the Ideal L2 Self was a better predictor of it. Furthermore, the study revealed that there were no gender differences in the concept of Ideal L2 Self.

Similarly, a study conducted by Al-Shehri (2009) amongst adult Arab learners of English has also found that Ideal L2 Self is a major motivational factor. In addition, students with a visual learning style and a developed imagination capacity can develop a well-defined Ideal L2 Self. Busse (2010) researched the motivation to learn German in UK universities. She

found that whilst integrative orientation plays a small role in students' learning motivation, the concepts of Ideal L2 Self and intrinsic motivation, along with self-efficacy, are critical to understanding students' engagement with and motivation to learn the L2. Over the course of a year, if intrinsic motivation and self-efficacy beliefs about listening and speaking in the target language decrease, then the effort is decreased (not increased) in these areas also.

In regard to research carried out about the motivations for Saudi students to learn English, Alshehri (2013) found that the teacher's perspective on what was important in order to motivate students was different from the students: whilst the teachers wanted to focus on academic outcomes to motivate their students, students found it more motivating to their learning process to be involved in the social aspects of classroom learning, which include participation and interaction. Hamdan (2015) reviewed motivation research throughout the years, starting with the topics that psychologists such as Maslow focused on - such as self-actualisation and socio-economic rationalisation – to present research that aims to influence motivation in the classroom. Hamdan points out that the Saudi education institutes had to overcome many motivations related barriers in order to increase their standards. For example, using technology as a teaching tool has impacted on student intrinsic motivation and outcomes. Moskovsky and Alrabai (2009) measured intrinsic motivation in learners of English as a foreign language in Saudi Arabia and found that, similarly to Hamdan's findings, students will be more intrinsically motivated when they are actively involved in the learning activities, which provides a sense of control and autonomy. Also interesting to note is that group and pair work was preferred to individual work. These authors also found that there might be some gender and age-based differences that tutors might need to be aware of when teaching Saudi students. Finally, Springsteen (2014) found that women found the prospect of finding a job a motivating factor for learning English. Also, she points out the importance of the knowledge of the target culture, in this case the Saudi culture, when teaching English as a foreign language. On an individual level, students need to be understood in their particular ways of learning and how this learning can be facilitated – some students might be more visual or auditory in their way of learning, or others might enjoy more individual than social aspects of working in a classroom.

The above studies reveal different views on motivation. However, some studies can be criticized in one or more aspects. For example, Csizér and Kormos (2008) reported that the motivated behaviour was not influenced only by language learning attitudes but also by the perceived importance of contact. In addition, Lamb (2004) reported that it is very difficult to

distinguish between instrumentality and integrativeness. This may be challenged with Gardner (1985) who reported that motivation is essential in language learning.

2.9.2 Studies on Motivation and Self-Identity

The relationship between motivation and self-identity has been investigated in many cases. Gao et al. (2007) investigated the connection between motivation and self-identity on approximately two thousand Chinese undergraduates. The results of the study showed that long-term motivation is associated with positive self-identity change. In addition, the findings showed that self-confidence change is associated with personal development. However, the relationship between social responsibility and self-identity change was weak. These findings suggest that the students' motivation to learn English was linked to changes in their identities, since motivation resulted in major changes in the students' values, beliefs, and behaviours. The motivation to learn the target language pushes the learners to adopt the cultural style of the target language and immerse themselves in the target language environment.

Boonchum (2009) examined the intrinsic and extrinsic motivation amongst a number of college students in Thailand. The study tried to investigate the relationship between motivation types and self-identity changes. The findings of the study showed that intrinsic motivation was correlated with four kinds of self-identity change: additive, productive, subtractive, and split change. Also, the findings of the study showed that extrinsic motivation was correlated with self-confidence, additive, productive, subtractive, and split changes. On the other hand, Boonchum (2009) also found that those learners specialising in English literature, whether in the city or in the provinces, experienced the same level of self-trust, additive, productive, and zero changes. The study also found that there are statically significant differences between the learners in the subtractive and split changes. Most of the students expressed that, not with regard to their specialisation, they experience additive, productive, zero, and self-trust changes. The study examined the effect of other factors on self-identity changes and found that gender and experience abroad did not affect the learners' self-identity changes.

2.9.3 Self-Identity Change Studies

According to these studies, Saudi EFL students may experience changes in their self-confidence and competency levels. This idea is supported in many EFL contexts. Self-

identity changes were seen as a natural outcome after being immersed in an L2 environment, regardless of the type of self-identity change that learners undergo. The learning situation in the United Kingdom is certainly different from the learning situation in Saudi Arabia in terms of the culture, the way of life, and behaviours. So, Saudi students may experience changes in self-identity after moving to a different culture.

Studies on self-identity change had been mainly conducted in EFL contexts. Gao et al. (2005) investigated the issue of self-identity changes that Chinese undergraduate students experienced. Their study comprised more than two thousand students across mainland China. The results of the study showed that the most remarkable changes amongst the Chinese students were the self-confidence changes followed by zero change. The study regarded self-confidence as a change resulting from English language learners and not from factors affecting English language learners. The researchers claimed these changes occurred as a result of the students being in an EFL context. Students in EFL settings have a limited exposure to the second culture. Additionally, students have a higher perception of English language learning affecting their competence, rather than their cultural identities (Gao et al., 2005: 50).

The biggest change that occurred was the change in the students' self-confidence and the cultural identities of the students. About half of the students claimed that they experienced productive changes, suggesting that self-identity changes are not limited to the best foreign language learners only. Gao's (2001) previous studies showed that the best English language learners (as selected by their classmates in China) exhibited a stable level of productive bilingualism. Furthermore, the students showed that they had experienced additive changes, which mean that the students' first language and first culture are maintained. Also, they stated that the changes that happened in their ideas, values, behaviours, and beliefs were positive changes. Very few students see the changes they experience as a kind of cultural conflict. Subtractive and split changes were less noticeable in the students. However, these changes still exist. Cultural conflicts are not necessarily a negative issue, but may be a developmental stage for those students that have a limited knowledge of the language and culture. When the learners' knowledge of the language and the culture are enriched, they might perceive the changes as being positive (Gao et al., 2005).

According to the above mentioned concepts, we can claim that the learning process in EFL contexts that include motivation plays an important role in the learning outcomes. The non-linguistic outcomes are the interest of many researchers and identity change is one of the prominent changes. However, this should be investigated in the light of the linguistic context

in which the students learn. Certainly, when the Saudi students are immersed in an L2 context, they are likely to become better learners of English since they will be exposed to an L2 learning environment in terms of the teachers, resources, curriculum, foreign friends, and learners' autonomy.

2.9.4 The Emergent Themes Review

2.9.4.1 Dyadic Relations

The dyadic relations that inform any social relations emerges from the depths of social network theory, in that such relations are ones of mutual influence (Kadushin, 2012: 21). The positive impact of dyadic relations on students' motivation was evidenced in several studies. A lot of researches have investigated the impacts of the nature of teacher–student dyadic communication on the learners' motivation to learn the language (e.g., Pianta, 1999). The extent to which the learners develop social and academic competencies is evidence of their sound school adaptation and positive teacher and peer connections (Birch & Ladd, 1997; Pianta et al., 1995).

Dyadic interaction could be portrayed as an essential sort of social gathering that comprises only two people, known as a dyad. Inside the setting for dyadic interactions, learners impart in distinctive types for example, such as eye contact, facial expression, vocalizations. 'Together, the members of the dyad groups appear to engage in turn-taking and co-constructive dialogues' (Fogel, 1993; Stern, 1985 cited in Moradan & Ahmadian, 2016). Another kind is triadic interaction, viewed as a social group, which captivates three persons. This addition of just one individual influences the gathering associations and interactions. Whether two individuals in the triad don't need to talk, the third part of the group acts as an arbiter and achieves commitment to the group. Dyadic interaction is an interactive experience that takes place when students read collaboratively and confer with the teacher and with each other to attain full comprehension and acquisition of the various language skills (Kim, 2010).

Enjoyment

According to Piechurska-Kuciel (2017), enjoyment is one of the achievement emotions one comes across in school settings. Both the integrative and the intrinsic motives point to

motives that involve enjoyment and inner satisfaction. Some educational psychologists have found that intrinsic motivation is closely associated with high educational achievement and enjoyment by students. While enjoyment is often seen with a sense of belonging not linked to learning, enjoyment in second language acquisition is found to have correlation with teachers' professional and emotional skills, as well as with the presence of encouraging peers. Just like Piechurska-Kuciel (2017), Dewaele and Macintyre (2014) noted the value of teachers' professional and emotional skills and encouraging peers as a condition of enjoyment in an L2 class. The study of Piechurska-Kuciel made a hypothesis that one's good language command is a good source of exalted levels of enjoyment. It was foreseen that L2 enjoyment was more prominent than L3 enjoyment.

In Lumby's (2011) study, enjoyment has been presented as something that is beyond the tenet of an L2 classroom but is one being embraced in a classroom itself, regardless of its nature. This is exemplified by the policy in England with an increasing emphasis on the importance of enjoyment in the classroom as itself a right and as a necessary learning support.

Some researchers highlight the benefits of the socio-educational theory and the SDT theory, and especially use classifications such as integrative and instrumental versus intrinsic and extrinsic. However, some regard the two theories as one, whilst others look at them as completely different concepts. For example, Soh (1987) stated that both integrative and intrinsic motives refer to inner satisfaction and enjoyment. In his notes, Gardner (2007) stated that integrative motives include the enjoyment of foreign grammatical rules, sounds and writing rules.

Furthermore, Deci and Ryan (2000: 234) found that whenever learners acquire autonomy they experience more enjoyment, and greater positive outcomes, including 'greater intrinsic motivation, increased satisfaction, and improved well-being'. Autonomy, according to Deci and Ryan (1985: 156), is a natural human need, and humans must like an activity in order to be motivated to engage with it.

Efficient Teacher

Teachers have always been the core element behind the students' progress in L2, therefore, good L2 teacher is one who enables students to do more work in the classroom (Davies, 2011). It was suggested that constant teacher talk in the classroom had no significant

improvement in the learners' communication skills. Akbari (2007) emphasized that in the literature about L2 teacher education, a range of references has been made to the notion of reflective teaching. In their article however, Akbari (2007) argued that in a pursuit to empower teachers in order to make them more efficient, some relevant practical considerations have been set aside. They added that too much focus on the teachers' reflective exercises and practical knowledge could lead to their seclusion from the language teaching community.

Moreover, in his study, de Jong and Harper (2005) stressed that an increasing number of teachers were found to teach students from increasingly diverse linguistic backgrounds. In a certain report, it was found that 42 percent of surveyed teachers denoted the presence of English L2 in their classroom; however, only 12.5 percent of these teachers were able to receive more than eight hours of development training related to L2 teaching. It is imperative for teacher education programs that the knowledge and skills of teachers be examined so that they could function efficiently in the L2 classroom. In addition, the authors pointed out that currently, most teachers lack clear attention to L2 learners' linguistic and cultural needs. There is therefore a need for attention towards this area.

One of the important issues in today's EFL classrooms is peer feedback. Peer feedback is always tied to learners' autonomy in learning and transfer the responsibility of feedback to the learners' roles instead of the teacher. Peer feedback implies that the learners correct each other's errors. However, the effectiveness of peer feedback was a matter of controversy in many contexts. Harmer (2001: 107) stated that students may have not a favourable attitude towards peer feedback as learners may not accept to be corrected with their peers. EFL learners find a difficulty in processing peer feedback or to be corrected by their colleagues due to acceptability matters. Furthermore, Sheen and Ellis (2011: 600) confirmed that students prefer to be corrected by their teachers than self-correction.

The evaluation methods were among the factors that motivated the students to study English and to continue in the new L2 setting. In recent years, it has been a growing interest in the feedback given to the students in English language classes. Therefore, there are many techniques used by teachers to provide the correct answer effectively to the students. Feedback has emerged as one of the most important phenomena in second language acquisition. It is one of the linguistic strategies that are employed by language learners in order to avoid communication problems (Fernández-Toro and Hurd, 2014). It can be a very effective cooperative approach in EFL classes. When language learners encounter a problem in their second language learning, they use either avoidance strategies or achievement

strategies. Also, learners may use compensatory strategies in which they ask for help or correction from others. In addition, constructing feedback is sometimes difficult to be achieved; however, it is essential in language learning. According to Fernández-Toro et al. (2013), comments that are at a deeper level; in other words, comments that provide explanations as to why a particular area is weaker or stronger are likely to apply to effective feedback and therefore, feedback is an important factor for improving L2 learning whether in beginners' classes or advanced ones.

Classroom Activities

The more senses are engaged in the learning process the more effective the learning is. In Villamil and de Guerrero's (1996) study about an L2 writing classroom, it was found that the L2 classrooms engaged the learners to social-cognitive activities, such as reading, assessing, writing comments, and discussing tasks, among others. Results showed the value of enhancing and stimulating interactive processes by making the learners interact socially in the L2 writing classroom. According to Ryan (2009), the teachers stimulate their learning through challenges in areas such as quizzes, competitions and games. Moreover, the teacher uses familiar examples to make learning more tangible and to increase motivation and curiosity for subjects. Furthermore, the lessons are differentiated to make them more inclusive for all.

Students' involvement in classroom activities boosts the development of intrinsic motivation. Thus, if a teacher really wants to get the best outcome from learners, s/he should design activities that are attractive to all students. Raffini (1996) also asserts that the need for involvement and enjoyment in learning is often lost when educators are constrained by curriculum design and set lesson plans.

2.9.4.2 Ties for Mutualities towards L2 Acquisition

Social goals such as mutuality and affiliation are connected to friendship, in which opportunities for language development could be sought out. A worthy point is that peers are likely to have a relatively equal relationship in terms of interactions, and their quest for mutuality is represented by their language use (Philip et al., 2008). Peer acceptance allows learners to have access to opportunities for positive social interaction and those who experience rejection from their peers may have limited opportunities to have the desirable

social skills required for peer acceptance. In the same manner, in L2 acquisition, social competence can enable them to have access to opportunities for interacting with others and hence advance their language acquisition (Philip et al., 2008).

2.9.4.3 Cultural Competence

Cultural competence is an important dimension of language learning and may likewise be taken as overwhelming when the cultural gap is wide (Obaid, 2014). According to Thanasoulas (2001), the advantage of cultural competence is that it can result in respect for various culture, objectivity, and cultural discernment. In Obaid's study, it was found that newly arrived students in the new country may benefit from some form of cultural awareness preparation. Similarly, cultural competence may be enhanced through synchronous interactive feedback on cultural issues (Tafazoli & Romero, 2017).

2.10 Conceptual Framework: Dörnyei's L2 Motivational Self System

The present study adopts Dörnyei's L2 Motivational Self System and Dörnyei and Ushioda (2009) Model of motivation and self-identity. This model explains motivation through a three-part system focusing on possible selves and their interaction with language learning environments. This system primarily connects motivation to an Ideal L2 Self and an Ought-to L2 Self, which the learning experience shapes. The three parts of Dörnyei's system are therefore identified as the Ideal L2 Self, the Ought-to L2 Self, and the learning experience (Plaza, 2015).

The L2 Motivational Self System was designed to deal with motivation for learning a foreign language out of current notions of self and identity. The individual's images of what he/she might become in the future and how he/she would like his/her life to unfold are represented by the possible self. This possible self therefore serves as future self-guide, mirroring a dynamic conception about one's transformation from the present to the future (Plaza, 2015).

The learner's ability to thoroughly imagine this guide is a primary aspect of becoming motivated by the future self-guide (Dörnyei, 2009b). Markus and Nurius (1987) denote that individuals with connections to sensory qualities experience possible selves as an actual reality. Thus, one's ability to integrate sensory experience to imagining himself/herself as

he/she masters a foreign language has a significant contribution to their aspiration to learn the language. The learners' ability to fully and clearly understand their self-guides will have an influence on the extent in which these self-guides can motivate them. The initial requirement is the existence of the L2 selves. This is where one can see the necessity of aiding the learners to construct and polish their possible selves (Plaza, 2015). However, Dörnyei (2009b) points out that only when the individual perceives the possible self as *possible* can it become realistic within his/her own circumstances. This condition indicates a necessary consideration among educators in relation to helping learners to determine the ways in which they can use the language and how mastering it becomes possible. On the other hand, there are circumstances in which pressures from peer communities affect the learners' intention to learn. This is exemplified by the fact that students would be sometimes reluctant to perform well in class because of a desire to conform to peer expectations that view success negatively (Plaza, 2015).

It must be noted that learners should arguably not only possess clear possible selves, but should also be actively engaged with these selves. In this regard, they should arguably be given experiences that enable them to remember the value of their ideal selves and Ought-to L2 selves as well as achieving them. Teachers are therefore tasked to produce lesson contents that help students focus on their language goals. In connection to this, L2 learners require a roadmap of tasks that must be followed in order to estimate the ideal self. It is therefore important for teachers to help students in putting together some practical steps that could allow them realise their goals. When students are presented with only a vision of their learning objectives but lack clear, tangible steps to achieve them, the result could be discouragement and inability to attain their desired outcomes (Plaza, 2015).

One aspect that necessitates further investigation is how self-concepts differ across cultures (Dörnyei & Ushioda, 2009). It is worthy of note that Dörnyei's L2 Motivational Self System is an outcome of his criticism of Gardner and Lambert's integrative concept that formerly governed the L2 motivation domain. The two problems that Dörnyei (2009b) saw in this integrative concept were lack of sensitivity to cultural differences and the varying view toward the 'inner circle' L1 community (Miyahara, 2015, p. 24).

2.11 Research Questions

The research aims to answer the following questions:

1. What are the original motivations and attitudes of EFL Saudi students in the UK towards English language acquisition?

2. How do these motivations influence their attitudes towards the target culture?

3. What is the process of change that takes place during the students' time in Britain and to what extent do Saudi learners of English in Britain interact with native speakers outside the classroom?

4. To what extent does immersion with the British culture influence EFL Saudi students' performance in the EFL classroom?

2.12   Conclusion to Literature Review

This literature review has assessed various theories and models of both motivation and self-identity, and rooted the context of the present study firmly in Saudi Arabian EFL students in the UK. Topics such as culture had been discussed.

The study of motivation is problematic because most researchers do not agree on similar concepts or the behaviours connected to motivations that impact on the final outcome of learning. Even a simple definition of motivation is still not agreed on by many researchers. Undoubtedly, there are many good theories about motivation in the educational field, with each one of them revealing a new idea or concept that was overlooked by others; however, achieving the perfect theory for motivation in learning is still a long way off.

An objective overview reveals that most researchers divide motivations into internal and external motivation, regardless of the terminology used to describe these two kinds of motivations. Most L2 learners start their programme with embedded motivation (external or internal), but during their language course, these motivations change.

The present study is focused on uncovering the reasons for this change and the impact this has on the outcome. Thus, it will involve students that have similar ideas of and reasons for learning motivation near the start of their L2 course. The next section will reiterate the research objectives and detail the methodology that was used in order to meet the main aim of the study.

The above chapter has presented an overview of the theoretical part of this study. Particularly, the motivational theory was explored with a focus on the types of motivations and the underlying concepts. The motivational changes were also explored and the empirical studies supported the occurrence of such changes. On the other hand, the self-identity, the emergent themes and the research queations of the study were presented and the underlying theory that presents the framework of this study was shown. The self-identity changes which are a major concept in this research are empirically explored and linked to the literature.

CHAPTER III: METHODOLOGY

3.1 Introduction to Methodology

This chapter explains in details the methodology that has been used to answer the research questions and meet its objectives, which can be stated as follows: "to investigate motivation and self-identity in Saudi students studying English at the UK universities and how these students are influenced by the target culture." Explaining the methodology includes highlighting the process of sample selection, followed by providing a rationale for the chosen research method, questionnaires and interviews that had been employed to collect the data, the design and methods that will be used in analysing the data. Both Dörnyei and Gardner provide great tools for this research paper, with Dörnyei providing the theoretical basis and Gardner providing the research instrument basis. The questionnaires, interviews and observations are geared to answering the question of motivation, identity and changes in these aspects through the interaction with English learning environment and the English culture.

In summary, the research questions will be answered through tabulating and analysing – through thematic analysis, ethnographic methods as well as quantitative tools to complement the qualitative findings – the results found from the questionnaires, interviews and ethnographic observations. The first question - *What are the original motivations and attitudes of Saudi students studying English as a foreign language in Britain?* – will be addressed in all three phases described below, with the first phase questionnaire providing baseline information regarding the initial motivations and attitudes of the students. In Phase Two and Three, the purpose is to answer question 2 - *How are these motivations and attitudes influenced by students' attitudes towards the target culture?* – through questionnaires and interviews. The third question - *What is the process of change that takes place during the students' time in Britain and to what extent do Saudi learners of English in Britain interact with native speakers outside the classroom?* - will be answered using the classroom observations, the further added questions in phases 2 and 3, as well as the answers to the questionnaires and interviews presented in further sections of this research. The fourth question - *To what extent does the immersion of Saudi students studying English as a foreign language in the British culture have an influence on the Saudi students' performance?* - will be ascertained from the responses about their IELTS results and performance gathered in the interviews, questionnaires and observations.

3.2   Sample Selection

The nature of this research is mainly qualitative. However, quantitative (e.g. frequency, percentage, and mean) statistical tools were used to tabulate the results obtained from the questionnaires and observations, in order to complement the variables and results found from the thematic analysis. 32 participants were selected to take part in this study, assessing their motivations for learning EFL, and tracking any changes to these motivations along the course of their study in UK universities. The participants were made up of 29 MA and 3 PhD students studying in different locations, all of whom have very similar backgrounds with regard to language aspects. This was intentionally designed as a way to ensure the uniformity and consistency of the data collected from the subjects. In the first stage of the study, it was very important that students had similar linguistic backgrounds including how long they had been exposed to it within the Saudi educational system before being admitted to British postgraduate programmes. The postgraduate's Saudi students who study English in the UK are selected by the Saudi Cultural Bureau in London and in cooperation with other educational authorities in the UK. The researcher had a list of the students studying English in the UK. Additionally, the researcher has reached the students through her presence in the UK and has managed to directly communicate with them.

It was theoretically possible to select other Saudi students who study undergraduate majors, but this would not be useful for the current study due to their different backgrounds and experiences of English, and therefore it would not reflect the purpose of the study, which is mainly a case study based on a certain population of Saudi new comers studying English in UK universities because subjects who spent time abroad studying or even for tourism might developed a kind of familiarity with the western society and that enabled them to adopt and improve faster because their motivations are already in a further stage of change than the new comers to the UK.

The main goal of the study is to investigate the changes occurring in LLM when the surrounding educational, social and cultural environment changes, as well as to measure their motivations and attitudes, and how these developed as they became immersed in the culture or in the lessons. This data will be gathered from the observations, interviews and questionnaire measures in the different phases of the study, which are further explained below.

It was very important to get a homogeneous group of participants to guarantee an accurate measurement of motivation changes during the course of their studies. For the same reason, the subjects were selected according to certain criteria. The first and most important was that they had completed their study in Saudi Arabia throughout all stages and had not attended another English Language course abroad in an NES country. Moreover, participants should have similar language proficiency results at the beginning of the study, which was achieved by acquiring a record of their English language levels benchmarked against an IELTS exam that ranged between bands 6.5 - 8 in terms of score.

The selected subjects were from both genders, with 8 males and 24 females making up the study. Most participants were in the age category of between 24 and 38. The Saudi Cultural Bureau in London was approached to supply names and specialities of Saudi students in British universities undergoing English programmes for postgraduate majors in the year 2014/2015. In addition, a number of students' clubs were approached as it was assumed that some of the nominated subjects would refuse to participate in the study. Altogether, 46 subjects were included at the start of the study, but for various reasons some of the subjects were later excluded. This was due, in part, to instructors who would not grant the researcher access to their classes for reasons of confidentiality.

Given the range of participants, it was not possible to gather them in one place, as 7 were studying at 2 universities in the South of England (3 PhD students, 4 MA students) whilst 20 participants studied at 1 university in the North of England and 5 participants were studying at 1 university in Wales.

To overcome this problem, the researcher contacted and arranged meetings with different groups of participants within the different university premises. Most of the subjects did not voice any concerns during the briefing regarding what was required from them as participants in the study; however, some participants later proved very difficult to get hold of, because of absence, leaving the course or disinterest in the study, which disqualified them automatically from the study sample.

Since the researcher seeks to have a strong understanding of the investigated topic, she used a clear sampling method. The aim of the researcher was to engage the participants who can give rich data about the issue under study (Dörnyei, 2007: 128). In contrast with the experimental research, the qualitative research used here is to describe and illustrate a human experience. The concern is not with how representative the sample is. The goal is not

to have a statistically representative sample. The sample was selected with the aim not to make a generalization of the results to a larger population.

The researcher has selected the participants on a number of standards that would yield ideal characteristics of participants. The researcher was careful to select the participants who spent abundant time with academics and the students who have a good knowledge about the Saudi academic culture. Furthermore, the students who engage frequently with native speakers inside or outside the academic institutions were the interest of this study as well.

Concerning recruiting the participants, it depended on the researcher network of contacts inside the UK. Some students were reluctant to participate in the study due to the multiplicity of data collection tools, but luckily others agreed to participate in the study. The participants were made aware of the significance of their participation in the success of the current study. Additionally, they were informed about how this study may be beneficial for them. According to Bell (1993), the individuals become more willing to participate once they are informed of what is expected of them and how the information they offer will be employed. It was a must that the subjects of the study are particularly Saudi. The focus on this study is on the Saudi learners because they come from a distinctive cultural background and this is not typically shared with other nationalities.

The participants' first language of mother tongue is the Arabic language. The Arabic language is the formal language in Saudi Arabia and in all Arab countries (Shabeeb, 1996). The educational system in Saudi Arabia is basically based on the Arabic language. The participants of this study received the majority of their education in Saudi Arabia. These participants currently study linguistics in the UK higher education system. Some of these students have been granted scholarships to study in the UK and others have travelled to the UK to study at their own expense. The Saudi students who are currently studying in the UK have spent twelve years studying in the schools of Saudi Arabia. They studied (6) years in the elementary stage, (3) years in the intermediate stage, and (3) years in the secondary stage. They started to study English from the intermediate stage. This is the system followed in the governmental schools in Saudi Arabia. This means that all these students have studied English for at least six years during their school education. The majority of the teachers who teach these students at the governmental schools are non-native teachers coming from Arab countries and holding a degree in English language teaching. These students were mainly taught English in the traditional ways and by traditional teaching methods (Shaw, 2009). This is due to the fact that their teachers were also taught through the traditional methods of teaching. A lack of communication and interaction inside the classroom is a major problem

in the process of language teaching and learning inside Saudi EFL classes. So, these students were not given many opportunities to speak with their teachers and their classmates. Moreover, they were not immersed in activities like those that happen in L2 settings.

Although the culture of Saudi students is sometimes similar to the other students in the Middle East, the current study addresses a gap in the literature since it specifically focuses on the self-identity changes, motivational change, and the attitudes of Saudi students after they move from their homeland to study English in the UK. The participants are native speakers of Arabic. Language is the medium of experience and social interaction and the original language is assumed to explore assumptions about social existence.

The participants were mainly educated in Saudi Arabia. The educational system in Saudi Arabia essentially depends on memorization and citation (Shabeeb, 1996). So, there are cultural gaps expected to emerge due to the students' educational background and what is expected in the new L2 environment in the UK. In addition, the students are also majored in three different fields: Linguistics, Applied Linguistics, and Translation. The students from different disciplines represent themselves in different ways. Based on the claim of Hyland (2013), that the identity of students from humanities sciences are evident more than the students from pure sciences, the participants were recruited from the three fields of Linguistics, Applied Linguistics, and Translation. Moreover, the selection of participants from the related disciplines allows for having a greater understanding of the identity of such participants in academic settings.

3.2.1   Ethical Considerations

All participants were briefed about the requirements of the study and approval from the Humanities Ethics Committee of Southampton University was gained. All the required pre-risk assessments and anticipated problems were discussed with the Ethics Committee and the subjects were briefed and signed a consent form to confirm they were happy to participate in the study.

This was established during the first meetings and first few observation sessions outside the classrooms. At the start of the study, subjects were advised by the researcher to use Arabic when answering interview questions if they did not feel confident enough to respond in English.

3.3   Research Methods

A range of research methods can be used when conducting any study, and these are generally split into two categories: quantitative and qualitative data methods. Quantitative research methods are those methods that are closed-ended in nature, such as questionnaires, which enable statistical interpretation of results. Questionnaires and questionnaires are a good way to study numerous participants. Even though the sample was relatively small, information can still be extracted to make some preliminary conclusions regarding the study – Saudi students' motivation and attitudes towards learning English in the UK. These complement the thematic analysis performed on the interviews and questionnaires, as well as on the ethnographic observations carried out.

Qualitative research methods on the other hand enable a much more in-depth exploration of the topic under investigation. Usually, a smaller sample size is focused on given that a greater wealth of data is collected, and depth is considered much more important than breadth. Methods are often generally open-ended, such as interviews, which allow a researcher to probe deeper into relevant issues, follow up on other queries and topics, and gain an insight into a participant's feelings, perspectives, ideas and experiences regarding a topic or theme (Patton, 2002).

In this study, questionnaires, interviews and observation were used as data collection methods. Questionnaires and interviews enter into the area of thematic analysis, which is described in section 5.2 of this paper. Participant observation falls in the realm of ethnography, which is a qualitative approach linked with anthropology, with the aim of studying a whole culture. In this case, the culture this research is interested in is the Saudi students learning English in the UK. The researcher is free to observe any amount of variables, which will enrich the results and findings. Even though quantitative methods were used, the main method used for this research was qualitative. Quantitative methods will support the qualitative findings, in providing further information on the variables researched. The nature of the sample is small, and caution must be taken when using quantitative methods. Questionnaires were used to ascertain the participants' motivations for learning English, their level of enjoyment and immersion in the target culture, and any changes in their self-identity. Moreover, observation methods were used in the teaching classrooms of the participants across all universities, to establish how the participants responded, reacted and behaved in this particular context (Patton, 2002). The interaction between individuals was assessed as well as changes in different individuals' behaviour were noted.

3.4　Data Collection

The data collection from the participants was carried out in three phases using three different methods at each stage: questionnaires, personal ethnographic interviews, and observation. This was carried out in three phases, in order to measure changes in motivation and attitudes of the Saudi students towards studying English in the UK, as they immersed themselves in the culture through the duration of the course and the present study. Triangulation is the use of three data collection tools. In this study, the researcher used; questionnaires, interviews, and an observation checklist as the data collection tools. The aim behind using triangulation is obtaining results using more than one tool. This enhances the reliability and validity of the research results.

The brief questionnaire was carried out three times and it was carried out involving all the subjects with no exception. There was a 3-month gap between Phase 1 (beginning December 2014) and Phase 2 (Mid-March 2015), and a 5-month gap between phases 2 and 3 (finishing in September 2015). The first phase necessarily took place at a very early stage of the students' arrival to the UK, within the early months of their course, the second phase halfway through their course and the final phase at the end of their course. At the interview stage of phase one, each participant was given a unique number/ID for future use – this was the only way to clearly map changes in their motivations and attitudes over the period of the study.

In between phases 1 and 2, and between phases 2 and 3, the researcher also observed classroom behaviours as well as social gatherings in order to notate the participants' behaviours in various settings/environments over time, with the purpose of observing and analysing the process of change that takes place throughout Saudi students' studies in the UK and how their motivations and attitudes towards learning English change during their course of study, taking into consideration how British culture and their own intrinsic motivations affect/impact the change. The study is also interested in the weight attributed to the factors affecting the change in motivation. According to Dörnyei (2011: 6), 'motivation does not remain constant during the course of months, years or even during a single lesson. It ebbs and flows in complex ways in response to various internal and external influences.'

3.4.1 Questionnaire Data Collection

As explained below, the Phase 1 questionnaire covers two areas: 1) early motivations prior to starting their English language course in their home country, and 2) learning motivations to continue their programme in Britain at a higher level. Phase 1 of the study was used to assess the early attitudes and motivations of Saudi students starting an English language course in the UK, whilst the second and third phases was used to gauge the change in these motivations and attitudes over time - whilst they are experiencing life in the UK and continuing their English coursework. The different phases described will help to answer the research questions described at the start of this paper: original motivations and attitudes of Saudi students, and how these are influenced by the target culture; also, how these attitudes change through the learning process.

The questions used in each of the questionnaires were carefully worded in order to measure the types of motivations each participant relates to and was scored by each participant on a five-point Likert scale. Following the L2 motivational self-system (Dörnyei, 2005), the 'ideal self' is based upon internal desires, hopes and aspirations of the learner, the 'ought-to' self is based on attributes believed to be required in the learner's environment to avoid negative outcomes and the L2 'learning experience' based on the actual engagement with the learning process. It is suggested that the presence of any one of these facets is sufficient to exert influence on behaviour. However, if all three facets can work in harmony the motivational influence will be heightened (Dörnyei 2009b: 218).

The present study maps a language leaner's L2 motivational level in alignment to this theory and the impact and influence that they exact on each other, throughout the different phases of the research.

As explained by Zoltán Dörnyei, 'motivation is one of the main determinants of second/foreign language (L2) learning achievement' (Dörnyei 1994a: 273). Learning your mother tongue is needs-based – it is necessary to communicate and participate in one's environment, whereas learning a second language is often very different. Because learning a second language is not necessary to participate in one's own cultural environment, there must be other motivations for pursuing this learning. However, as pointed out by Gardner himself, motivation is not the only key to success. One must have the motivation to learn to start with, but ability to learn is equally important as motivation alone is not enough to succeed in learning a second language – one needs a combination of both.

The questions in the first section of the Phase 1 questionnaire were used to understand students' motivations that led to their decision to study English initially. In order to get accepted into their course of study, participants already needed to study English to a certain level in their home country (level determined by their IELT scores, which were recorded at the initial phase and captured within the individual profiles of each participant), so the participants had various motivations for engaging in English studies long before they began their UK course. By structuring this question in a way that allows the participant to rank common motivations for learning English on a scale from 1 to 5, it is possible to discern patterns that show how the different types of motivations (social, educational, needs-based, and so on) affect Saudi students' decisions to study English. The answers to this question work as a foundational understanding of early motivations.

Regarding the IELTS scores, each participant's IELTS score was recorded at the initial phase and subsequently recorded again at the final phase through student reflection. This allowed for additional analysis comparing the change in motivation against an independent measure of English language proficiency.

The questions in the first section were only asked in the Phase 1 questionnaire. Phases 2 and 3 only consisted of one section of questions (rephrased Section Two questions) and the face-to-face interview. It is important to note that the phase 1 questionnaire serves as a baseline for motivation and attitudes to learning English of the sample group. The further phases only required certain questions (rephrased section two questions) in order to measure change in motivation and attitudes as time went on during their lessons and this research.

After the participant has identified their initial motivations for entering into their English language studies, the subject of their motivations for continuing their studies at a higher level in the UK is broached. In this first phase of research, the students were still very new to their programme so answering questions relating to their motivation to apply to study abroad in the UK was be fresh in their minds and untainted by their experiences in the UK thus far.

Busse and Walter (2013) explored the experiences of first-year modern foreign languages students enrolled in German degree courses at two major universities in the United Kingdom from a motivational angle. This study is closely related to the current study in terms of the subjects studying their first year degree in UK universities and the tracking of their motivation changes during the course. The exception here is that Buss and Walter (2013) focused more on the pedagogy of the language unlike the current study that focuses a certain

case study "English Language Saudi postgraduate students". Buss and Walter (2013) in their study, gave great weight to the emotional factors of LLM and questioned how language learners' motivations changed over the course of their study in order to be completely accepted and involved in the new society. These changes, affected by emotional needs, impacted on student performance and their interest in learning the new language. This was measured through Phase Two and Three in the questionnaire based on the statements used in the original study by these researchers.

Although early decisions to learn English are highly driven by social and pragmatic motivational factors, deciding to continue studies in higher education – and in the mother tongue country – is likely to be affected by many other motivational factors above and beyond social and pragmatic reasoning. As explained by Zoltán Dörnyei, this could include 'intellectual curiosity, attribution about past successes/failures, need for achievement, self-confidence and classroom goal structures alongside other classroom/teacher centred motivations' (1994a: 275-277). Although extrinsic motivation may have been a high motivator for beginning English language studies, intrinsic motivation is likely to be seen as a stronger motivator to move abroad and continue studies at a higher level. This does not mean extrinsic motivations/requirements do not exist, just that the intrinsic motivation to achieve a goal and succeed must also be present.

The questions in this section of the study were used to understand the students' motivations to study English in Britain. It is widely reported that students studying abroad, through their complete immersion within the target language and culture are afforded considerable opportunities to meet and interact with native speakers (Wu, 2014). Additionally, it is through the students' social interactions with native speakers that we can examine the nature of how that immersion impacts the students. Dewey et al. (2013) claims that informal social relationships in a target culture can help L2 learners to gain confidence in their target language. Interestingly Bui (2014) found that in a study of 91 international college students that linguistic self-confidence was directly correlated with linguistic assimilation, and that the greater the extent of assimilation (often marked by length of stay in the target country) the greater language confidence was exhibited by these participants. This highlights a key aspect to this study in understanding the changes exhibited by the students regarding social integration and assimilation over the three phases.

By structuring the questions in a way that allows the participant to rank their motivations for learning English on a scale from 1 to 5, patterns were developed to show how the different types of motivations (social, educational, pragmatic, and cognitive) affect Saudi students'

decisions to study English at a higher level in the mother-tongue community. The answers to these questions compared with the answers in section 1 reveal an understanding of how initial motivations prior to studying English abroad developed once the student began their studies in England/English speaking country. The results also may reveal overlapping motivations (i.e., expectations from family/friends as both an initial motivation and motivation to continue studies, or curiosity about English-speaking cultures as both an initial and current motivation).

Moreover, Gardner's AMTB format was used as part of the questionnaire. The statements were slightly rephrased for Phase Two and Three of the study to make them more applicable for the participants. The AMTB format is suitable for the current research given that it uses three variations of each question to check the same idea, ensuring that any change occurring does actually exist. It would not be appropriate to check different ideas however if changes occurring over time were being investigated. This method has been proven through the usage of Gardner (2004) and the accurate results he achieved using this method. Moreover, other researchers had successfully used the AMTB to test the motivations and attitudes of L2 students, such as Molaee et al. (2014) for the Persian language by Chinese students, and Gardner (2012) who tested 18 Polish students of English and found the AMTB to be a useful method for measuring integrative motivation. Using the same kind of test here as shown in (Appendix G) adds validity to the change measurement given that it is a reliable tool to measure integrative motivation and attitudes of L2 students, especially in an L2 culture.

These questions are more self-evaluative in nature than the previous questionnaire questions, which add more value to the research and enable any change in motivation for learning English to emerge. As this is a qualitative study, the scope of the questions asked can be wide and this allows for the variables of motivation and attitude to be analysed more in depth than if just asking questions as done in phase 1. It is possible to enrich research using further related questionnaires and adding questions to suit the research questions, in this case, to find out more about student's changes in motivation and attitudes towards learning English in the UK, and how this might change from phase 1 to phases 2 and 3. This is supported by research which suggest that multiple measures during questionnaires/questionnaires are a useful means of exploring topics such as LLM, which naturally changes over time, in greater detail, especially when conducting a longitudinal study such as this one (Busse and Walter, 2013).

The variables for these 5 additions include: location; effort; acceptance; and competence, which can be analysed using SPSS to discern whether there is any influence of the independent variable on the dependent variable of motivation.

There are some variables that naturally can affect the outcome of the results, and perhaps have a bearing on how participants answer. These variables, which can be linked with Dörnyei's theory *L2 Motivational Self System*, are taken from Gardner et al. (2004), with the addition of age, gender and proficiency in English as shown in table 3.1; including the section of the questionnaire and question number. (See Appendix G)

Table 3.1: Variables and their Corresponding Questionnaire Section and Question No

Variable	Questionnaire Section and Question No.
Gardner's AMTB Variables	
(Motivation) 1. **Motivational intensity** (how much **effort** is expended in learning English)	Phase 1: Section 1, Q. 9, 18, 19, 20.
(Motivation) 2. **Attitudes towards learning English**	Phase 1: Section 1, Q. 2, 8, 11, 16, 17
(Integrativeness) 3. **Interest in foreign languages**	Phase 2: Q. 22 Phase 3: Q. 22
(language Anxiety) 4. **English use anxiety**	Phase 1: Section 1, Q. 10, Section 2, Q. 14, 16 Phase 2: Q. 10,18 Phase 3: Q. 10, 11, 16, 18
Dörnyei's L2 Motivational Self System Variables	
1. Ideal L2 Self	Phase 1: Section 1, Q. 1, 3, 7, Section 2, Q.2, 5, 6, 9, 12, 13, 15, 18, 19, 20 Phase 2: Q. 2, 5, 9, 11, 12, 16, 19, 20 Phase 3: Q. 2, 5, 9, 12, 19, 20
2. Ought-to L2 Self	Phase 1: Section 1, Q. 4, 6, 12, 13, 15, Section 2, Q. 3, 10, 11 Phase 2: Q. 3, 13 Phase 3: Q. 13, 15
3. L2 Learning Experience	Phase 1: Section 2, Q. 1, 8 Phase 2: Q. 1, 8 Phase 3: Q. 1, 8, 17
Other Variables	
Proficiency in English	Phase 1: Section 2, Q. 4, 19 Phase 2 &3: Q. 4, 19
Location	Phase 2&3: Q. 21, 22
Acceptance and Competence	Phase 2&3: Q. 25
Effort	Phase 2&3: Q. 23, 24
Encouragement	Phase 1 Section 1, Q. 5, 14, Section 2, Q.7, 17

	Phase 2: Q. 7, 17
	Phase 3: Q. 7
Self-confidence	Phase 2: Q. 6, 14, 15
	Phase 3: Q. 3, 6

3.4.2 Interview Data Collection

The second source of data came from the personal interviews, which were selective: 32 participants were interviewed in Phase 1, and 18 were interviewed in Phases 2 and 3. These interviews involved finding information regarding sociocultural and external factors, in order to review change in identity through the learning as well as the research process. These interviews took place in the 4 universities and involved participants from each university that was involved in the study. After each set of interviews, transcriptions were produced to explore changes in feelings, attitude, and behaviour in future interviews.

The format of the qualitative data collection, namely that of interviews adopted for this study were semi-structured interviews (Rabionet, 2011). Semi-structured interviews provided the flexibility to explore unexpected issues that arise in the debate; Galletta (2013) highlights that semi-structured interviews are ideal in addressing issues that may be controversial and personal. Students' motivations within the classroom are considered to hold both those attributes. Further, semi-structured interviews allow a more exploratory dialogue between the researcher and participant, allowing for investigating where deemed necessary. A further benefit of semi-structured interviews is the ability to capture the reasoning behind a response. Bryman and Bell (2015) state that distinct features of open-ended questions is their scope to elicit responses from the interviewee that are meaningful, rich, and salient to participant, and exploratory and explanatory in nature. Lastly, as suggested by Creswell (2013: 190) the number of open-ended questions ideally should be few in number, based on this the study in hand comprised 11 open ended questions. It should be noted that open-ended questions are not without their critics; Irvine et al. (2013) refers to the use of open-ended questions as problematic, with misunderstandings being undesirable, and allowing interviewees to discuss issues that may be off topic. Furthermore, open-ended questions had been accused of measuring 'superficial' concerns (Bhasin, 2013). Even though the interview questions used are partially open-ended, the merging of the data collected in combination with other data collection methods should still be beneficial.

As previously stated, Phase 1 of the interview questions is aimed at understanding the motivations very shortly after arrival in Britain to study English. The purpose is to examine

the earliest stage of motivation, essentially the reasoning for pursuing the studies in the first instance. Phase 2 examines a point in time further along with their studies; the questions are slightly tweaked to represent having been in the UK for a passage of time. Lastly Phase 3 contains the same questions as within Phase Two to allow for direct comparison of the change of motivation. (See Appendix F)

Gardner (2007: 6) found that investigating the root motivation in learning a second language within a school requires both considerations from the educational perspective, as could be said of any school subject, but crucially also from the cultural perspective, which is perhaps not as relevant to most school subjects. In other words, Gardner suggests that in order to study a second language it is distinguished from other subjects through the need to additionally acquire aspects of another culture such as vocabulary, pronunciations and language structure. This two-pronged consideration proposes that both variables relating to education and culture should feature within the process during a second language acquisition.

In a consideration of the self-determination theory (SDT), La Guardia (2009: 92) refers to a three part psychological needs: autonomy, competence, and relatedness. Autonomy relates to actions initiated by the learner who then also self-regulates. Competence relates to a learner's feelings of content mastery or intellectual challenge, in essence a student's ability to apply themselves to the task in hand. Relatedness is the desire to be not only accepted but also important to others (typically this will be in reference to their parents, teachers and colleagues/peers). SDT proposes that to feed these psychological needs people will prioritise activities that directly contribute people in their life, situations and relevant tasks to source the motivation they require. The concept of relatedness is supported by Hadden et al. (2014) who found a strong link between the support provided by parents or at least the perception of support and motivation/general interest within school.

The questions within the interviews are aimed at targeting specific areas linked to our current understanding with a view to negotiating such beliefs. Within Phase 1, questions 1-3 are aimed at discovering the students' background and their motivations within the family context (Hadden et al., 2014) back home. Questions 4 and 5 are concerned with the cultural context of their experience. Questions 6 and 7 address motivation directly in terms of positive and negative experiences. Questions 8 to 11 aim to elicit responses connected with the learning experience specifically. Phase 2 tweaks the questions within phase 1 to account for the transition between the initial perception versus a midpoint of their studies and equally a late to end point.

The questions were not shown to the participant, but were delivered by the ethnographer after the participant completed the first phase questionnaire. The purpose of the ethnographic face-to-face interview was to allow the participant/informant to expand upon their answers to the above and for the interviewer to gauge attitudes through factors (such as body language, speech, etc.) in a setting where observation techniques come into play as well. The findings in this section will aid in the bigger understanding of the findings from the three sections of the questionnaire along with findings from the observational checklist. The interviewer opened the ethnographic interview with a greeting and a friendly question to get the participant comfortable with answering the questions (see Appendix F).

The themes are based not only on the questions asked, but also on Dörnyei's Theory of *L2 Motivational Self System* (2005, 2009b), and will be present at all stages of the interview process in varying degrees for different students.

Moreover, at the end of the study, participants' reflections on their own learning will be gathered through the interviews, and contrasted with their actual IELTS at the beginning of the course, as this enables the research objectives to be more fully addressed in terms of participant's' beliefs of self-efficacy, competence, and confidence in their L2 ability.

3.4.3 Observation Data Collection

In addition to both the questionnaire analysis and interview response analysis, this study was further enhanced through observational techniques of the students both within the context of the classroom and social settings. The students were observed within the setting of the classroom during normal day to day classes to check the validity of the data collected using the questionnaire and the interviews with no interference from the observer in the classroom activities. On the other hand, the same kind of observation was applied outside the classrooms in the different facilities of the universities campuses such as; the library, the cafeteria and other variable activities attended by the students where they have to apply using the language effectively. An observational checklist is used as a key method for the study of human behaviour, as unlike the previous two techniques − questionnaires and interviews − it does not rely upon the students' more controlled responses. Rather, the observer can record observations displayed by students' and analyse forms of correlations to the other methods of study. This triangulation is aimed at creating a broader research picture leading to ultimately more reliable findings (see Appendix D).

Previous studies suggested that what take place within a classroom can serve to influence students' attitudes and motivation levels. Specifically, Gardner et al. (2004: 19) discovered that during a period of a year, the motivational intensity of university level students decreased significantly over aspects such as their desire to learn French, attitudes towards learning French and integrative orientation. Likewise, a similar finding was observed in a study conducted by Kormos et al. (2011) involving university and secondary school Chilean students.

In recent years there been an increase in the correlation between research into motivation and the context within the classroom. This is somewhat attributed to the 1994 debate in the Modern Language Journal (Dörnyei, 1994a, 1994b; Gardner & Tremblay, 1994; Oxford & Shearin, 1994). The transition in research direction has applied more weight to situated research approaches (such as the influence exerted by classmates and teachers), also known as situative or context-sensitive perspective within a socio-cognitive framework (Boekaerts, 2001: 17-31), underling the view of motivation as a process. It is held that the factors that shape the dynamics of motivation within learning situations are key to our understanding of the process that fosters motivation in students in certain physical classroom environments; this is inclusive of both the educational and social dimensions. Therefore, enlightened study in these areas may hold key information relating to how changes in classroom practice can improve students' motivation.

The observation method is supplementary data designed to capture both the classroom context and social context. It is geared to measure the 'situational conditions as the stage for the emergence and functioning of motivation' (Lemos, 2001: 130). The first half of the observation checklist is aimed at capturing aspects of motivation within lessons. Conversely, the second half of the observation checklist is aimed at capturing the students' sociocultural environment and the external factors at play alongside the social and integration context. These can be found in Appendix D.

The advantage and strength of observation within a social context compared to the questionnaire method (targeting the same topic) is the elimination of self-report. Thus, instead of asking how the students would behave in a certain social situation, a researcher actually observes and records their behaviour directly. In terms of the significance of the connection between motivation and the social context, interaction with the national community is referred to as yielding the most significant friendship bond. It is proposed that, 'host nationals promise the route to improving language and host cultural knowledge, which in turn facilitates successful adjustment in the new culture' (Brown & Richards 2012: 4).

This is further supported by empirical studies that show international students recognise the benefits associated in developing bonds with hosts and the, 'improved language capability, increased satisfaction with the total student experience and greater host communicative competence' (Brown, 2009: 439).

The social aspect to the observation checklist is intended to examine the suggestion that typically interaction takes place between 'conational' groups with a natural resistance to form friendships and bonds outside of the conational groups (Brown & Richards, 2012: 60). Previous studies showed that when bonds with the host community are fostered, greater levels of language competence, satisfaction with the whole learning experience and better emotional well-being is seen.

The first section loosely follows one tenet of Gardner's two-pronged theory, with respect to attitudes towards the learning situation. It covers areas such as how students display behaviour in class, measures that indicate whether they are paying attention, aspects that indicate they are participating within the classroom environment and lastly how their body language is expressed at the end of the lesson. Gardner puts forward that a motivated individual is one who displays effort in language acquisition (i.e., evidenced through completing class activities, and taking an active participation in class), displays a willingness and enjoyment in language acquisition (Gardner 2001: 12).

The first three variables within the observation checklist are drawn from Dörnyei's learners' motivated behaviour. Integration is adapted from Gardner's (2001) work, which essentially constructs that a motivating cause in the acquisition of a second language is founded upon the desire to become more closely affiliated to the L2 (second language) community. It suggests that the term represents both the student's attitude in relation to their learning of foreign languages and their appetite to become involved with members of the L2 community.

3.4.4   Timeline of the study

Data collection was conducted in three phases, which included time invested in analysing the data collected in each phase. Data collection included distributing questionnaires, conducting interviews, and observing university classrooms and social integration in four different universities. Data analysis from the information collected was performed and

conclusions were drawn in order to write the report. A detailed timeline for this research work is shown in Table 3.2.

Table 3.2 Timeline of the research work

Activity name	Details	Date started	Date ended
Research proposal	Planning the research work, and getting it approved	16th Sept 2013	30th Sept 2014
Questionnaire/ Interviews	Designing questionnaire/ interviews to ascertain the participants' motivations for learning English.	1st Oct 2014	8th Nov 2014
Collecting data	Data collection was done in three phases	27th Nov 2014	25th Sep 2015
1st phase questionnaire	When respondents are in their early months in their universities	1st Dec 2014	7th Dec 2014
1st phase interview	Interviews were conducted at the 4 chosen universities.	1st Dec 2014	6th Dec 2014
Transcribing interview responses	Transcription of interview responses of the 1st phase	11th Dec 2014	27th Dec 2014
1st phase Data collection through observations	The researchers observed the teaching classrooms of the participants across all universities, to establish how the participants responded, reacted and behaved in this particular context. The interaction between individuals was assessed as well as changes in different individuals' behaviour were also noticed.	27th Nov 2014	26th Feb 2015
2nd phase questionnaire	In the mid of the respondents' academic programme	4th Mar 2015	26th Mar 2015
2nd phase interview	Interviews were conducted at the 4 chosen universities	23rd Mar 2015	27th April 2015
Transcribing interview responses	Transcription of interview responses of the 2nd phase	20th April 2015	12th May 2015

2nd phase Data collection through observations	At University A, University B, University C, and University D	4th Mar 2015	15th June 2015
3rd phase questionnaire	Close to the ending of the respondents' term	28th July 2015	6th August 2015
3rd phase interview	When respondents were about to finish their term	28th July 2015	20th Sep 2015
3rd phase Data collection through observations	At University A, University B, University C, and University D	28th July 2015	25th Sep 2015
Transcribing interview responses	Transcription of interview responses of the 3rd phase	8th August 2015	23rd August 2015
Data coding (Questionnaires)	Coding and recoding the data collected from questionnaires in the 3 phases	20th Jan 2016	19th Feb 2016
Data analysis	Analysing the Reponses	20th Feb 2016	20th Mar 2016
Data coding (Interviews)	Coding and recoding the data collected from the interviews in the 3 phases	21st April 2016	1st May 2016
Data analysis	Analysing the Reponses	2nd May 2016	30th June 2016
Data coding (Observation)	Coding and recoding the data collected from the observation in the 3 phases	1st July 2016	30th August 2016
Data analysis	Analysing the Reponses	1st Sep 2016	30th Sep 2016
Writing the report	compiling it, recording and analysing the responses	1st Feb 2016	30th Sep 2016
Finalising the research report	Formatting the report, checking for coherence and cohesion of ideas, conclusion, recommendations, Future Research, Editing & Formatting	30th Sep 2016	30th Sep 2017

In conclusion, the preceding chapter has presented the methodological procedures used in the current study. Particularly, the researcher has used three data collection tools which are; questionnaires, interviews, and observation checklists. Additionally, the procedures of the

study were presented and the full timeline of the entire study of this research paper was highlighted. The next chapter will overview the results of the study obtained from each of the above mentioned tools.

CHAPTER IV: DATA ANALYSIS OVERVIEW AND RESULTS

4.1 Questionnaire Analysis Overview

The chapter that follows will consider the quantitative component of the research. With particular appeal to the representation between the factors of the agential variables that is motivation and the content of the L2 Motivational System variables. This will be complemented by the qualitative analysis of the questionnaires comments, interviews and observations.

The below part presents the results obtained from the questionnaire. The responses of the participants were collected from the questionnaires that were conducted over Phase 1, Phase 2, and Phase 3. The three phases of the questionnaire address the research questions and give answers to the questions upon which this study was established.

The responses to the questionnaire are collected and the frequencies and percentages of the participants' responses are recorded for each statement. The data are tabulated and represented in figures in order to visually represent the responses. Then, findings are discussed and analysed in light of the literature review in Chapter V. The researcher then presents recommendations and suggestions based on the research findings. All of these contribute to an aim of answering the research questions presented earlier in this paper: motivations, attitudes, and identity change in Saudi students studying English in the UK.

In order to analyse the collected data through the questionnaire, a number of appropriate statistical methods are used, as part of the Statistical Package for Social Sciences (SPSS) software. These are the following:

1. Percentage and Frequency: to identify the characteristics of the research sample and to categorise the responses of its members to questionnaire items;

2. Arithmetic mean: to arrange the items according to importance to study results;

3. Standard deviation: to demonstrate how much dispersion from the average exists in the respondents' responses.

1.1.1 Quantitative Data Results

This part of research will discuss the statistical analyses for the collected data using several techniques of summary such as frequency tables, descriptive statistics for each question like mean value and standard deviation, and a summary about the motivational and attitude factors and L2 Self Motivational System variables. **The results of the data analysis can be seen in Appendix H, to which the reader should refer from now on.**

First of all, out of the 32 participants, 14 participants expressed that they came to the UK initially in order to get a degree. Fourteen participants indicated that they came to the UK to both get a degree and to learn English, and four participants did not answer. Throughout this section, the collected data for the responses of 32 Saudi students studying at several universities in the United Kingdom were analysed using the statistical package SPSS version 17.0, taking into consideration that the main objective is studying the changes in Saudi Students' motivations and attitudes towards learning English as a foreign Language after immersion in L2 learning as shown later in figures 4.1 to 4.9. To perform this, there is a need to statistically investigate the effects of many factors on the students' motivation and attitudes through three phases: Phase 1, Phase 2, and Phase 3, where Phase 1 is divided into two sections: Section 1 and Section 2.

This section of analysis is organised as follows: It starts with the analysis of sample responses during Phase 1 − Section 1; then compares the sample responses during the three phases. Finally, it discusses the analysis of the self-evaluation of the participants' variables in Phase 2 and Phase 3.

Table H.4.1 constructs a criterion to determine the level of respondents' satisfaction or dissatisfaction about each question based on the Fifth-Likert's scale, (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree). Thus, if the mean value of the responses is close to 5, then it indicates that the sample is highly satisfied regarding the item or the variable, whereas if it is close to 1, this indicates that the sample is highly unsatisfied about the item or the variable concerned.

1.1.1.1 Results of sample responses during Phase 1- Section 1

This part of the statistical analysis discusses the calculation of descriptive statistics for the variables Ideal L2 Self, Attitudes towards learning English, Ought-to L2 Self, Motivational intensity, English use anxiety and Encouragement within Phase 1− Section 1 in order to give

an overview about the sample responses towards the mentioned variables using measures of central tendency (mean, median and mode) and the dispersion measurement standard deviation (SD). Furthermore, graphical representations of the mean values of the variables were constructed using bar graphs to show the comparisons between the mean values.

Now, Tables H.4.2.1 – H.4.2.6 summarise the descriptive statistics, while Tables H.4.3.1 to H.4.3.6 summarise the distribution of responses. All mentioned tables can be found in Appendix H. From Table H.4.2.1, it can be shown that the overall response of the sample about items of the variable **Ideal L2 Self** is that it *agrees* with a total (mean, SD) of (4.03, 1.03), median (4.0) and mode (5.0), indicating that the most frequent response is strongly agree. In other words, within Phase 1- Section 1, Saudi students are interested in living in an English speaking country. While Table H.4.2.2 shows that the overall response of sample about the items of the variable **Attitudes towards learning English** is *undecided* with a total (mean, SD) of (3.39, 1.17), median (4.0) and mode (4.0), indicating that the most frequent response is *agree*. In other words, within Phase 1- Section 1, Saudi students are not decided about their attitudes towards learning English in the past in KSA, and they are not sure about whether learning English would leave a negative impact upon their lives. On the other hand, they *agreed* that English studies were a requirement at their school in KSA.

It is clear from Table H.4.2.3 that, in general the sample responses about the items of the variable **Ought-to L2 Self** is *agree* with a total (mean, SD) of (3.57, 1.34), median (4.0) and mode (5.0) indicating that the most frequent response is *strongly agree*. It is clear that the students of the samples *agree* in the challenges that encouraged them to study English for example; the field of work that the student was interested in required English language skills. In other words, within Phase 1- Section 1, the opinions of Saudi students varied about the motivational factors for learning English either within school or at home with the family for example; the sample *disagreed* about the thought that "the students' parents would be disappointed if they did not study English" with a total (mean, SD) of (2.19, 1.12). On the other hand, it is shown that students are *undecided* about the thought that studying English was important for them in order to gain the approval of their peers/teachers/family with a total (mean, SD) of (2.78, 1.29), median (2.5) and mode (2.0).

Results in Table H.4.2.4 suggest that, in general, the sample responses about the items of the variable **Motivational intensity** is *agree* with a total (mean, SD) of (3.55, 1.17), median (4.0) and mode (4.0), indicating that the most frequent response is *agree*. Students *agree* with the item "I had to keep myself motivated at all times to improve my English Language skills" with a total (mean, SD) of (4.06, 0.98).

Moreover, it is shown in Table H.4.2.5 that the overall response of the sample about the items of the variable **English use anxiety** is *undecided* with a total (mean, SD) of (2.84, 1.22), median (2.5) and mode (2.0) indicating that the most frequent response is *disagree*. In other words, within Phase 1- Section 1 the opinions of Saudi students varied about the level of anxiety they felt if they had to speak with a native English speaker.

Finally, the students *agree* in general about the idea that their parents, friends and teachers encouraged them to study English with a total (mean, SD) of (3.55, 1.17), median (4.0) and mode (4.0) indicating that the most frequent response is *agree* despite that students are *undecided* about their parents' belief related to studying English to be an educated person. In other words, within Phase 1- Section 1 the opinions of Saudi students varied about the level of **Encouragement** provided to them from the surrounding environment regarding learning English as shown in Table H.4.2.6

After discussing the results of the descriptive statistics about sample responses within Phase 1- Section 1, bar graphs are created to compare the mean values and mode values as shown in Figure 4.1 and Figure 4.2.

Mean values for variables in Phase 1 Section1

Value	Variable
4.03	Ideal L2 Self
3.39	Attitudes towards Learning English
3.57	Ought-to L2 Self
3.55	Motivational Intensity
2.84	English Use Anxiety
3.55	Encourgment
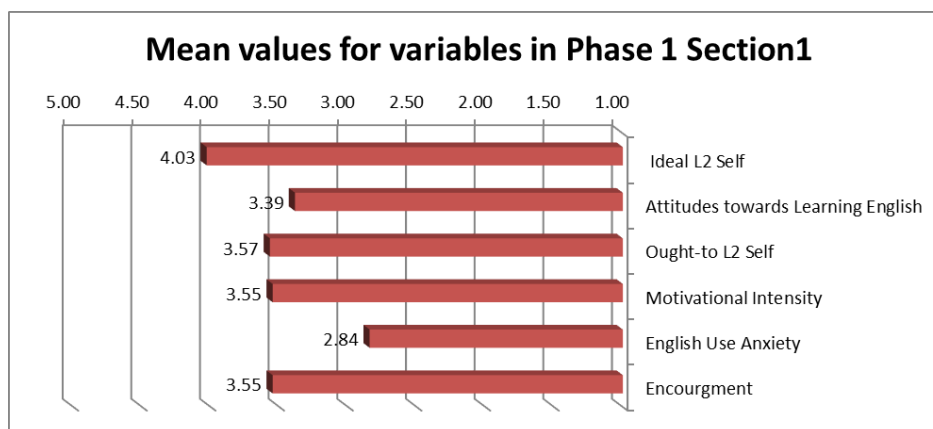
Figure 4.1. Bar graph for the mean values for variables within Phase 1- Section 1

It can be noticed from figures 4.1 and 4.2 that, the variable Ideal L2 Self had the highest mean and mode scores of (4.03, 5) respectively indicating a high motivation for students regarding this variable, while the variable English use anxiety had the lowest mean and mode scores of (2.84, 2) compared to other variables from the point of students' view within Phase 1- Section 1, respectively indicating the high motivation of the sample about this variable.
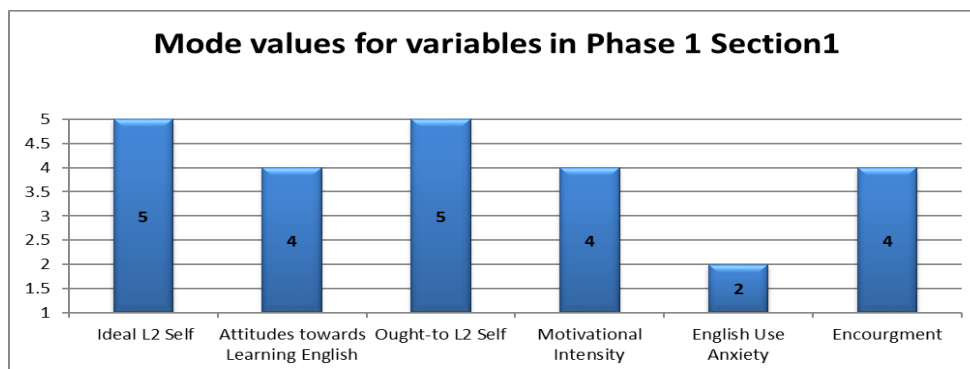
Figure 4.2. Bar graph for the mode values for variables within Phase 1- Section 1

Now, moving to the analysis of responses by constructing the distribution of sample responses on the variables; Ideal L2 Self, Attitudes towards learning English, Ought-to L2 Self, Motivational intensity, English use anxiety and Encouragement within Phase 1- Section 1 were based on the percentages of sample on each response (Strongly disagree, Disagree, Undecided, Agree, and Strongly agree). It is necessary to justify, here, the omission of L2 Learning Experience variable in Phase 1- Section 1. This is on account of the fact that the research focus is on the period *following* immersion; it is not focused on the KSA environment.

Next, is about the distribution of samples according responses in percentages as analysed in Tables H.4.3.1- H.4.3.6 in Appendix H. Results in Table H.4.3.1 suggest that a higher percentage of sample's responses tended to *agree* and *strongly agree* on the items of **Ideal L2 Self** variable compared to other responses, for example 71.9% of sample were between *strongly agreed* and just *agreed* with the item related to *aspirations to study abroad or live in an English speaking country* compared to only 12.5% of the sample that *strongly disagreed* or just *disagreed*, where 15.6% of them were classified as *undecided* about the item.

In Table H.4.3.2, the analysis showed that there is a variation about the sample's responses towards the items of **Attitudes towards learning English** variable, and this variation was caused by the high percentage of undecided responses for example 31.2% of the sample were *undecided* about the item related to *Studying English was important because an educated person is supposed to be able to speak English.* Furthermore, in some cases the sample was divided into two opposite groups about the item *it would have had a negative impact on the respondent's life if he/she didn't learn English* where the total percentage of

those *agreed* or *strongly agreed* is 40.6% which is equal to the percentage of those who *disagreed* or *strongly disagreed.*

The distribution of the sample's responses about the variable **Ought-to L2 Self** are summarized in Table H.4.3.3, and it is clear that the majority of sample's responses at 93.7% tended to *agree* or *strongly agree* with the item *respondent wanted a challenge and wanted to push himself/herself further in studies, mastering the English language is a great academic achievement,* compared to only 6.3% of the sample being *undecided*. On the other hand, 71.9% of the students *strongly disagreed* or just *disagreed* with the item *respondent had to study English, because, if he/she did not study it, his/ her parents would have been disappointed* compared to only 12.6% of the sample *strongly agreed* or just *agreed*.

Regarding the results of the sample's responses about the **Motivational intensity** variable, Table H.4.3.4 showed that 65.6% of the sample's responses tended to *agree* and *strongly agree* with the item *It was an expectation in respondent immediate family that he/she have the ability to read/write in English* compared to 21.9% of the sample who *strongly disagreed* or just *disagreed*. Moreover, students strongly believed that they need to keep motivated at all times to improve English Language skills with a percentage of 84.3%.

Furthermore, the results in Table H.4.3.5 suggest that the higher percentage of the sample's responses tended to *disagree* and *strongly disagree* on the item of **English use anxiety** variable compared to other responses, for example 49.9% of the sample are between *strongly disagreed* and just *disagreed* with the item related to *getting nervous/ anxious if respondent had to speak with a native English speaker* compared to only 31.3% of the sample that *strongly agreed* or just *agreed*, where 18.8% of them were classified as *undecided* about the item.

Finally, the results in Table H.4.3.6 on the item of **Encouragement** variable showed that 50.0% of the students *strongly disagreed* or just *disagreed* and 31.2% of the sample *agreed* or *strongly agreed* with the item; *parents believed that the respondent must study English to be an educated person*. After completing the analysis about Phase 1- Section 1, the next step is to compare the results of the sample respondents between the three phases.

1.1.1.2   Analysis of Comparison sample responses during the three Phases

This part of the statistical analysis discusses the calculation of descriptive statistics for the independent variables; Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, English use

anxiety, Proficiency in English, Encouragement and Self- confidence within the three phases in order to compare the sample responses towards the mentioned variables using measures of central tendency (mean, median and mode) and the dispersion measurement standard deviation (SD). Furthermore, graphical representations of mean values of the variables were constructed using bar graphs to show the comparisons between the mean values. It is also necessary in this space to justify the selection of these particular variables. It was the decision of the researcher to apply both the Motivational Self System Variables, together with additional variables from Gardner's battery so as to approximate, at the epistemic and ontological levels, the central research objectives.

Now, Tables H.4.5.1 – H.4.5.7 summarize the descriptive statistics of responses within the three phases, while tables H.4.6.1 – H.4.6.7 summarize the distribution of responses according to the students' level of motivation based on five Likert's scale ranging from value 5 (to denote *strongly agree*) to 1 (to denote *strongly disagree*).

Before conducting the comparison for the independent variable, the internal consistency of items included in the questionnaire were analysed, as in the next section. The internal consistency of items included in the questionnaire is important to measure the level of reliability among such items in order to measure the level of reliability of results and to which level the chosen items of variables are selected adequately and it is statistically measured by calculating the value of Cronbach's alpha (α) for any variable with more than one item where the acceptable value of Cronbach's alpha (α) is ≥ 0.70, given that the number of cases is 32 with no missing within all phases.

Table H.4.4 illustrates the value of Cronbach's alpha (α) within the three phases, and it is clear that it is higher than 0.70 for all variables taking into consideration that it cannot be computed for the variable proficiency in English since it has only one item. So, the internal consistency of items within all phases is classified between good to excellent, as in the case of the English use anxiety variable with (α =0.828) in Phase 2 for example, and as in case of Ought-to L2 Self variable with (α =0.929) in Phase 1 for example. As a conclusion the results indicate a well-constructed questionnaire and the items were selected adequately.

Table H.4.5.1 showed that, in general the sample responses about the items of the variable **Ideal L2 Self** is *agree* within Phase 1 with a (mean, mode and SD) of (3.82, 4, and 1.02) respectively, with the most frequent response is being *agree*. Where within Phase 2 (3.66, 4, 1.11) it indicated *an agreeing* response in general also, and in Phase 3 (3.47, 4, 1.25) indicated an *agreeing* response in general for the sample. In other words, despite that, the

mean value of the sample responses about Ideal L2 Self decreased when moving from Phase 1 to Phase 3, but in general the Saudi students are motivated to be fluent English second language speakers, as well as wanting to understand all of the English they see and hear. From the point view of the sample, the main obstacle they face in speaking English fluently is that there are not enough native English speaking friends outside of their course, which takes them a longer time to learn to speak fluently.

Figure 4.3 showed that the changes in the mean value of **Ideal L2 Self** variable through the three phases and it is notable that; there is a **decreasing** trend when moving from Phase 1 (3.82) to Phase 3 (3.47) with a mean difference of (0.25), however the sample responses remained *agree* about the variable.

Figure 4.3 Line chart for comparing the mean values of sample responses about Ideal L2 Self variable

Regarding the sample responses about the items of the variable **Ought-to L2 Self,** the general attitude is *agreeing* within Phase 1 with the (mean, mode and SD) of (3.70, 5 and 1.12) respectively, with *agree* being the most frequent response is *strongly agree*. Within Phase 2 (3.59, 4, 1.08) there was an agreeing response indicated in general, and in Phase 3 (4.31, 4, 0.69) there was a motivated response indicated in general for the sample. In other words, the mean value of sample responses about Ought-to L2 Self decreased when moving from Phase 1 to Phase 2, however it increased again in Phase 3, thus in general the Saudi students became more confident in speaking and writing English, and more familiar with how important English language skills are to their futures. See Table H.4.5.2

Moreover, from figure 4.4 it is clear that there were changes in the mean value of the **Ought-to L2 Self** variable through the three phases and it is notable that; there is a **decreasing** trend when moving from Phase 1 (3.70) to Phase 2 (3.59) with a mean

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difference of (0.11), then there is an **increasing** trend when moving from Phase 2 (3.59) to Phase 3 (4.31) with a mean difference of (0.82) indicating that at the end of the three phases the Ought-to L2 Self level had become more satisfied for the study sample.
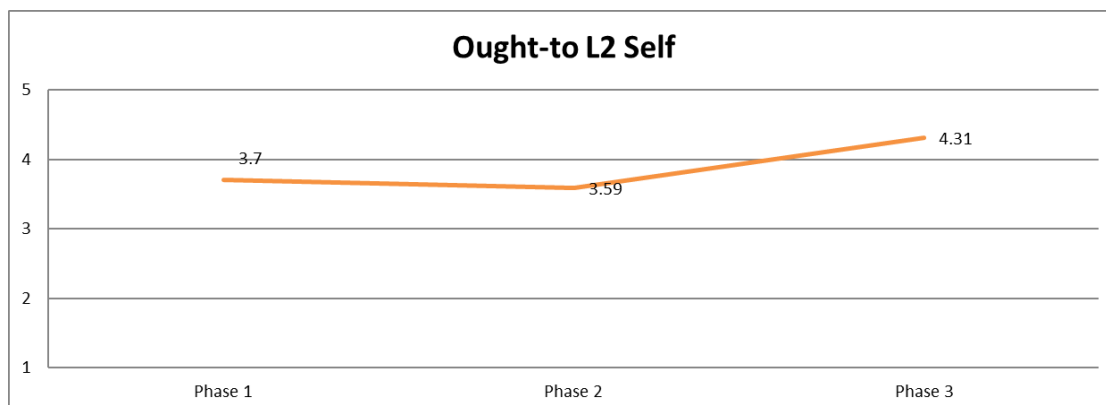
Figure 4.4 Line chart for comparing the mean values of sample responses about the Ought-to L2 Self variable

Now, regarding the descriptive statistics, it is clear from Table H.4.5.3 that, in general the sample responses about the items of the variable **L2 Learning Experience** is *agree* within Phase 1 with a (mean, mode and SD) of (3.53, 4 and 1.18) respectively, the most frequent response being *agree*. Within Phase 2 (3.77, 4, 0.94) an *agree* response in general is indicated, while in Phase 3 (3.88, 4, 0.98) an *agreeing* response in general is indicated for the sample. In other words, *there is a positive change in the level of Saudi students' enjoyment in learning English, and the achievements in English course at school as well as speaking English in the class between Phase 1 and Phase 3.*
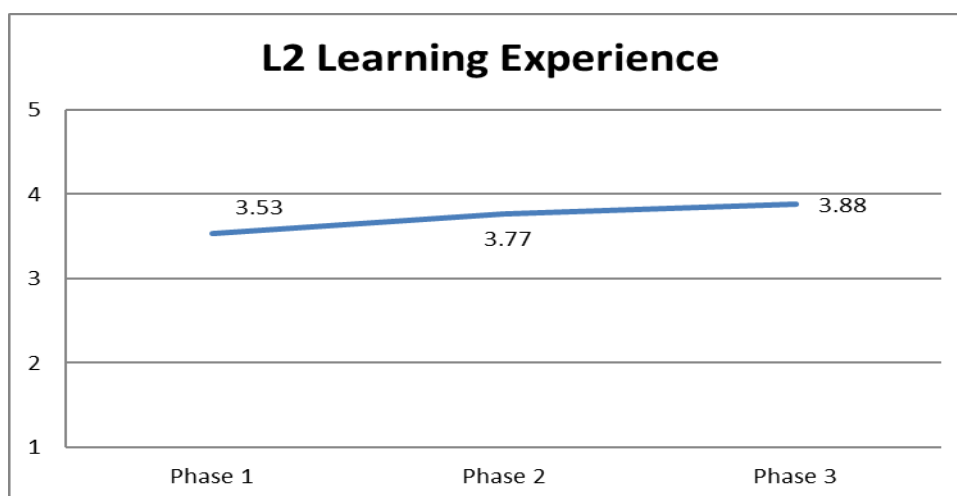
Figure 4.5 Line chart for comparing mean values of sample responses about L2 Learning Experience variable.

Figure 4.5 displayed the changes in the mean value of the **L2 Learning Experience** variable through the three Phases and it can be noticed that; there is a **positive** difference when moving from Phase 1 (3.53) to Phase 2 (3.77), also a **positive** difference in mean value of sample responses towards the L2 Learning Experience variable occurred in Phase 3 with 3.88 leading to a satisfied response about such a variable.

And Table H.4.5.4 show that, in general the sample responses about the items of the variable **English use anxiety** is *undecided* within Phase 1 with the (mean, mode and SD) of (3.06, 4 and 1.14) respectively, the most frequent response is *agree*. Within Phase 2 (2.23, 1, 1.26) indicates a *disagreeing* response in general, and Phase 3 (2.08, 1, 1.10) indicates a *disagreeing* response as well in general for the sample. In other words, the mean value of the sample responses about English use anxiety decreased when moving from Phase 1 to Phase 3 in general, and thus *the Saudi students became relaxed enough to order food, give street directions and talk to British residents, and no more anxious if someone asked them a question or started talking to them in English.*

Figure 4.6 showed the changes in the mean value of the English use anxiety variable through the three phases and it is remarkable that; there is a decreasing trend when moving from Phase 1 (3.06) to Phase 3 (2.08) with a mean difference of (0.98) indicating that the level of anxiety decreased through the three phases.
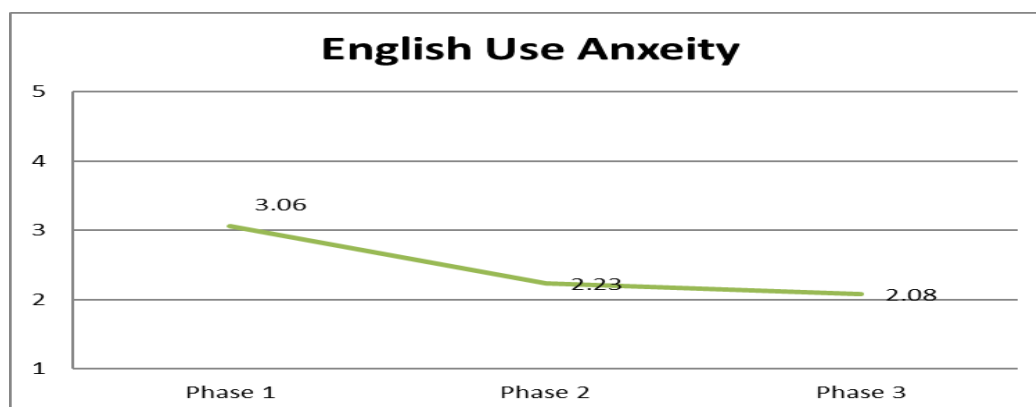
Figure 4.6 Line chart for comparing mean values of sample responses about the English use anxiety variable

Table H.4.5.5 showed that, in general the sample responses about the items of the variable **Proficiency in English** is *agree* within Phase 1 with the (mean, mode and SD) of (3.89, 4, and 0.82) respectively, with the most frequent response being agree. Phase 2 (3.95, 4, 0.86) indicated *an agree (highly satisfied)* response in general, and Phase 3 (3.97, 4, 0.89) also

indicated an *agree* response in general for the sample. In other words, the mean value of sample responses about Proficiency in English increased when moving from Phase 1 to Phase 3 in general, and thus the Saudi students' desire to learn English so fluently that it was natural to them. Such result be graphically represented as in Figure 4.7 where there is an **increasing** trend when moving from Phase 1 (3.89) to Phase 3 (3.97) with a mean difference of (0.08) indicating that at the end of the three phases the Proficiency in English level had become higher for the study sample.
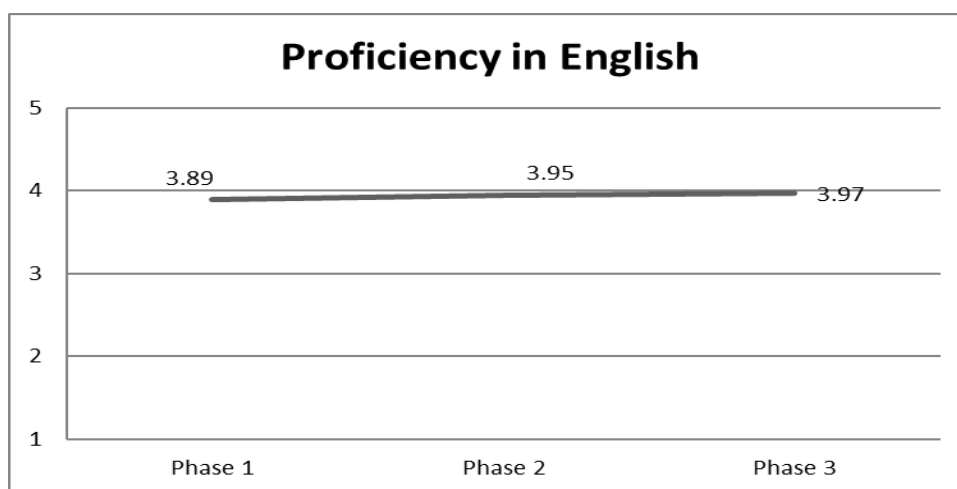
Figure 4.7 Line chart for comparing the mean values of sample responses about the Proficiency in English variable

Furthermore, in Table H.4.5.6 it can be shown that, in general the sample responses about the items of the variable **Encouragement** is *undecided* within Phase 1 with the mean, mode and SD of 3.20,3, and 1.12 respectively, the most frequent response is *undecided.* Where it is decreased within Phase 2 to (3.05, 2, 1.29) indicating *also an undecided* response in general, while in Phase 3 the situation is different with (4.03, 5, 0.93) indicating also an *agree* response in general for the sample caused by *strongly agree* responses as the most frequent response.

Thus, the mean value of sample responses about Encouragement increased when moving from Phase 1 to Phase 3 in general, which might indicate the level of encouragement by parents, friends, and family for Saudi students enhanced along time.

Result are graphically represented as in figure 4.8 where there is an **increasing** trend when moving from Phase 1 (3.20) to Phase 3 (4.03) with a mean difference of (0.83) indicating that at the end of the three phases the encouragement level had become higher for the study sample.
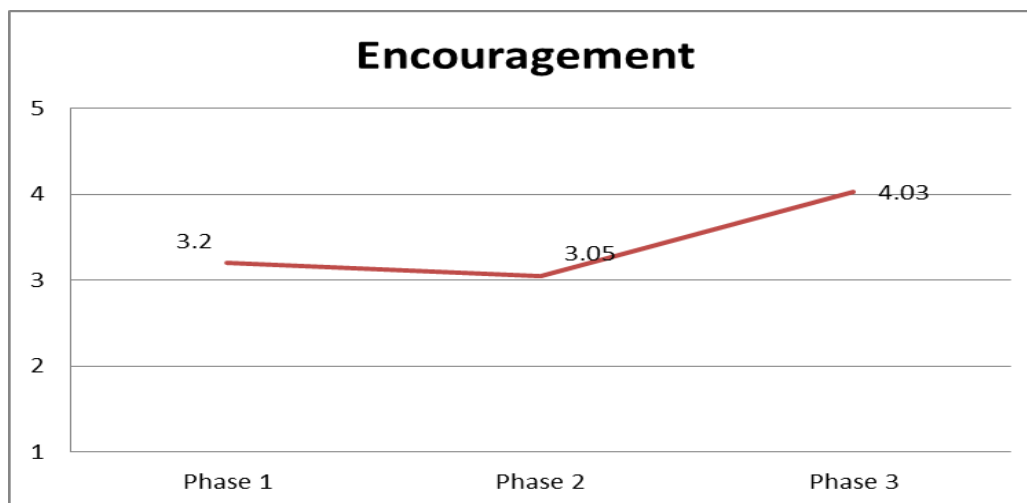
Figure 4.8. Line chart for comparing the mean values of sample responses about the Encouragement variable

Finally, Table H.4.5.7 showed that, in general the sample responses about the items of the variable **Self-confidence** is *agree* within Phase 2 with the (mean, mode and SD) of (3.55, 4, and 1.19) respectively, the most frequent response is *agree*. Where it is increased within Phase 3 to (4.09, 4, 0.85) indicating *an agreeing* response in general. In other words, the mean value of sample responses about Self-confidence increased when moving from Phase 2 to Phase 3 in general, which might indicate the level of Self-confidence for Saudi students enhanced along time as a result of continuous practicing English in both class and social life.

The next step in this part of the analysis is about comparing the distribution of the sample's responses about the variables; Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, English use anxiety, Proficiency in English, Encouragement and Self-confidence within the three phases.

Table H.4.6.1 shows that in general there is a satisfaction and approval with the sample's responses towards the items of the **Ideal L2 Self** variable, for example 71.8% of the sample in Phase 1 are between *agreed* or strongly *agreed* about the item related to the amount of the respondent's *realization about what he/she can see or hear in the English language,* and this percent remains the same within Phase 2, however it increased to reach 87.5% within Phase 3, indicating an increase in the English level of the sample over time. Furthermore, the percentage of those who *disagree* or *strongly disagree* on the idea of *being settled in an English speaking country so it's essential to learn the language* increased from 40.6% in Phase 1 to 46.9% within Phase 2, and reached 56.2% within Phase 3.

Table H.4.6.2 showed that in general there is a satisfaction and approval about the sample's responses towards the items of the **Ought-to L2 Self** variable, for example 50.0% of the sample in Phase 1 *agreed* and *strongly agreed* with the item that the student is *always keen to participate in class discussions in English class* compared to 21.9% who *disagree* in Phase 2, and 87.5% in Phase 3, indicating that the students has strong intentions to improve their level in the English language by following up the classes.

In Table H.4.6.3 analysis showed that in general there is a satisfaction about the sample's responses towards the items of the **L2 Learning Experience** variable, for example 84.4% of the sample in Phase 1 are *agreed* or *strongly agreed* about the item related to *respondent really enjoyed English classes and learning English,* where this percent decreased to 68.8% of the sample in Phase 2, and increased back to reach 90.6% within Phase 3 who really enjoyed English classes.

Furthermore, Table H.4.6.4 showed that in general there is a satisfaction and approval about the sample's responses towards the items of the **English use anxiety** variable, for example 12.6% of the sample in Phase 2 are *nervous when speaking English outside the classroom*, and this percentage decreased in Phase 3 to reach 6.3% indicating that the level of anxiety decreased for the Saudi students involved in this study. Moreover, the percentage of those who *worried that they hadn't learned as much as needed in the English course* increased from 34.3% in Phase 2 to 37.5% within Phase 3 indicating that respondents' wish to practice English increased over time.

Next, it is clear from Table H.4.6.5 that in general there is a satisfaction and approval about the sample's responses towards the items of **Proficiency in English** variable, and it is clear 84.3% of the sample *want to learn English so fluently that it's natural to them* in Phase 1 compared to 90.6% in both Phase 2 and Phase 3 do so; indicating an increase in students' proficiency in English language.

With respect to the sample's responses towards the items of **Encouragement** variable, Table H.4.6.6 showed that, in general there is a satisfaction towards **Encouragement** items from the point of students' view and for example 59.4% of the sample in Phase 1 *agreed* and *strongly agreed* with the item that the respondent's *friends and family encouraged him/her to study English abroad*, and this percentage remained the same in Phase 2, and in Phase 3 it increased to reach 71.8%, indicating that there is an increase in the level of family awareness about the effect of encouraging their sons who travelled abroad to study English.

Finally, the level of Self-confidence about English language skills and the level of speaking to native English speakers (with Self-confidence) increased along time where 84.3% of sample approved in Phase 2, and reached 87.5% in Phase 3. In other words, it can be said that the level of the Self-confidence of the students included in this study increased along the time when the study performed. See Table H.4.6.7

In conclusion, from the preceding findings of the questionnaire for the factors that affect the level of participants' motivation towards learning English language as a foreign language; a stability in the positive attitude is noticed towards for the factors; Ideal L2 Self, Ought-to L2 Self, Proficiency in English, and Self-confidence through the three phases. Moreover, a positive improvement in the general attitude is noticed towards the main factors; L2 Learning Experience, English use anxiety and Encouragement through the three phases. All in all, the agreeing response from participants is the main attitude noticed during the implementation of the current study.

1.1.1.3   Results of the Self-evaluation of the participation variables in Phase 2 and Phase 3

This part of the analysis compares the following dependent variables; Location, Interest in the foreign language, Effort, as well as Acceptance and Competence within Phase 2 and Phase 3.

Tables H.4.7.1 to H.4.7.4 summarize the comparisons between the mentioned variables, and it can be noticed from Table H.4.7.1 that regarding a comparison of Phase 2 and Phase 3 according to responses about the Location variable; the overall response of the sample about the items of the variable in both Phase 2 and Phase 3 is *agree*, with a total (mean, mode and SD) of (3.48, 4, 1.05) and (3.56, 4, 1.04) respectively.

Furthermore, Table H.4.7.2 compares Phase 2 and Phase 3 according to responses about the **Interest in the foreign language** variable; the overall response of the sample about items of the variable in both Phase 2 and Phase 3 is *agree* with a total (mean, mode and SD) of (3.69, 4, 0.90) and (3.72, 4, 1.02) respectively. The situation in Table H.4.7.3 compares Phase 2 and Phase 3, and according to responses about the **Effort** variable is different, since the overall response of the sample about items of the variable in Phase 2 is *agree* with a total (mean, mode and SD) of (3.55, 4 and 1.21), where in Phase 3 it became *undecided* with (3.11, 3 and 1.06).

Finally, Table H.4.7.4 compares Phase 2 and Phase 3, and according to responses about the **Acceptance and competence** variable, and the overall response of the sample about items of the variable in Phase 2 is *agree* with a total (mean, mode and SD) of (3.63, 4 and 0.87), where in Phase 3 it became undecided with (3.16, 3 and 0.95).
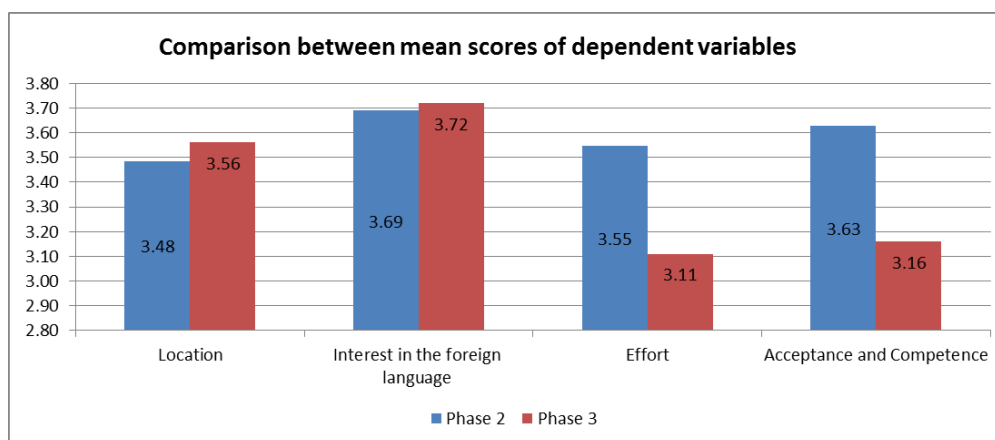
Figure 4.9 Bar graph for comparing mean values of sample responses about study dependent variables

The preceding results can be summarized in figure 4.9, that compares the mean values of the sample responses about the four dependent variables within Phase 2 and Phase 3, and in general in Location and Interest in the foreign language variables, the mean value in Phase 3 is higher compared to Phase 2, while for the variable Effort, Acceptance and Competence the mean value in Phase 2 is higher compared to Phase 3.

4.2   Interview Analysis Overview

Interviews will be analysed using thematic analysis. Thematic analysis was preferred to grounded theory due to the fact that this research is using methods other than interviewing – the basis for grounded theory – such as questionnaires and live observations. The goal of thematic analysis is to introduce patterns of meaning throughout a dataset that yield results to the study questions being addressed. In thematic analysis, the researcher provides a number of themes that adequately represent their textual data. The analysis is based on patterns that are generated through a sequenced process of data familiarisation, data coding, and theme development and revision (Boyatzis, 1998). The data gathered from interviews will be organised thematically, with the researcher organising responses related to motivation, attitudes, and other themes such as external engagement (integration related to the society).

Thematic analysis starts with data familiarisation, which is essential to qualitative research. Here, the researcher collected and transcribed the data herself. After data familiarisation, the researcher will code the data using short verbal descriptions. Based on the coding process, the researcher identified the major themes that involve the primary sets of this coding. Each theme will be defined and illustrated with examples. Each stage of analysis consisted of revising themes and coding and changing analysis as ideas elaborate. The possible themes that can be searched for in the results for the different phases of interviews, and then assessed again through NVivo analysis, can be seen below:

1. Ideal L2 Self (respondent's view of themselves as a confident speaker, desirability, English culture, self-identity, image, integrativeness and attitudes towards L2 culture/people);

2. Ought-to L2 Self (future prospects, career, pressure from peers, parents, teachers effort, sacrifice, parental/peer group expectation, milieu, extrinsic instrumentality and pragmatic benefit of learning the language);

3. L2 Learning Experience (anxiety, ease/confidence at speaking English, teacher relationship, resources, classroom, course books, instructors, and classmates)

Moreover, micro-interlocutor analysis was used in order to explore the indirect themes such as hesitation and anxiety. The method analyses the information generated from the respondents concerning the order that each respondent responds to particular questions, the characteristics of the response, and any nonverbal communication used such as body language.

4.2.1 Qualitative Data Results

Through this part of the analysis, NVivo software version 11 was used to analyse the comments of respondents in interviews held and on the questionnaire. Such software helps in analysing qualitative data, creating nodes which allow related material to be gathered together and coding themes to summarise observations. This allows for the principle of inductive reasoning to form generalised claims on the central research questions. That is, codes are bound together in an epistemic chain, where these schemata then allow for general remarks.

The adopted themes were based on Dörnyei's (2005) theory of L2 Motivational Self-System including; attitude, motivation, Ideal L2 Self, Ought-to L2 Self and finally the L2 learning experience. It is necessary to reprint select examples of this coding process here so as to illustrate the procedure that was involved as shown in figures 4.10 and 4.11.

Internals\\Survey Comments\\Survey Comments Phase 1

Node

Nodes\\Anxiety

	No	0.0046	3			
				1	M A	25/03/2017 18:10

Shahad (6.5): Sometimes I do especially when I am on a hurry I miss up my vocabulary.

				2	M A	25/03/2017 18:05

Fawzia (6.5): Fear of being misunderstood or being unable to catch up with the conversations.

				3	M A	25/03/2017 18:07

Ohood (6.5): I have the desire to make everything perfect in my life and the native English speaker put me in a stress as he/she is expert in the language.

Nodes\\Anxiety\cultural differences

	No	0.0027	2			
				1	M A	25/03/2017 18:08

Fawzia (6.5): Fear of being misunderstood or being unable to catch up with the conversations.

				2	M A	25/03/2017 23:23

Lubna (8): There could be communication breakdowns because of cultural differences but not of language.

Figure 4.10 An example of NVivo software output for anxiety variable

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Nodes\\L2 Learning Experience\critical thinking						
	No	0.0113	1			
				1	M A	25/02/2017 10:29

Here, they evaluate more your criticality.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Nodes\\L2 Learning Experience\demotivation						
	No	0.0743	1			
				1	M A	25/02/2017 10:25

the teachers, the way they react with the students. Sometimes, e.g. when correcting some students mistakes, some teachers take it very serious. Some mistakes in grammar for example and their response to your mistakes is sometimes shocking or unexpected this way of response.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Nodes\\L2 Learning Experience\discouragement						
	No	0.0781	1			
				1	M A	10/03/2017 14:59

Again, some of the teachers, the way they react with the students. Sometimes, e.g. when correcting some students mistakes, some teachers take it very serious. Some mistakes in grammar for example and their response to your mistakes is sometimes shocking or unexpected this way of response.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Nodes\\L2 Learning Experience\efficient teacher						
	No	0.0301	1			
				1	M A	23/03/2017 02:20

some of them were well prepared in teaching their students and I think it still need improvement in our country.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Nodes\\L2 Learning Experience\English teacher evaluation (positive)						
	No	0.0204	1			
				1	M A	25/02/2017 10:40

Yes of course, sometimes because of differences of the educational systems.

Figure 4.11 An example of NVivo software output for the L2 Learning Experience variable

Some comments will also be offered here on the assignment of codes to the raw data. A thematic analysis using NVivo employs the principle of inductive reasoning, in that clusters or chains of codes result in the formation of themes. The codes assigned via NVivo correspond with the variables that make up the various L2 selves of Dörnyei and Ushioda

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(2009). The process behind this is to focus on lexical or semantic gatherings that match with a variable. This is ascertained by the process of the initial downsizing of data. This portion of the analysis looks into the dataset as a whole; however, it sorts out the data which is irrelevant, and the data which is important to the study. This poses the researcher into some cause for reflection, because in this situation the researcher is responsible for making a normative judgement. In making a normative judgement, the results are constrained not simply by the epistemic and ontological status of the data output, but also the epistemic and ontological status of the normative judgement of the researcher. This cannot be overstated, for this ultimately affects the validity of the research findings, as maintained by the credibility allowed for by way of the researcher's distinctive normative judgement. There occurs something of a butterfly effect upon the findings, where a simple decision on data omission and retention has a profound knock-on effect at the latter stages of the research and the eventual final findings.

Results are summarized as shown in Tables (4.8.1 and 4.8.2), where Table 4.8.1 summarizes the results of 32 participants according to questionnaire comments and answers of open-ended questions, while Table 4.8.2 summarizes the results of 18 participants according to their comments during the interviews.

The analysis of the research results through the three phases of the questionnaire comments and the interviews showed that; research data focused on three main themes: *Ideal L2 Self*, *Ought-to-L2 Self*, and *L2 Learning Experience*. Given that each of such themes has sub-themes related to it. Other themes such as *cultural competence*, *anxiety*, and *desire to learn other languages* emerged as other themes.

Table 4.8.1 Distribution of participants according to their questionnaire comments and answers of open- ended questions

Ordinate Codes	Subordinate Codes	Emergent Codes		1st Section 1	1st Section 2	2nd	3rd
Ideal L2 Self	Cultural Interest			8	5	3	2
	Desire to learn the language			6	2	1	4
	Integrativeness			11	9	12	5
	Attitudes towards L2 Speakers	Positive				2	
		Negative				9	2
		Mixed			1		
Ought-to L2 Self	Instrumentality	Job		21	21	7	14
		Degree		14		7	4
		Marks		3	1		
		Children		1	2		
		Parent Approval		1	2		
		PhD offer					4
		Effort		10	8	3	3
		Prestige					
Overlap between Ideal L2 Self and Ought –to L2 Self English as a Lingua Franca				7	3	4	3
L2 Learning Experience	L2 Learning Environment	Dyadic Relations	Enjoyment			7	
			Efficient teacher	3	1	1	
			Activities			6	
			Competition	1		2	
			Encouragement	2	1	4	1
			Critical Thinking				
			Feedback	1			
		Ties that create mutuality that influence the acquisition of L2 English	Peers and professors	1	7	2	2
			Family Mutual Reinforcement	6	2	8	5
		Self-confidence		1	3	20	13
	Performance	Increase		2	2	8	1
		Decrease					
	The Curriculum	Short					
		Quality		1	2		
		Mother tongue Language		5		1	
	Resources	The Library			1		
		Online data bases					
		Research based study					
Non Emergent Code	Cultural Competence			3	2	8	
Other Codes	Demotivation	Classroom	Grades		1		
			Slang language	2	1		
			Use of Arabic			1	
			Assignments				
			Intensive programme				
		Lack of social communication			2	2	1
		No Demotivation					
		Household Responsibilities		1			1
	Anxiety	Mixing up Vocabularies		2	3	2	
		Cultural Difference – cultural Misunderstandings		1	1	1	
		Accent				1	4
	Desire to learn other languages			3	7	2	3

Table 4.8.2 Distribution of participants according to their comments during the interviews

Ordinate Codes	Subordinate Codes	Emergent Codes		Phase 1	Phase 2	Phase 3
Ideal L2 Self	Cultural Interest			5	5	7
	Desire to learn the language			7	4	2
	Integrativeness			7	7	8
	Attitudes towards L2 speakers	Positive		2	2	6
		Negative		3	6	4
		Mixed		1		1
Ought-to L2 Self	Instrumentality	Job		7	8	15
		Degree		0	3	5
		Marks		2	1	2
		Children		1	0	1
		Family A approval		3	3	2
		PhD offer		1	7	11
		Effort		10	11	8
		Prestige		2		1
Overlap between Ideal L2 Self and Ought –to L2 Self English as a Lingua Franca				10	2	3
L2 Learning Experience	L2 Learning Environment	Dyadic relations	Enjoyment	3	0	4
			Efficient teacher	2	2	0
			Activities	3	9	9
			Competition	3	0	1
			Encouragement	6	3	2
			Critical Thinking	1	3	3
			Feedback	1	7	2
		Ties that create mutuality that influence the acquisition of L2 English	Peers and professors	2	2	2
			Family mutual reinforcement	3	4	3
		Self-confidence		7	5	10
		Performance	Increase	3	9	5
			Decrease	1	0	0
		The Curriculum	Short	3	3	1
			Quality	2	2	0
		Mother tongue Language		4	3	5
		Resources	Library	1	3	1
			Online data bases	1	1	1
			Research based study	2	8	1
Non Emergent Code		Cultural competence		4	13	8
Other Codes	Demotivation	Classroom	Grades	1	3	1
			Slang language	0	2	2
			Use of Arabic	3	4	2
			Assignments	2	3	1
			Intensive programme	0	2	1
		Lack of social communication		3	1	3
		No demotivation		11	3	9
		Household responsibilities		1	2	2
	Anxiety	Mixing up vocabularies		0	2	1
		Cultural difference- cultural misunderstandings			2	1
		Accent			1	
	Desire to learn other languages			2	2	2

Now for *Ideal L2 Self*, the analysis showed that; four themes are sub-themes relating to this topic. These sub-themes are; *Cultural interest*, *Desire to learn the language*, *Integrativeness*, and A*ttitudes towards L2 speakers*. Furthermore, NVivo data analysis of the **questionnaire comments and open-ended questions** showed that *Cultural interest* had 18 occurrences distributed as follows; 13 occurrences in Phase 1, 3 occurrences in Phase 2, and 2

occurrences in Phase 3. With respect to the analysis of the **interview results** regarding *Cultural interest* it is revealed that it had 17 occurrences distributed as follows; 5 occurrences in Phase 1, 5 occurrences in Phase 2, and 7 occurrences in Phase 3.

In addition, the analysis of the **questionnaire comments and open-ended questions** showed that *Desire to learn to learn the language* had 13 occurrences where; 8 occurrences were in Phase 1, 1 occurrence in Phase 2, and 4 occurrences in Phase 3. Furthermore, *Desire to learn to learn the language* had 13 occurrences in the **interview results** distributed as follows; 7 occurrences in Phase 1, 4 occurrences in Phase 2, and 2 occurrences in Phase 3. Regarding *Integrativeness*, the analysis of the **questionnaire comments and open-ended questions** showed that it had 37 occurrences divided as; 20 occurrences in Phase 1, 12 occurrences in Phase 2, and 5 occurrences in Phase 3. Further, *Integrativeness* had 22 occurrences in the **interview results** divided as follows; 7 occurrences in Phase 1, 7 occurrences in Phase 2, and 8 occurrences in Phase 3.

Finally, the analysis of the **questionnaire comments and open-ended questions** showed that; *Attitudes towards L2 speakers* had 14 occurrences, 1 occurrence in phase 1, 11 occurrences in Phase 2, and 2 occurrences in Phase 3. While the **interview results** showed that; *Attitudes towards L2 speakers* had 24 occurrences, 6 occurrences in Phase 1, 8 occurrences in Phase 2, and 11 occurrences in Phase 3.

As for O*ught-to L2 Self*, the analysis showed that *Instrumentality* is the main sub-theme relating to it. In addition, *Instrumentality* had 9 other sub-themes which were *Job, Degree, Marks, Children, Parent approval, PhD offer, Effort, Prestige, and English as a Lingua Franca*. The findings of the **questionnaire comments and open-ended questions** showed that *Job* had 36 occurrences, *Degree* had 25 occurrences, *Marks* had 4 occurrences, *Children* had 3 occurrences, *Parent approval* had 3 occurrences, *PhD* had 4 occurrences, *Effort* had 24 occurrences, *Prestige* had no occurrences, and *English as a Lingua Franca* had 17 occurrences. While the findings of the **interviews** showed approximately similar results; where *Job* had 30 occurrences, *Degree* had 8 occurrences, *Marks* had 5 occurrences, *Children* had 2 occurrences, *Parent approval* had 8 occurrences, *PhD* had 19 occurrences, *Effort* had 29 occurrences, *Prestige* had 3 occurrences, and *English as a Lingua Franca* had 15 occurrences.

The analysis of *Instrumentality* indicating that students were motivated to study English for different reasons; *Job* was the first motivator to learn English, followed by *Effort*, *PhD offer*, *English as a Lingua Franca*, *Degree*, *Family approval*, *Marks*, *Children*, and *Prestige*.

Further, *Degree* and *Marks* were prominent motivators for the students to study English. *Degree* and *Marks* came in the second rank after *Job* as the motivators for learning English.

Furthermore, the *Children* and *Parent approval* were motivators for the students to study English Abroad. The student *Adwa* expressed that she learns English for the sake of her children and in order to make her children learn from her. Additionally, the student *Shahenaz* expressed that all her family members speak English and, therefore, her family encourage her and want her to be a good speaker of English as well.

The other four motivators to learn English were; *Ph.D., Effort, Prestige, and English as a Lingua Franca*, respectively. For example, the student *Mohammed* expressed that he learns English abroad in order to get the PhD degree. The student *Abdullah* expressed that he makes a lot of effort in order to learn the language since he learns everything in the UK; in addition, he mentioned that he makes a lot of effort in order to learn reading. Further, the same student *Abdullah* in a later phase expressed that language learning in the UK gives him prestige and a higher social status.

Finally, *English as a Lingua Franca* was the least prominent motivator for learning English in the UK indicating that; the objective of the majority of students who travel abroad to study is to achieve a benefit whether it is a job or to get a degree, furthermore, English as a Lingua Franca is a means not an end. One more thing is that the international status of English made it the language of business, movies, politics, and education. So, the students who want to enrol into any of such fields learn English. For example, the student *Osama* expressed that he is interested in English since it is the language of movies, politics, and the press.

Now regarding *L2 Learning Experience*, the analysis showed that the *L2 Learning Environment* is the main sub-theme relating to it. Further, *L2 Learning Environment* comprised a set of sub-themes which are; *the Dyadic relations*, *and the Ties that create mutuality that influence the acquisition of L2 English*, *Self-confidence, Performance, the Curriculum, Mother tongue language, and Resources.* The most prominent two themes that were shown to relate to the L2 learning experience were the *Dyadic relations*, *the Ties that create mutuality that influence the acquisition of L2 English.* In addition, it was shown that the highest ranked points mentioned by the students were *Self-confidence*, *Resources*, *Performance*, *Mother tongue language*, and *the Curriculum*.

Under the *L2 Learning Environment* category, the students mentioned that *Self-confidence* was the biggest motivator to learn English abroad, moreover, students expressed that

learning English abroad helps them build up confidence that allows them to speak with others without hesitation. For example, the student *Weam* expressed that learning English in the UK enhances her confidence. Further, the student *Haya* revealed that her interaction with people gives her a form of confidence.

Next, *Resources* came in the second rank as an L2 learning environment motivator. The students expressed that the L2 learning environment is different from the learning environment in their native country where the L2 setting comprises better resources in terms of quality and quantity. Additionally, students expressed that the resources are essential in the learning process and are not secondary to the learning process, which is what happens in their native country. For example, the student *Lubna* showed that the rich library, the methods of teaching, and the books are important resources in the new L2 setting. Furthermore, same student expressed that she found other important resources such as the research motives which include the ability to make choices about data collection, research methodology and analysis.

After that, the analysis of the *Performance* and *Mother tongue language* come after *Self-confidence* and *Resources* as motivators for the students to learn in the UK. The student *Haya* expressed that she performs well in order to expand her knowledge, the motivation for her to perform is to get a higher degree. On the other hand, the student *Reem* stated that English is the mother tongue language in the UK and this motivates the students to learn in a country that has English as the native language. The students' communication with the native speakers makes them learn English from in its original setting.

Finally, *Curriculum* was one of the factors that appear to motivate students to study English abroad, where students expressed that the curriculum they study in the L2 setting is better than what they study in their native country since the curriculum in the L2 learning environment in the UK is better in quality and is short and clear.

After describing the main findings about the qualitative data collected from questionnaires and the interviews for the three main themes: *Ideal L2 Self*, *Ought to- L2 Self*, and *L2 Learning Experience* and sub themes related to it.

The analysis of the **questionnaire comments and open-ended questions** showed that the findings for other themes (ordered descending according to the number of responses) are as follows:

Cultural competence had (25) occurrences; (4) occurrences in Phase 1, (13) occurrences in Phase 2, and (8) occurrences in Phase 3. Then, ***Family mutual reinforcement*** had (21) occurrences; (8) occurrences in Phase 1, (8) occurrences in phase 2. After that, ***Peers and professors*** had (12) occurrences; (8) occurrences in Phase 1, (2) occurrences in Phase 2, and (2) occurrences in Phase 3. Next, ***Encouragement*** had (8) occurrences; (3) occurrences in Phase 1, (4) occurrence in Phase 2, and (1) occurrence in Phase 3. Then, ***Enjoyment*** had (7) occurrences all of them occurred in phase 2. Following this, ***Activities*** had (6) occurrences all of them occurred in phase 3. Then, ***Efficient teacher*** had (5) occurrences; (3) occurrences in phase 1, (1) occurrence in phase 2, and (1) occurrence in phase 3. Then, ***Competition*** had (3) occurrences; (1) occurrence in Phase 1 and (2) occurrences in Phase 3. Next, ***Feedback*** had (1) occurrence in phase 1 and finally, ***Critical thinking*** had (0) occurrences.

On the other hand, the analysis of the **interviews** showed that the findings for other themes (ordered in descending according to the number of responses) are as follows;

Activities had (21) occurrences in the interview results; (3) occurrences in phase 1, (9) occurrences in phase 2, and (9) occurrences in phase 3. Then, ***Cultural competence*** had (13) occurrences in the interview results; (5) occurrences in phase 1, and (8) occurrences in phase 2. After that, ***Encouragement*** had (11) occurrences in the interview results; (6) occurrences in phase 1, (3) occurrences in phase 2, and (2) occurrences in phase 3. It can be noted that the results showed that *encouragement* is a common practice in the classroom and that the students are largely encouraged to learn the language and engage in the class activities. Next, ***Family mutual reinforcement*** had (10) occurrences in the interview results; (3) occurrences in phase 1, (4) occurrences in phase 2, and (3) occurrences in phase 3 which shows that peers and professors had a great role in learning English in the L2 environment. Then, ***Feedback*** had (10) occurrences in the interview results; (1) occurrence in Phase 1, (7) occurrences in Phase 2, and (2) occurrences in Phase 3. The results show that feedback is potentially a key component of the learning environment in the L2 setting. After that, ***Critical thinking*** had (7) occurrences in the interview results; (1) occurrence in phase 1, (3) occurrences in phase 2, and (3) occurrences in phase 3. It is remarkable that critical thinking is a component of the learning environment in the L2 setting. Next, ***Enjoyment*** had (7) occurrences; (3) occurrences in phase 1 and (4) occurrences in phase 2. Then, ***Peers and professors*** had (6) occurrences in the interview results; (2) occurrences in phase 1, (2) occurrences in phase 2, and (2) occurrences in phase 3. After that, ***Competition*** had (4) occurrences in the interview results; (3) occurrences in phase 1 and (1) occurrence in phase

3. It is noted that competition had lower occurrences than the other sub-themes and finally, *Efficient teacher* had (4) occurrences in the interview results; (2) occurrences in phase 1 and (2) occurrences in phase 2.

4.3   Observation Analysis Overview

This section discusses the findings of the observation checklist that was employed to examine the participants' behaviour within the language classroom and social lives. The observation checklist is used to serve as a supplementary tool to the findings of the questionnaire and the interviews mentioned above.

The observation checklist consisted of three sections. The first section of the observation tackled the <u>classroom context</u>. Under this section, three sub-sections are provided. (1) *Attention*: it examines whether the student is paying attention, is he/she looking at the teacher and following his or her movements, if the student is turning to watch another student who is contributing to the task, whether the student is following the text being read or making appropriate nonverbal responses. (2) *Participation*: it examines if the student is actively taking part in classroom interaction or working on an assigned activity, whether the student is volunteering answers, whether the student is asking questions or contributing to discussions. (3) *End-of-class assessment*: it examines the students' progress in the assignments.

The second section of the observation tackled the <u>social context</u>. This section consisted of one sub-section which is *integration*. It examined the student's integration with aspects of English culture.

The data collected through the observation were analysed through content analysis and thematic analysis. Content analysis attempts to offer a categorisation of observational data in order to provide classification, summarisation and tabulation. Then, a content analysis enables a thematic analysis to occur, with similar themes being grouped together and discussed. This is to show the salient themes within the participants' behaviour within the language classroom and participants' social lives to emerge over time, ensuring that their observable attitudes and motivations for language learning can be distinguished.

The scale of marking the observations consisted of three points: "Not displayed", "Apparently", and "strong" in each phase, an average of the observations was taken here, since there was more than one day of observation in each phase. For example, if in five

days, (2) days recorded a 'strong" observation and (3) days recorded "Not displayed", then the average was "Apparently". Further, if in (5) days, (4) days recorded a 'Strong" observation and (1) day recorded "Not displayed", then the average was "strong". The researcher used SPSS instead of NVivo because the researcher used the frequency count only and SPSS is more conducive to this objective. Moreover, the themes of the observation were previously determined in the observation checklist. Therefore, there was no need for NVivo software.

This part of analysis compares between the qualitative variables; attention, participation, End-of-class assessment, and Integration for 17 Saudi students, where 14 of them are females, and 3 are males using classroom and social life observation checklists. Whilst the time frame of phase 3 might seem incongruent with the other phases it has a clear rationale and justification. During this latter phase, students do not have classes on account of their fixed calendar. Indeed, students were mainly spending time in the library where the observations and interviews took place. The researcher observed their academic-related discussions and sometimes posed additional questions for clarification so as to ensure reliability and validity of the evaluation. However, given the fact that classes were more sporadic, the researcher could not contact participants with the same frequency as the other phases. So on these grounds it was impossible to apply a similar time frame to each of the distinctive phases.

Tables I.4.1.1 to I.4.1.4 (in Appendix I) include statistical measurements; mean, median, mode and standard deviation for the sample responses on the items of the four mentioned variables.

A detailed classification of response based on mean values can be expressed as follows;

Class of motivation	Mean Range
Not displayed	0.00 - 0.99
Apparently	1.00 - 2.00
Strong	2.01 - 3.00

In total, the hours of observation exceeded 26 hours in Phase 1 (over 14 days), 37 in Phase 2 (over 17 days) and 74 in Phase 3 (over 20 days) (see Appendix E for a more details breakdown of the hours spent observing at the 4 different universities).

The data collected through observation will be analysed quantitatively. Descriptive statistics will be applied for the analysis of the observational data. The observation findings from the

classroom are intended as supplementary data, as they may be used to support any other findings that the researcher has already uncovered using the questionnaire and interview method, offering a triangulation method as opposed to providing data in and of itself. Once the questionnaire, interview and observational analyses had been completed, the data will be compiled and cross-referenced, in order to provide answers to the research questions.

The small number of participants that took part in this study is of concern given that it means results are not representative of the wider population of Saudi students studying English in the UK and also would be difficult to be conducted on a bigger scale with regard to the limited time of the PhD study. However, this was due to circumstance, lack of resources, and factors outside of the researcher's control. It is hoped that the results will reveal insight into the motivation and self-identity changes for a small group of Saudi students in the UK and that this can open further investigation into the subject in future.

4.3.1 Observation Results

Now, Table I.4.1.1 shows that, in general the sample response about the items of the variable **Attention** is *not displayed* within Phase 1 with (mean, mode and SD) of (0.97, 0 and 0.89) respectively, where within Phase 2 and Phase 3 the statistics were (1.05, 2 and 0.90), (1.09, 2 and 0.90) respectively, indicating *an apparent* behaviour in general. In other words, the behaviour of the students towards the items of attention can be described as apparent. For example, the results of the item; *student is showing signs of enjoyment during the lessons* had (mean, mode and SD) of (0.93, 0 and 0.88) within Phase 1 *indicating that students do not show any signs of enjoyment, and this behaviour changed over time* in Phase 3 to reach (1.26, 2 and 0.79) which means that the student started to show some signs of enjoyment.

 On the other hand, students *apparently* maintain eye contact with the teacher with (1.67, 2 and 0.50) and the level of maintaining eye contact increased through Phase 2 and reached (1.82, 2 and 0.39) within Phase 3. The most remarkable result within all phases was about the item: *the students are engaging in private social chat between themselves unrelated to the activity* with a mean very close to zero and mode equal to zero, indicating that the student's attention could be higher during lessons than in social life.

Furthermore, regarding the second variable which is **Participation,** results in Table I.4.1.2 suggest that, in general the sample behaviours about the items of the variable **Participation** is *apparent* within all phases with (mean, mode and SD) of (1.02, 2 and 0.88), (1.21, 2 and 0.89), and (1.19, 2 and 0.84) respectively. In other words, the behaviour of the students

towards the items of participation can potentially be described as *apparent*. For example, the results of the item*; the student is in attendance* had (mean, mode and SD) *of (1.89, 2 and 0.38) indicating that the student showed a moderate level of attending lessons, given that this behaviour is stable over time, since the mean values of responses about this item were close within both Phase 2 and Phase 3.* It is remarkable that; the behaviour regarding some items improved when moving from Phase 1 to Phase 2 however it decreased when it continued to Phase 3, for example the item *the student is volunteering answers* had results in Phase 1 of (0.75, 0 and 0.87) indicating that the student percentage of participation in lessons is low and might be close to zero, however in Phase 2 they became more active by voluntary participation in lessons with (1.20, 2 and 0.97) while in Phase 3, the results are (1.09, 2 and 0.93) indicating a 'small' mean value difference of (0.11).

Next, the analysis of the third variable, that is **End-of-class assessment** in Table I.4.1.3 suggest that, in general the sample response about the items of the variable **End-of-class assessment** is *apparent* within all phases with (mean, mode and SD) of (1.27, 2 and 0.84), (1.37, 2 and 0.79), and (1.33, 2 and 0.76) respectively. In other words, as in the variables attention and participation the response of the students towards the items of **End-of-class assessment** can be described as *apparent*. For example, the results of the item*; The student is expressing positive body language at the close of the lesson* had (mean, mode and SD) of (0.71, 0 and 0.90) indicating that student showed a low level of expressing positive body language, given that this behaviour is stable over time, since the mean values of responses about this item were close within Phase 2 and Phase 3.

While the response about the item *Assignments completed* had (mean, mode and SD) of (1.76, 2 and 0.43) indicating that the student showed an *apparent* response, where the mean value of the response stayed approximately the same over time to reach (1.71) in Phase 3.

Finally, the results of the fourth variable which is **Integration** in Table I.4.1.4 suggest that, in general the sample behaviour about the items of the variable **Integration** is *not displayed* within all phases with (mean, mode and SD) of (0.74, 0 and 0.88), (0.89, 0 and 0.87), and (0.88, 0 and 0.87) respectively. In other words, unlike the other three, the response of the students towards the items of **Integration** can be described as very weak. For example, the results of the item*; The student has progressed their friendship circle beyond her/his native speaking colleagues* had (mean, mode and SD) of (0.18, 0 and 0.52) in Phase 1 indicating that the behaviour not displayed about progressing the friendship circle of the student, and it is clear that this behaviour is stable over time, since the mean values of responses about this item were close within both Phase 2 (0.64) and Phase 3 (0.59).

On the other hand, some items maintained an *apparent* behaviour from the students within the three phases like; *can the student be identified from their host nationals by clothing?* with (mean, mode and SD) of (1.53, 2 and 0.78) Phase 1, (1.53, 2 and 0.78) Phase 2, and (1.53, 2 and 0.79) Phase 3. Moreover, the item *Are the host nationals welcoming to the foreign language student* with (mean, mode and SD) of (1.12, 2 and 0.91) Phase 1, (1.12, 2 and 0.91) Phase 2, and (1.12, 2 and 0.91) Phase 3. As a conclusion from the results it seems that sample students are not integrating well with aspects of English culture. For more details about the percentages of the behaviours for each item within the three phases Tables I.4.2.1 – I.4.2.4 in (Appendix I) summarize the percentages within each variable.

The preceding section presents the findings of the observation tool used in the current study. The results of the observation revealed that students experienced changes in their classroom behaviours and social behaviours after being immersed in the L2 context. The observed behaviours have some implications to do with the learning environment, the resources, the curriculum, the teachers, and the nature of interaction in the L2 classes. The findings of the observations complement the findings obtained from the two other data gathering tools; interviews and questionnaire.

4.4 Justification of the findings in each research tool

The justification of the findings in the questionnaire, interviews, and observation is presented in this section.

4.4.1 Questionnaire

The findings derived from the questionnaire tool are justified by the actual data sets which are based primarily on closed questions. These data sets have been analysed quantitatively for patterns and trends using descriptive statistics. The findings have been expected, considering that the literature review has offered vast information about the variables concerned, which attempt to represent how L2 Saudi students are motivated towards EFL in the UK setting. Hence, the findings merely provided actual evidence of what the literature denotes (Anjomshoa and Sadighi, 2015; Atlugan, 2015; Watkins et al., 2002). In addition, the findings are anchored in the complete list of the variables drawn from the questionnaire data, which have included details of how these variables have been operationalised (Dörnyei

and Taguchi, 2010). The generation of these findings are therefore through a careful and systematic procedure.

The standardised form of the data collected also provides justification for the findings, whereby a so-called snapshot of how things have been at a particular time has been presented. It is clear that with the presented results, there has been no attempt on the part of the study to manipulate variables. This is expected because of the essence of validity and reliability of findings that this research aims to foster (Mitchell and Jolley, 2013).

Further, the descriptive statistics employed have been suitable to the conducted survey, and have likewise been helpful in exploring L2 learning motivation, as well as the sociocultural context surrounding it and identity changes in seeking explanation. Moreover, with these employed statistics, the L2 learning motivation of Saudi students studying EFL in the UK has been examined by describing relevant factors. These factors include demographics, attitudes, etc., which have also been noted by Rea and Parker (1993) to be part of the results. This is how the findings from the survey questionnaire can be given justifications.

4.4.2 Interviews

The findings from the interviews are justified by their connection to the research questions. These research questions transparently deal with the Saudi students' original motivations and attitudes towards wanting to study English in the UK, the influence of their motivations on their attitudes towards the target culture, the process of change that they resultantly encountered; and the extent of their immersion with the British culture and how it influenced their performance in the EFL classroom. Thus, these findings from the interviews, having been linked to the research questions, have helped the study to directly answer these questions. However, there are some questions which attempt to solicit responses on the participant's family background (e.g. whether their family in Saudi Arabia spoke English; whether their family members ever worked or lived in an English-speaking country ever since they began their EFL studies, etc.).

The findings that happened in the interviews have been somewhat expected. The responses are not surprising and the researcher has had a prior idea of how the participants would respond to the questions. There is however a participant who came to the UK as a PhD student wherein English is the medium of instruction, rather than as a formal EFL learner.

The information she provided offers a varied viewpoint towards L2 motivation and cross-cultural dimensions.

The interview findings are also justified by its following a plan related to the objectives that the research intends to achieve. The questions, which formed the basis of the interview data, were written down in modified questionnaire form. An interview guide was also prepared to help the researcher detail the questions during the actual interview. The researcher has taken note of the important connection with the research questions when developing the interview protocol/ schedule (Anderson and Arsenault, 1998).

Furthermore, the findings obtained from the interviews are justified by their generated inferences about the participants' perceived importance of the English language (which forms part of their L2 learning motivation towards the language), by their actual experiences of their L2 classes and teachers in the UK (which forms part of their degree of interest towards EFL acquisition), by their expectations of L2 classes in the UK and their actual experiences in these classes (which form part of the sociocultural dimension of L2 language learning), by probing into the reasons for their decision to study English as an L2 in the UK (which deals with the things that have motivated them extrinsically or intrinsically to learn the language in the UK setting).

This is how the findings derived from the interviews can be justified.

4.4.3 Observations

Findings from the observations are justified by their being able to provide a rich source of qualitative data. These data have supported the findings from the interviews and the survey questionnaire. The observations are carried out using the Classroom and Social Life Observation Checklist, which has guided the study to collect data effectively based on the dimensions specified, e.g. attention, participation, end-of-class assessment, and integration.

Further, the observations have included detailed description of these dimensions and have therefore allowed the study to look at a careful and systematic focus on the circumstances being examined. The findings that happened through the observations are justified by the observation activities conducted (L2 classroom discussion between the teacher and the students), the types of people being observed (L2 students and their teacher), and the locations in which the observation was conducted (L2 classroom and out-of-the classroom locations in the UK). The data obtained from the observation exercise have contributed to

answering the research questions because they deal directly with observed areas reflecting L2 learning motivation, as well as with L2 learners' observed attitudes towards the target culture, observed changes on their English language acquisition, and observed influences of the British culture vis-à-vis their performance in the EFL classroom. This is how the findings drawn from the observations can be given justifications.

Having presented the justification of the findings that took place in each research tool, the discussion is presented in the foregoing chapter.

CHAPTER V: DISCUSSION

5.1 Introduction

This chapter discuss the main findings reported in chapter IV of this study, and it follows the accumulating strategy; starting with the discussion of results from the context of research tools, which included discussing the results of the data collected in each phase through questionnaires, interviews, and observation in four different British universities, then from the context of research questions, and ends with the discussion of results from the contexts of the emergent themes. It can be said that the approach adopted within this chapter is systematic and accumulates all the steps of data gathering and analysis.

5.2 Discussion According to Research Tools

5.2.1 Interpretation of Qualitative Data

This section will comprise a qualitative thematic analysis of the data collected via the parallel instruments of data collection. The interpretation itself was accomplished by way of the software NVivo, where codes where assigned to the dataset in accordance with the superordinate themes established by Dörnyei and Ushioda (2009). The subordinate themes outlined by the authors were also examined by way of a more probing analysis into the dataset.

However, participant responses were challenged, in many cases, by a restriction to simply one theme, or by a considerable overlap between two or more of the superordinate and subordinate themes detailed by the authors. This had been factored in where it would have a problematic endeavour to simply constrain the dataset by way of predetermined categories, even in a situation where the data resisted any such constraint.

In addition to this latter point, it is necessary to go beyond the boundaries between the respective themes articulated by Dörnyei and Ushioda (2009) on alternative grounds. For, the binding of a particular L2 orientation to a distinctive category might be challenged, despite any pre assumption that a particular orientation belongs where it initially seems. For instance, where an individual cites indicating in a clear manner that they feel no sense of binding 'ought-to' that demands agreement to the relative merits of English as a *lingua franca*—any such element cannot be considered in a manner that is wholly apart from the

social context in which it is situated. Indeed, any conception of so-called 'integrativeness' could easily confuse the divide between the Ideal L2 Self and the Ought-to L2 Self. Thus, it would be a contentious matter to *simply link* to the rigid themes of Dörnyei and Ushioda (2009) as they are constructed in their theories, without a more probing analysis into the latent themes that emerge in a subordinate category.

Accordingly, the strategy adopted by the analysis that follows is to firstly to consider the data in terms of the framework of Dörnyei and Ushioda (2009), constrained by way of the hard categories that they belong to. As part of this process, the themes will be analysed with respect to their superordinate and subordinate divisions as outlined by the authors. This will then be followed by a consideration of the manner by which particular participant responses overlap and occupy more than one of the named categories.

Following this, attention will be given to themes that cannot simply be constrained by the framework of Dörnyei and Ushioda (2009) see figure 5.2. This approach factors in the problem of simply confirming that which Dörnyei and Ushioda (2009) already describe and empirically support, rather than allowing for additional possible themes that expand upon the authors. This process will be repeated for the questionnaires, interviews and observations respectively, and then the themes will be discussed in terms of the central research questions, before drawing the chapter to a close. This will then open the way for any recommendations that may be offered in the next chapter.
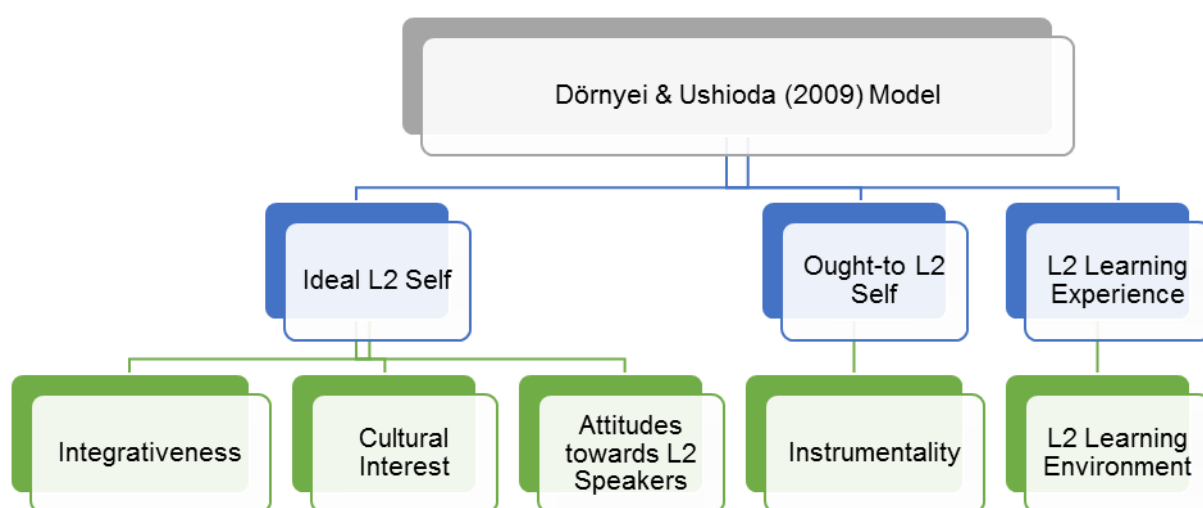
Figure 5.1 Schematic Representation of the Superordinate and Subordinate themes emerged across the different L2s and the 3 Phases

5.2.1.1   Interpretation of Questionnaires Comments and Open- Ended Answers

5.2.1.1.1   Superordinate and Subordinate Themes

5.2.1.1.1.1   Ideal L2 Self

5.2.1.1.1.1.1   Integrativeness

The section will consider the concept of integrativeness, as a subtheme of the Ideal L2 Self. The concept of integrativeness arises from the word integration, or the phenomenon of transitioning from a state of apartness, to a state of homogeneity within some set of values, behaviours or norms. In the case of L2 language acquisition, integrativeness refers to integration within the norms of the target culture of the language that the L2 language acquirers seek. Dörnyei and Ushioda (2009) regard integrativeness in this very explicit way; that is, the disposition to integration within the target culture. In this sense, the target culture can be understood as a form of cultural capital in its being desirable on both objective, socially-constructed and pragmatic levels.

In order to ascertain the extent to which this is prevalent in the findings, it is necessary to consider some of the direct responses:

> Lubna (8): '[My] interest in the language and culture [was] derived from [the] Aramco Channel and speaking and spelling attempts [*sic.*] with the Philippines maid at home'.
>
> Asma (7.5) stating that 'I wanted to be fluent in English'
>
> Mohammed (6.5) stating that 'I loved English and I wanted to learn it and work using it [*sic.*]'.
>
> Ahmad (6.5): 'It was my own choice'
>
> Reem (6.5): 'Because I like to study English'
>
> Lubna (8): 'It was mainly a personal passion. So, I wanted to and not had to [*sic.*]'
>
> Omar (6.5): 'I believe in the intrinsic motivation more than the extrinsic motivation [*sic.*]'.

What is key about each of these remarks is that there is a sense of value accorded to English, together with the cultural, normative and agential aspects of studying English that are both premised on the actual language itself as well as the orientation of the language as cultural. Even where, there had been occurred overt claims on and expressions of the desirability of English, it is also safe to make the remark that there is some degree of heteronomy at play, by way of the cultural capital of the English language.

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Ahmad's reply indicates a self-desire to acquire L2 English that seems to be independent from the heteronomous context. It is a curious matter, however, his decision was to study English *specifically*, as distinct from (say) Spanish or French. Whilst it is indeed tempting to constrain Ahmad to the theme of integrativeness, it is a problematic matter to do this in any straightforward way, for it presupposes that he is somehow apart from the cultural climate that surrounds him. However, what can be concluded from this is that the Ideal L2 Self as articulated by Dörnyei and Ushioda (2009) is not as simplistic and straightforward as it may apparently seem. It is a more philosophical level that picks apart the fundamental autonomous element, the Ideal L2 Self might be regarded as a 'soft' Ought-to L2 Self, where it is a difficult matter to escape the status of English as an international *lingua franca.*

Similarly, Reem expresses a seemingly unhidden fondness for studying English; though this might seem clearly indicative of personal desire, it remains to be explained as to why this specific choice of language was chosen. Lubna, then, remarks on the fact that her decision was indicative of '*mainly* a personal passion', where she '*wanted to* and not *had to*]'. Where the study of L2 English is 'mainly' representative of a personal passion, there may also be alternative reasons for this pursuit. There is also a difference made been the autonomous decision ('I wanted to') and the heteronomously influenced decision ('had to'). Then, where Omar remarks on the distinction between intrinsic motivation (autonomous self-direction) and extrinsic motivation (subordination to heteronomous variables), the desire to study English *seems* to be indicative of a drive to the Ideal L2 Self due to the presumption of the present status of English being established axiomatically, however the reasons for directing the self towards this axiom is stated as being autonomous. Thus, there is a position that is established between the acceptance of the status of English as a *lingua franca*, and a soft Ought-to L2 Self as being an Ideal L2 Self that causes an autonomous decision.

5.2.1.1.1.1.2 Cultural Interest

A similar scenario to the case of the Ideal L2 Self marks the variable of cultural interest, given the history by way of which the English language has asserted its global dominance. Today, in the realm of 'Englishes' —notably British and American English—are dominant, any interest in the culture surrounding the English language falls under the Ideal L2 Self framework, but with some overlap into the Ought-to L2 Self.

For instance, a remark by Fatmah (6.5) outlines that motivational factors include 'since childhood, the curiosity and desire to explore the Western world'. Shahad (6.5) declared that 'learning English open you to a new cultures and customs [*sic.*] and it is important and I

guess it helps you be more open minded to accept or understand others'. This latter comment is indicative of, once again, an acceptance of 'the Western world', whilst then expressing curiosity and fascination with the foreign. It is rather easier to consider this position as being autonomous and thus indicative of the Ideal L2 Self, for it is marked by a curious spirit to both explore what is unfamiliar, and indeed to go beyond the barriers between cultures to connect with other human beings.

As part of this overall trend, the immersion in Western culture was also cited as a primary means of obtaining first-hand conversational experience of the language by way of cultural immersion. In such remarks, there is the pointed perception of English-language culture as being something interesting and situated in the midst of all cultures, rather than the status that impresses the world so that they conform to its dominance. And so, this marks the Ideal L2 Self, where English is simply one amongst other ideals and not *necessarily* distinct in its status, as being English. Fatmah (6.5) declared that 'my interest was since childhood; the desire to explore the Western culture and the ability to communicate with its community in English'. Thus, there is a marked desire to connect with other human beings, where the language is simply an incidental communication medium that permits this. Alanoud (6.5) remarked on the actual immersive project of studying English abroad in a culture where L1 English is the dominant language, citing that 'learning English from native speakers is better than studying in my country, learning the language and the culture at the same time'. Yazeed (6.5) also commented on this cultural immersion, stating that 'they speak the language that I want to learn, and language is associated with culture'. Thus, language and culture are intrinsically bound up with one another, where they enter into a close relationship with what is an indicative element of integrativeness, and vice versa.

5.2.1.1.1.1.3   Attitudes Towards L2 Speakers

A third facet of the Ideal L2 Self is the attitudes of particular L2 English speakers towards their colleagues, where, as is understandably the case, there occurs a mutuality that either augments or detracts from the L2 Self and its L2 language acquisition. One such factor that is contained within this dynamic is the sense of effecting influence that was described earlier in brief, where the L2 English language learner considers their pursuit of L2 English as being valuable on account of the opinion or perspective of others.

This is revealed in, for instance, a remark by Hanadi (6.5), who declared that 'the most influential thing was my mum. She forced me to study English and now I'm grateful to her'.

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Of course, this 'forced me' will warrant deeper investigation in due course, but for now it is necessary to note the mutuality that occurs that influences individual orientation. In turn, positive affirmation and mutual reinforcement is a key driver in the flourishing of the ideal L2 Self. Whilst some overlap between this theme and that of the learning experience will be detailed later, it is safe to posit that where there is a collective spirit of learning, the individual is inspired to move towards their Ideal L2 Self. In addition, one further augmenting factor in this matter is the perception of other L2 English speakers as being supportive and encouraging of the relative progress or lack thereof of the individual in their L2 language acquisition. For instance, when questioned about the presence of embarrassment in the L2 learning environment at having made a mistake, Shahad (6.5) remarked that 'at first I did [feel embarrassed] but because they not care about my language mistakes which made it more comfortable [*sic.*]'. Thus, in sum, greater degrees of mutuality in the L2 learning and practice environment is positively related with individual L2 language acquisition.

5.2.1.1.1.2 Ought-to L2 Self

5.2.1.1.1.2.1 Instrumentality

The concept of the Ought-to L2 Self as discussed earlier is a contentious matter to wholly and absolutely separate the Ought-to L2 Self from the Ideal L2 Self. However, it is safe to observe that much of the drive towards a supposedly Ideal L2 Self is also regulated by heteronomous variables, and the sense that English is a valuable form of cultural capital that should be aspired to. This aspiration is connected to a sense of obligation, and the acceptance of the status of English. Such senses of 'ought-to' can be summed up as follows:

1. English is considered to be valuable on account of its status as an international lingua *franca*.

2. English is seen as a gateway to a career in a way that is not obtained by the individual on account of their L1 language.

3. Career choices that are presently engaged which require English proficiency.

4. There exists the uncritical assumption that English is valuable without any justification or declared understanding of the nature of this value. Thus, English is something of distant importance, where the individual is subject to a sense of lack until they have acquired the language.

This can be seen in the participant responses. Shahad (6.5), while having commented (and which was examined earlier) that the desire to learn English was simply indicative of a desire to learn about other cultures, and where the specific choice of English as being a gateway to 'Western cultures' was simply incidental, she also added an additional important qualification. She stated that 'since Westerns [*sic.*] are dominating the world through inventions, media, education, fashion, etc., I wanted to learn more about it, to get involve [*sic.*] and made communicating easier for me [*sic.*]'.

The key word here is 'dominance', for it then implies the existence of its converse, submission and submission can be classified into the feeling of 'ought-to'. In this particular case, 'ought-to' is regulated by the historical establishing of the English language as a global language, and its gradual evolution to the present day as a *lingua franca*. What is important in this particular manifestation of the creation of 'ought-to' is that the adaptation of the English language to a place of standardized medium of communication in the popular, business and political worlds is a consequence of history that results in present-day conceptions of L2 English learners feeling 'as though they must'. This can be seen in the following responses:

> Ahmad (6.5): 'Because all the important media and books are published in English'.
>
> Shahenaz (6.5): 'To be able to study abroad any rare major which [*sic.*] is not available in Arabic countries'.
>
> Shahad (6.5): 'It's my major and I believe it would have a negative impact on people who ignore learning English because it is a world language'.
>
> Fatmah (6.5): 'The person who I am would not be [*sic.*] if I did not learn English'.
>
> Omar (6.5): 'Easier to find a job; prestige'.
>
> Huda (6.5): 'The strong reason behind learning English was [*sic.*]: (1) To get a better chance to find a job, and (2) To understand technology more and more'.
>
> Manal (7.5): 'I wanted to be able to understand and participate in conversation around English media'.
>
> Ohood (6.5): 'Because English is a Universal language, everything is written in English'.

As can be seen, the trend here is pretty self-evident. There is a general acceptance of the English language that is premised on both the objective status of English as a *lingua franca*, and indeed the perception of the importance of this that at once constructs this status. Thus, what can be seen is the continuation of a firmly established language influence from the past

that creates a near-universal (that is, in the non-L1 English world) sense of 'ought-to' that compelled to conform to something there in the distance. Thus, the drive to learn English is less about autonomous excitement and intellectual curiosity—despite there being clear remarks that lead to this—but rather a form of mere acceptance, in a sense, classified under the term 'ought-to'.

This was also complemented by obligations in undertaking L2 English on account of some other variables that contain within their very nature the requirement of English fluency. This can be separated into the following three categories:

1. The participants worked in a profession that requires L2 English competence

2. The participants want to work in a profession that requires L2 English competence.

3. It was required in their school curriculum

4. The uncritical assumption that it belongs in the curriculum because it is either in the curriculum already or that it should be there as an absolute and undeniable presence.

Several responses can be explored in this regard. Haya (6.5) remarked that 'it was compulsory course [*sic.*]'. Fatmah (6.5) stated that 'happily that [*sic.*] the English language course was a part of the school's standard curriculum'. There are several similar statements that can be clustered together, such as:

Osama (6.5): 'I had to pass English during my study'

Ahmad (6.5): 'It is very important to have English in the curriculum

Mohammed (6.5) [on his reasons for studying L2 English: 'because I am an English teacher'.

Amal (6.5): 'I am a teaching assistant that that is required [*sic.*]'.

Haya (6.5): 'I work in the English Language Department; thus, English is very essential'.

Shahad (6.5): 'If your major is English, medicine, computers or science in general, the community expect [*sic.*] you to be good in English [*sic.*] or otherwise how are you going for example to read all you [*sic.*] major books'.

Mohammed (6.5): 'English for me is the only choice and I love it'.

Huda (6.5): 'As a TA in ***** University, it is very important'

Weam (6.5): 'It is required nowadays'

Yazeed (6.5): 'It is required almost everywhere'.

This further demonstrates the phenomenon of the Ought-to L2 Self, which is the straight, spontaneous and immediate sense of obligation in learning L2 English.

5.2.1.1.1.3 L2 Learning Experience

5.2.1.1.1.3.1 L2 Learning Environment

Much from the previously cited remarks by participants can be repeated here as the environment permits the emergence of an L2 Self. Some responses, as detailed below, speak of individual enthusiasm at the prospect of an environment that is conducive to their learning:

> Fatmah (6.5): 'Happily [*sic.*] that the English language course was part of the school's standard curriculum.
>
> Omar (6.5): 'I believe if you want to learn a language better to learn it [*sic.*] from native speakers'.
>
> Shahad (6.5): 'I always had this idea that you should go and study abroad. I believe it is important to live in a culture that you have been studying about for a while, have different tutors with different backgrounds than the ones you had previously'.

These claims are largely of the positive variety, citing the relatively uncontroversial point that by way of immersion in an environment where L1 English is the norm, this then increases in a favourable way the learning process of the L2 learners. This is evidenced in Omar's claim, where he makes the additional controversial distinction between native and non-native English speakers. This statement has two important aspects, with one being the aforementioned acceptance of the standardized criterion that a particular form of English is preferable in its 'native' status—normally British or American English. The other aspect of this criterion is the objective claim that such an immersion does thrust the L2 learner into an intensive environment where they are forced to participate by way of immersion. This then allows for the rapid and spontaneous acquisition of the L2 language.

Fatmah's response above talks about domestic L2 English culture, remarking on the manner by which her immediate social and educational environment is conducive to her language learning. Where her peers are all actively engaged in this process, so too, can she look to them for mutuality and support, whether she be remarking on the objective presence of the language on the curriculum, or indeed its presence as a collective pursuit. And so, on both

accounts—regardless of the complex claims that lie beneath the idea of a 'native' conception of the language, the environment is a key variable that regulates the L2 Self. This then allows for the self-evident credibility of the respective positions of Dörnyei and Ushioda (2009).

5.2.2 Analysis of Interviews

5.2.2.1 Superordinate and Subordinate Themes

The following analysis will thematically analyse the interviews that were conducted in the staged phases. Where reference is made to particular respondents, the distinctive phase in which they replied will also be noted. That is, it can be noted whether the participants' responses have undergone development in any way or not, and will also assist in the cause of the credibility of the research by way of the paired processes of member checking and indeed the attendant variable which is time. Where time is a variable passing between phases, it is important to note the nature of the responses to the same questions over different periods of time and to find a total sum of that which is stated across the phases in question. Importantly, Phases 2 and 3 contained alternative questions that modified the original questions in slight and sometimes marked ways, all with the aim of enriching the eventual data that emerges. With respect to this particular gathering of data in one analysis, data reduction has been rigorous, where data that is inessential to the research aims has been omitted.

5.2.2.1.1 Ideal L2 Self

5.2.2.1.1.1 Integrativeness

What is remarkable about the interviews, and in comparison to the outcomes of the questionnaires and observation, is the fact that there is a variation in the presence of the Ideal L2 Self. Responses overwhelmingly indicate the presence of the Ought-to L2 Self. Any responses that indicate the presence of the Ideal L2 Self bear similar implications to those from the questionnaires, raising some critical reflection on the distinction between a sense of obligation and a sense of the own choice. For instance, Khlood (6.5; Phase 1) remarked on her experience with English during university life, stating that 'in university it was different I worked to improve myself in English and I used to gather more knowledge and this made me more interested. So though it wasn't compulsory, I worked hard to improve myself voluntarily'. Deemah (6.5; Phase 1) stated that 'before being at school, I was motivated to start learning English with myself [sic.]'.

There are statements, also, that confirm the sense of personal accomplishment at acquiring L2 English, with the language itself being incidental amidst the totality of L2 languages. However, there is always a certain indicator of 'ought-to' mixed with the 'is'. For instance, as was remarked by Abdullah (7; Phase 1), 'it was prestigious to learn another language; this was one of the motivations at that time but later on …I am convinced that it is important. It is the language of knowledge in general'. As can be seen here, the modifier at the end of the response brings into the original statement that English is the language of knowledge in general. English being amidst other languages would emerge a rather different conception of the foreign culture. Instead, integrativeness remains inescapable indexed to the Ought-to L2 Self.

5.2.2.1.1.2   Cultural Interest

As with the questionnaires, there is some mention of cultural interest in the interviews, caused to become as they are on the aforementioned problem of cultural imperialism and its consequences, the uncritical assertion that the reasons for pursuing L2 English are wholly autonomous and driven by a fascination with Western culture. Whilst expression of cultural interest will be laid out here, they should be regarded with doubting attitude.

For instance, consider the following declaration by Amani (7; Phase 2), who remarked on her experience of cultural immersion as 'a wonderful experience…It taught me a lot about communicating the English culture [*sic.*], being face to face to people [*sic.*] from English backgrounds'. Khlood (6.5; Phase 2) stated that 'I learned about their usage of some specific words which expresses different things [*sic.*] so I wouldn't be able to know these things unless I was involved in the culture and use the language on a daily basis'. Of course, whilst cultural immersion seems to be, here, simply a vehicle for the acquisition of language, Khlood seems enthusiastic about the idea of the foreign, such that she is willing to utilize it as such a vehicle to acquire L2 English. In this way, cultural interest cannot solely be relegated to the status of means to an end, but rather a constituent aspect of the overall whole that is the L2 English experience.

A more complex expression of cultural interest as being Ideal L2 Self appears in the remark of Mohammed (6.5; Phase 3). Mohammed spoke of the manner by which the phenomenon of globalisation has influenced the way that human beings from different cultures interact with one another. Any Saudi wishing to travel to (say) the UK requires a visa, where this is accompanied by the attendant requirement that it be accepted that the stay will not be

forever, and that the student will have to eventually return home. In the present age, the relative ease with which long distance air travel is permitted and the steady reduction in air fares resulted in a more interconnected world within which the separated borders between cultures has disappeared. However, the attendant cultural integration is something of a hesitant phenomenon, limited by such variables as the course of study or the visa status. In Mohammed's own words:

> 'From the moment I came here in my mind I will come back [*sic.*], so this is to prevent you from enjoying some other parts of the culture knowing that you will have…this is like just a stage…'

And so, whilst Mohammed has a cultural interest, the distance between the foreign culture and his own creates an appearance of a divide that cannot be fully overstepped in order to provide a total experience of the holistic nature of an L1 English speaking culture. What then surfaces from this is a sense of futility, or a kind of vanishing point in the distance that renders the individual perpetually striving for their L2 self but never quite attaining this in actuality.

Another example is Adwa (7; Phase 3) who has a cultural interest and this motivated her to learn English abroad. She likes to meet people from English backgrounds. Additionally, the student Ahmed (6.5; Phase 3) has an integrative motivation since his interest in English is the basic motivation for learning the language. This can be shown in the below examples:

> 'It was a wonderful experience. It taught me a lot about communicating the English culture, being face to face to people from English backgrounds.' (Adwa)

> 'Though I was interested in English.' (Ahmad)

On the other hand, the students expressed that they desire to learn the language in order to benefit their children, communicate with the native speakers, and to acquire the accent. The student Amal (6.5; Phase 3), for example, mentioned that her motivation to study abroad was her desire to learn the language. This can be shown below:

> 'Well, yes it is very good experience in general, informative, taught English in a native speaking country, e.g., to communicate in this native country, give you the chance to get the accent, my children learn English appropriately and they acquire the language and its accent. Maybe learning the language from the native speaking country let them imitate the language of course.' (Amal)

5.2.2.1.1.3   Attitudes Towards L2 Speakers

One of the motivations to study English abroad is the students' attitude towards L2 speakers. The students' attitudes play a fundamental role in motivating the students to learn the language. The students who have positive attitudes towards the native speakers are likely to learn the language easily. Moreover, the students who have positive attitudes towards the L2 speakers accept the speakers of the language and try to get knowledge of that culture. On the other hand, the students become demotivated to learn the language if they had negative attitudes towards the L2 speakers. The student Aziza (6.5; Phase 3) expressed that she has positive attitudes towards the British speakers and the desire to learn the language. This can be shown in the below example:

> 'My motivation now is to make friends with British friends so that I can improve my language and speak fluently. I have only one friend. She is British and doing translation. I don't meet her a lot but I see her from time to time.' (Aziza)

In addition, as with earlier reflections, the Ideal L2 Self as appeared in an attitudinal mutuality confuses the divide between itself and the Ought-to L2 Self. For, where the L2 English student is influenced by the social setting in which he/she is situated—either positively or negatively—this has a compelling impact on the particular L2 Self in their particular situational L2 orientation. The totality of this includes likes, dislikes, a sense of accomplishment, encouragement, discouragement, inspiration and competition.

5.2.2.1.2   Ought-to L2 Self

5.2.2.1.2.1   Instrumentality

The interviews revealed an overwhelming presence of the Ought-to L2 Self, which strikes an interesting qualification that modifies the questionnaire responses in interesting ways. First and foremost, whilst the idea of an Ideal L2 Self has been challenged by the present study, the Ought-to L2 Self has a great appearance in this particular path of data collection. Part of this might be attributed to the direct experience of interviewing. As a whole, the predominant opinion prevailing among the respondents in the interviews is the sense of instrumentality, or a perceives sense of obligation towards studying English—for reasons of *lingua franca*, career, or the general assumption of the value of English specifically.

For instance, the following responses can be considered:

Asma (7.5; Phase 3): 'I am not employed yet so it is a kind to push me [*sic.*] to come here and study.

Manal (7.5; Phase 3): 'I am a lecturer and my job demands me [*sic.*] to go to UK for my studies'.

Adwa (7; Phase 2): 'I am pursuing my education in order to go back to my old job and perform much better'.

Amani (7; Phase 2): 'When it comes to reference, to be English, English is the international language or the main language…so this really I think encourage me to continue my study in the UK [*sic.*]'.

Adwa (7; Phase 3): 'My job depends on it'.

Thus, as can be seen, the rather predictable 'ought-to' that is career was prevalent, where the responses were unassumingly confirming of their belief in the value of English. A closer look at this phenomenon of 'ought-to' raises some interesting choices of words and phrases by the participants, as follows:

'My job *demands* me' [Manal (7.5; Phase 3)]

'It is a kind [*sic.*] to *push* me' [Asma (7.5; Phase 2)]

'The environment *requires*' [Ahmad (6.5; Phase 2)]

'We *have to'* [Haya (6.5; Phase 2)]

'Work is the main factor that *pushed me'* [Huda (6.5; Phase 2]

'It is very important *for them'* [Manal (7.5; Phase 1]

'She *encouraged me'* [Aziza (6.5; Phase 1)]

Their statements warrant some attention, for they are expressive of heteronomous influence in both overt and covert ways. Where the language of *demand* is expressed, the individual experiences a sort of making forceful efforts on their capacities to act in the learning environment, revealed as a cognitive pull in their directions of some of the heteronomous force. Manal has internalised not only the expectations of her job, but also the fact that she is bound to a job that requires knowledge of L2 English (as distinct from simply working in a

job that does not contain a linguistic setting) and therefore the principle of free a deliberate choice is absent even if the participants claim the opposite.

Then, Asma speaks in terms of the language of a *push*. While it might be an informal expression that an individual felt 'pushed' as being motivation, the idea of being *pushed* is indicative of heteronomous pressure, or a sense that the environment is pressing towards the individual's own decision while they offer some resistance in the form of autonomy. This latter resistance is indicative of the desire to offer personal reasons for pursuing any given concern. This is also echoed by Huda.

On the issue of heteronomous influence, Ahmad and Manal remark on the phenomena of 'requirement' and that which is important 'for them', respectively. This raises all manner of interesting reflections in the phenomenon of the social aspect. Therefore, it is safe to say that requirements do not exist in the realms of language or culture, but they are acquired through a complex set of social interactions by way of which the individual is forced to believe in their environment. Thus, a sense of the requirement causes the formation of autonomous conceptions of exploring the world, and indeed autonomous conceptions of commitment and self-actualisation. For, where the individual moves into a situation that requires accepting changing their understanding of the language to become adaptable, it is required of them that they be submissive before societal expectation.

Another seemingly some claim that must be under the scope is the remark by Aziza that a family member 'encouraged' her. While this might strike the researcher as a rather straightforward indication of a spirit of motivation, the principle of encouragement cannot, arguably, occur in a wholly objective aspect because it is not indexed to any assertions of value. What this means is that even where an individual (such as, in this case, a family member) claims to be 'encouraging', what they are essentially doing is setting a series of relations of influence which *they* deem to be valuable. An individual (such as a family member) cannot, arguably, step outside their own main interests in any given choice; for instance, a family member encouraging a child to do something that is vital to their career development or well-being seems senseless. Regardless of how so-called encouragement might be understood—even though it might be construed in a positive way such that it inspires the individual to pursue some end—it is still a relationship of influence that makes the receiving submission with respect to their own decision and choice. Thus, 'encouragement' can become beyond the category of the Ideal L2 Self and enter the realms of the Ought-to L2 Self where it truly belongs.

5.2.2.1.3   L2 Learning Experience

5.2.2.1.3.1   L2 Learning Environment

As was considered in the preceding section on the questionnaires, the learning experience is indicative of process, where the subordinate theme of learning *environment* refers to similar mutualities that are described in the attitudinal relationships towards other L2 speakers. Learning environment represents the complex undetermined relations that either add or detract from the L2 experience as an educational process. In general, the L2 learning environment as a theme that emerges in the interviews can be understood in the following contexts:

1. Being surrounded by individuals who consider L2 English to be valuable.

2. Being immersed in a culture in which L1 English is the norm.

3. The quality of education in the immediate environment.

Much attention has already been given to the blurred distinction between the Ideal L2 Self and the Ought-to L2 Self, where it has been revealed that relations of influence are due to the fact that L2 English is a valuable asset in the new times we are encountering, it is not necessary to come by full acceptance from the individuals, however it is becoming a necessity which makes the inner desire to learn it.

With regard to more explicit experiences within the L2 learning environment, these were scattered amongst two categories, namely within the domestic culture in Saudi Arabia, and during a visit to the UK for the purpose of studying L2 English. Beginning with a consideration of the experience in the UK, the results were of a rather mixed nature, comprising both positive and negative experiences of studying in the UK. Part of this is a product of the phenomenon of cross-comparison, where one particular culture is established as being standardized and the characteristics of the other are revealed by way of a comparative evaluation that is regulated by the principle of difference. This is an important variable with respect to the present study and indeed the central research questions, for it forms a key component of the overall experience of L2 language acquisition, both in the context of culture and indeed the efficacy of the learning environment.

For example, the following statement by Fatmah (6.5; Phase 2) can be considered, where she comments on her experience of studying in the UK:

When it comes to living in the UK it is much better than I expected, but the academic[*sic.*] life was below average. It is more related to your skills improvement [*sic.*] and working hard…everything we studied at university was about literature and novels   and prose and that was challenging. I was expecting better guidance that what I just used to [*sic.*]. I don't know about the reason; is it this university's standard in general   and it could be better [*sic.*] in an older, stronger university like **** or ****. The methodology here is not strong enough; at first I thought it was my personal problem, but when I asked other Saudi colleagues they gave me same [*sic.*] feedback, and when I asked other foreign colleagues I found them agreeing with my viewpoint.

This lengthy comment warrants much attention, for it centres on the way the perception and experience of an L1 English culture can be moulded and shaped in accordance with a complexity of social dynamics, as social construction. The Saudi student is subject to numerous different impressions of what the L2 environment will be like when they arrive in the UK; the principle of expectation, as a conceptualised self-image comes into conflict with the actual, real phenomenon of experience. The sensation of having an expectation not met possibly modifies the L2 experience in a negative way, where in the case of Fatmah the criticism is levelled at the overall standard of the academic environment. Whether the environmental immersion is inferior to that back home in Saudi Arabia, or, simply, different, it has an important effect on L2 self. Then, where an entire cohort of Saudi students feels the same by way of their having had similar experiences of a 'not strong enough methodology', by way of the dynamic relations that follow, this then creates a situation that is informed by a collective perception that the environment is *not* conducive to their gaining of an expected experience of English. This therefore has negative effects on the actual experience that is lived by the visiting students.

This is also echoed by Amal (6.5; Phase 3), in her remark that 'I thought I will [*sic.*] have more time to communicate, to socialise with people in the society [*sic.*] but unfortunately that was not happened to me [*sic.*]'. What emerges at this point is having no match between the ideal image that is 'over there' in the distance, as being 'British culture', and the aforementioned conflict of this ideal image with real experience. Cultural exchange and visit programmes are, quite often, useful and reduced to the status of a something for show full of welcoming marketing images of smiling students, tourist hotspots and sets of bullet points that draw out the experience into a consumer product. The fear of the participants cast on the degree to which this experience bears an influence on the L2 Self, either adding or

detracting from the overall accordingly experiential process. The extent to which this bears on the central research questions will be discussed later.

5.2.2.2   Overlapping Themes

It has been a self-evident phenomenon that some of the responses that included in one category as detailed by Dörnyei and Ushioda (2009) can also overlap the others. This then conveys a simple reduced constraining of the data into the narrow, individuated categories; while valuable, should be approached with a critical eye that allows for the un-clarity of the boundaries between the respective themes. This has primarily been revealed in the manner by which the L2 self is considered to be indicative of the Ideal L2 Self and the Ought-to L2 Self, respectively.

It is extremely simplistic to argue that there exists a context in which the individual aspires to their ideal status as L2 English language speaker, whilst ignoring the complex effecting binds among the themes that had marked human history, and which led to the near-universal sense of 'ought-to' in the non-L1 English language world that consider the value of learning English. Whether this is articulated in terms of the objective acceptance of the present status of English as lingua franca, or whether this simply involves something in the distant horizon and far-removed from the domestic cultural context, the boundaries between the various L2 selves is blurred in the process, and accordingly conveys constraint within other categories.

5.2.2.3   Themes Outside the Framework of Dörnyei and Ushioda

Simply engaging in a process of interpreting data through a predefined lens sheds little new on the research questions, save for to reiterating the distinctive categories of the L2 Self articulated by Dörnyei and Ushioda (2009). However, if the study were to set out a simply confirmatory agenda, the only thing that would be accomplished is to further confirm what is already established.

Thus, it is logical in this study to stretch outside the bounds of the constraints established by the authors, to arrive upon subordinate themes that are contained within the overt framework that they establish (if this is desirable at all). Within the traditions of a thematic analysis such as the present study, these subsequent themes that emerge upon the analysis of the superordinate (or semantic) themes are the latent themes that run as a force through the data.

These latent themes comprise both a rephrasing and adjusting of the categories, and in some cases expanding into areas that the themes of Dörnyei and Ushioda do not roam.

The latent or subordinate themes include the following:

1. Dyadic relations

2. Ties that create mutualities that influence the acquisition of L2 English.

3. Cultural competence

1- Dyadic Relations

The first theme that emerged from the findings is the dyadic relations. According to Kadushin (2012), a range of studies have embodied the positive impact of dyadic relations on students' motivation. Similarly, several studies have examined the effects of the characteristics of teacher-student dyadic communication on the students' motivation vis-à-vis learning a new language (Pianta, 1999). The literature review also revealed that dyadic relations have a significant role in the development of attention, motivation, and self-esteem of the learners and likewise aid them in demonstrating adaptive models of learning (e.g. Birch & Ladd, 1997; Stipek, 2002). A set of sub-themes emerged to belong to dyadic relations, namely; enjoyment, the efficient teacher, activities, competition, encouragement, critical thinking, and feedback. The analysis of research data showed that the students' responses to the interview or the questionnaire can belong to one of these sub-themes. These sub-themes constitute the theme of dyadic relations and they entirely belong to the main theme which is the L2 learning environment which is one of the main themes of the current study.

According to Fernandez-Toro (1999), teachers should use the learning strategies that raise the students' awareness of the language and remove the barriers that prevent the students from speaking freely. Classroom feedback seems to be effective in improving other language skills, such as listening, speaking, and reading. For instance, students listen to each other when writing in order to comment or fix the errors of their classmates. While conferencing with the teacher or with peers, students speak and talk to the teacher and to each other.

A- Enjoyment

Enjoyment is one of the sub-themes and it emerged as belonging to the broader theme dyadic relations. Enjoyment means that the students enjoy the components of the learning environment in the L2 setting whether is it the curriculum, the teacher, the technology, the evaluation, and all the learning process components. According to Soh (1987), enjoyment, along with inner satisfaction, is a necessary element of integrative and intrinsic motives. Gardner (2007) claimed that enjoyment of foreign grammatical rules, sounds, and writing rules are included in integrative motives. In this study, Enjoyment has been shown to be one of the key factors in motivating students to learn English and in creating self-identity changes that help students improve in the language.

It seems that when teachers raise students' awareness of language learning as a process, students are active participants who coordinate a number of skills: the ability to recognize words and structures, reading skills and interpreting skills: knowledge of the topic, text type, critical thinking and evaluation (Richards & Renadya, 2002). As a result, students can evolve into reviewers, and editors. This can be achieved through enjoying the learning environment in which the students find a pleasant learning atmosphere.

Enjoyment authorizes the students to share their participations with friends. The comments made by peers assist the students to improve their familiarity of their mistakes in speaking performance. Moreover, the feedbacks state that the students have a considerable tendency to utilize personal knowledge during the process of monitoring their past tasks and they use strategies based on knowledge during their planning for the future tasks   (Fernandez-Toro, 2009).

The students' responses showed that they enjoyed learning the language in a new setting. For example,

> 'Though I was interested in English but it wasn't really helpful. I enjoyed since I joined the university, I started to learn more about English and I started really feel it enjoyable.' Ahmad (6.5; Phase 1)

> 'I can enjoy at the end because we are like started to know more about the field. That's why I enjoyed this more at the end. Yah a kind of enjoying it.' Asma (7.5; Phase 3)

In the above two examples, *Ahmed* expressed that he enjoys learning English due to his interest in learning the language. Thus, he has an internal love for the language and this

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enhances his enjoyment in the learning class. Further, *Asma* expressed that she developed an enjoyment in learning the language in the third phase compared with the earlier two phases. *Asma* showed that her source of enjoyment is that she began to know more about the field. This means that once the student develops a deeper knowledge of the discipline they study, they enjoy the lesson more and are motivated to study it. These are parallel to Gardner's (1985) definition of motivation, wherein the learner demonstrates enjoyment as he/she exerts an effort towards a particular goal. Moreover, enjoyment is said to be one of the drivers in the learner's psychological needs (Raffani, 1996).

The students' enjoyment, encouragement, and competition in the class are reported to help students' self-confidence, self-esteem, and linguistic fluency. It is true that self-esteem is an important, though invisible, factor in the learning process. Learning is enabled if the learner's self-esteem is high and the teachers are advised to tune their teaching methodologies towards this end. This becomes possible when teachers encourage the learners to think and write about themselves, their strengths and weaknesses, likes and dislikes and make choices informed by this self-knowledge, coupled with knowledge of the opportunities available. For example, writing about one's own self is one of the possible ways of developing self-knowledge, as it is a part of an ongoing process of self-information, serving as a vehicle for articulating, reflecting upon and analysing the various threads of experience which we associate with ourselves. Self-esteem is an essential nutrient for learning and on frequent occasions the learners being able to write about themselves will nurture this important but invisible factor. Deci and Ryan (2000) also pointed out in their study that whenever learners are allowed to become autonomous in the classroom, they experience increased enjoyment and greater positive outcomes, such as improved well-being, among others.

> 'Most of the classes were not interesting to me but most classes contained discussions. I feel interested when I we study something new to me but sometimes I feel lost because I don't have enough background about what they are discussing, some of my friends have through idea about the discussions because their major was linguistics unlike me as I studied literature so it is sometimes exhausting to cope with the classes.' Fatmah (6.5; Phase 3)

In the above example, *Fatmah* demonstrated that she enjoys learning English because the English class involves discussions. Moreover, *Fatmah* reported that her enjoyment is due to the acquisition of knowledge of the field and the awareness she develops as the time passes.

This indicates that the students' enjoyment has increased as their knowledge of the discipline increased. This is congruent with Soh's (1987) conclusion that integrative and intrinsic types of motivation include those motives that involve enjoyment and inner satisfaction.

> Khaled (6.5): 'The teaching methods and techniques here are different and more effective and enjoyable.'
>
> Shahad (6.5): 'I enjoy learning other languages.'
>
> Shahnaz (6.5): 'Learning and teaching methods are interesting.'
>
> Mohammed (6.5): 'Because I really enjoy it.'

The above responses in the questionnaire analysis of phase 2 show that the students' source of enjoyment is the teaching methods and techniques and learning of other languages. The variation and distinction of the teaching methods used in the class created an enjoyable class for the students and this is likely to increase their motivation. Similarly, Deci and Ryan (1985) found a close association between intrinsic motivation and high educational achievement and enjoyment among students.

B- Efficient Teacher

The efficient teacher is another of the sub-themes that emerged as belonging to the broader theme dyadic relations. The efficient teacher points to the effective teacher who supports the students, uses new teaching methods, encourages students, and is qualified and has a good background. According to Noels et al. (1999), if the teacher is able to determine the intrinsic motivators of the students, then they can enable them to be motivated intrinsically, which in turn will allow them to show excellence in academic activities and in improving their personal set of skills. The teacher is a key element in the learning environment. The teacher's effectiveness depends on his/her qualification, the teaching method he/she uses, and the motivation and encouragement he/she gives to the students. For example,

> Maha (6.5): 'English teacher have a motivated method in teaching'

In the above example, the student *Maha* in her questionnaire comment of Phase 2 expressed that the efficient teacher is the teacher who uses a motivating teaching method. So, the motivation is a key factor in the teachers' work and the students like the teachers who motivate them and use classroom tools that encourage students to learn.

The teachers are seen by the students as efficient due to the non-traditional roles assumed by the teachers. Although the teacher needs to use some or all of the usual roles when students are asked to write, the ones that are especially important are the motivating teacher and the teacher as a resource. The principal roles in the classes are to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and to encourage to them to make as much effort as possible for maximum benefit. Moreover, during the class activities, the teacher is ready to supply information and language and be prepared to look at students' work as it progresses. Furthermore, the teachers offer advice and suggestions in a constructive and tactful way. Dörnyei stated that the teacher's personality determines his/her relationship with the students and causes an affiliated motive. He furthered that the students usually like the subjects taught by good teachers as they have direct socialisation of student motivation, which pertains to the role of the teacher in the development and stimulation of students' motivation in learning through modelling.

'some of them were well prepared in teaching their students and I think it still needs improvement in our country.' Abdullah (7; Phase 1)

'Of course, anyone needs some kind of encouragement, but at this level I think we are aware about why he or she is here. I don't think they have too much encouragement, because at this level we don't need any encouragement. And they don't need that much encouragement as their previous level of study, so it is not that importance even if you don't get any encouragement from your teachers 'You Know Why Are Here! Working for yourself.' Abdullah (7; Phase 2)

The above two examples show that encouragement and preparedness are fundamental characteristics of the efficient teacher. *Abdullah* informed the researcher that some of the teachers are well prepared in teaching the students. However, the same student in the later phase (Phase 2) expressed that the teachers do not need to encourage the students since the students are themselves are encouraged to learn out of their motives to study English. This is parallel to Dörnyei's (1994) assumption of goal-orientedness among students, which refers to the extent in which they work hard as a group in order to achieve their goal.

Furthermore, the efficient teacher is shown to be really qualified and able to make the learning process an enjoyable and fruitful experience. This can be shown in the responses of the student *Amal* in the first and the second phases.

'They were boring except for some teachers who were really qualified and make the English learning very enjoyable and fruitful' Amal (6.5; Phase 1)

'What I like the most regarding teachers, I like the supportive teachers, that help to learn more, to motivate me more. I like the supportive teacher.' Amal (6.5; Phase 2)

In addition, the findings showed that the efficient teachers had different backgrounds. The example below of one of questionnaire comments shows that, besides the curriculum, books, and the activities, the teacher who is well aware of the different cultures is a good teacher compared to the previous teachers who taught the students in their native country.

'Yes I always had this idea that you should go and study abroad. I believe it is important to live in a culture that you have been studying about for a while, have different tutors with different backgrounds than the ones you had previously. In addition to the curriculum, books...etc. It is a bit different and worth travelling to see.' Shahad (6.5; Phase 1)

C- Classroom Activities

Activities were one of the prominent themes that affected the students' motivation. As speaking practice in the target language is usually confined to a given course, owing to there sometimes being large class sizes and limited class time, few opportunities are given to students to practice and speak the language. However, the availability of activities has added additional opportunities for oral practice. In fact, there is a sign that some learners were more interested in improving oral communication skills addressed directly in the learning process and it appears that activities make students exchange comments with their peers after listening to the peer's performances. Peers' comments may assist the students to improve their awareness regarding their own speaking performance as well as acquiring the experience of exchanging comments with the teacher and colleagues.

Activities are a basic determiner of the quality of the learning environment. The class activities play a major role in the students' motivation regarding the English language. Chamber (1999) provided a link between self-esteem and participation in class activities; that students who feel good about themselves tend to possess a more positive attitude towards participating in class activities. The link between involvement in class activities and intrinsic motivation was also emphasized, making it imperative for the teacher to develop activities that are interesting for all students in order to obtain the best outcomes from them. Similarly, the findings showed that the students were interested in the activities that allowed them to express their ideas, improve their English and personalities, allowed them to

practice English, and help them build up more confidence. For example, in the Questionnaire comments of Phase 2,

> Shahad (6.5): Most of the times I like to express my ideas.
>
> Shahenaz (6.5): To improve my English and personalities.
>
> Mohammed (6.5): To enrich the class discussions and give new horizons.
>
> Osama (6.5): This is the best way to practice English.
>
> Weam (6.5): To build up a better confidence.
>
> Manal (7.5): Because I would like to express my opinion and practice my English.

In addition, the students were interested in the class activities such as the discussions with the students and the teacher and the translation workshops. They expressed that the group activities helped them to learn the language better since they were used to learning English in their home country through individualized activities. For example,

> 'What I like the most is translation workshops, I enjoyed them very much because that's why I am actually here for' Adwa (7; Phase 3)
>
> 'My motive has changed. The first time I started to learn interpreting it was new for me I mean the translation theories. For my masters I try to link the practicality with the theories and try to find topics that appeals to me and make me curious to study more.' Khlood (6.5; Phase 2)

Furthermore, Ryan (2009) has pointed out in the literature review that language acquisition can be augmented through an active interaction between the teacher and the students. In his study, the new L2 setting made the learners highly organized, creative, and motivated in learning the language through such mediums books, live samples, video clips, short films, audio visuals, and the like. In the present study, it was found that the use of dialogues, picture, and television series, listening to English songs, learning accents, and imitation are among the activities that are used in the class. The students expressed that they benefited from these activities that are not normally used in their native country language classes. Worthy of mentioning here is Raffini's (1996) assertion that the need for involvement and enjoyment often goes adrift when the teacher is constrained by curriculum design and set lesson plans. In the present study however, the students expressed that the use of these activities provided them with better opportunities to learn English and to engage in motivating and meaningful learning experiences. For example, Lubna (8; Phase 1) enumerated a number of class activities that helped her to learn grammar, structure, new words, and to read passages and answer questions:

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'I didn't dislike much about them because you know, maybe at that time when I was at school (20 years ago). So, at my time, studying old curriculum where you have passage and then questions and it divide this structure and then you will learn grammatical point here and grammatical point there and I think it was much better if we have more pictures and more dialogues like that but I didn't depend on that book to watch series on the television and then I would correlate between the new words that I hear and the translation that were on the subtitle and try to learn words through them and listen to English songs and learn accents and try to imitate and I knew that in hearing things is one of the ways of learning English.' Lubna (8; Phase1)

D- Competition

The advantages of a competitive classroom are many. The students face the real-world challenge of competition and they are encouraged to do their best. Furthermore, independent thinking and effort are encouraged and rewarded. The students can still work in teams, but compete against other teams. It helps in enlivening the classroom setting.

The results showed that the competition in the class is one of the factors that increased the students' motivation to learn the language. Competition encourages the students to concentrate in the class and to look for the tools that allow them to outperform the others. In the same manner, Ryan (2009) stressed that an effective teacher stimulates the students' learning through competition and other challenging activities. From the responses below, the student Shahad (6.5; Phase 1) expressed that her motivation increased due to the other people around her who had achieved great things and she aspires to be like them. Further, another student expressed that she was jealous of her cousins who speak English fluently. This means that competition is a motivating factor to develop more ability in the language. For example,

'Of course increases especially there are people around you who have achieved great things and when you look back at yourself you feel tiny next to them and you feel like achieving the same things in life. I don't know because now the opportunities are getting less and only smart people can get it and I noticed that. So now this motivates me, improve yourself you should learn more.' Shahad (6.5; Phase 1)

Questionnaire Comments Examples in Phase 1 and Phase 2

Lubna (8; Phase 1): I was jealous one of my cousins spoke English fluently.

Ahmad (6.5; Phase 2): I would take that as a motivation.

Yazeed (6.5; Phase 2): I am not worried, it encourages me in a way.

In addition, the students' motivation is influenced by the students' desire to cope up with their classmates. Fatmah (6.5; Phase 3) reported that she felt lost at the beginning due to her poor background compared with her classmates who had ideas about the class discussions. Furthermore, Aziza (6.5; Phase 1) informed the researcher that competition enhanced her motivation to learn the language. Similarly, Dörnyei (2001) pointed out that the goal of mastery involves the amount of challenge presented by learning. For example,

'Most of the classes were not interesting to me but most classes contain discussions. I feel interested when I we study something new to me but sometimes I feel lost because I don't have enough background about what they are discussing, some of my friends have through idea about the discussions because their major was linguistics unlike me as I studied literature so it is sometimes exhausting to cope with the classes.' Fatmah (6.5; Phase 3)

'Here, most of them yes. The competition between the students motivates you the most. In SA, no, they teach us as any other subject. It was not that important.' Aziza (6.5; Phase 1)

E- Encouragement

Encouragement is closely associated with the students' motivation to learn the language. Encouragement enhances the students' morals and sustains their interest in the class. In William and Burden (1997), it was stressed that family encouragement, among others, is an element to which students attribute their success or failure. The examples of encouragement are many. Amani (7; Phase 1) stated that the teachers' praise is a way of the encouragement in the class. Aziza (6.5; Phase 1) expressed her liking for her teacher encouraged her to study English as a major. Khlood (6.5; Phase 2) mentioned that the source of her encouragement to study translation was the professors' dedication to the class from the start until the end. Moreover, she expressed that the continuous follow up from the part of the professors is essential for their encouragement. For example:

'When I have started my secondary school, my teachers appraise me. So, I found that going to be a good way or a good choice for me to learn English in the college.' Amani (7; Phase 1)

'I was liking my teacher, she encouraged me to continue to studying English language in KSA as a major.' Aziza (6.5; Phase 1)

'I have an interpreting class. It is instant application and our professors stick with us from the beginning till the end and this is what I liked about the classes. It is more practical and the professors keep following up with us until we reached what we have now which is more advanced than the very beginning.' Khlood (6.5; Phase 2)

Furthermore, other students expressed that encouragement is helpful for them to learn and it gives them a sort of self-esteem. For example, Amal (6.5; Phase 3) expressed that encouragement helped her as an M.A student and Khlood mentioned that encouragements assisted her to continue in her study. Kormos and Csizér (2009) stated that parental encouragement is positively linked to Ought-to L2 Self, validating the theories regarding this (e.g. Noels, 2003; Ushioda, 2001; Dörnyei, 2005; 2009b).

'Yes it does, if they do, it does a lot here because they make you feel that you are a master's student and not a normal student who came to take information and leave.' Amal (6.5; Phase 3)

Questionnaire Comments Examples in Phase 3: Khlood (6.5): Very helpful.

F- Critical Thinking

Critical thinking refers to a non-dogmatic process of reasoning that examines everything in lieu of accepting phenomena at face value. The employment of critical thinking is a significant objective in recent education. It provided the students with the capabilities needed to reason about social issues in a fast changing world. To develop such competency, the learners have to go beyond taking up textbook knowledge and learn to develop skills included in evaluating information, assessing alternative evidence and arguing with strong reasons. Such skills in critical thinking are not only important for learners to perform well in their study, but are also required in future careers, social and interpersonal settings where proper decisions are to be made carefully and independently every day (Ku, 2009). The significance being accorded critical thinking is now an international issue. The findings showed that a high degree of language aptitude and motivation are not the only emotional factors affecting the whole success of language learners. Indeed, the students' success is due to their own active and creative contribution in the learning process by the utilization of particular individualized learning techniques.

Further, critical thinking involves the students' ability to evaluate, solve problems, and to argue in a systematic manner. Gao et al. (2007) cited reading as a way to enhance critical thinking. He furthered that critical thinking is one of the skills being cultivated and coordinated by students as active participants of the learning process. In the present study, several students expressed that critical thinking is practiced in the classroom. Abdullah (7;

Phase 1) mentioned that the teachers tend to evaluate the students more critically. Moreover, Mohammed (6.5; Phase 2) stated that the students are given the opportunity to learn themselves and to move from the abstract to the concrete. He explained that the classroom activities are designed in order to minimize the learning habits that they were accustomed to in their native countries and now they are motivated to read and write in the manner that suits their style. This can be shown in the below examples:

'Here, they evaluate more your criticality.' Abdullah (7; Phase 1)

'It is hard to answer this question with yes or there is motivation or not, I think I am in a bit better great area. Because we are at a postgraduate level, we are masters students and now we are nearly at the end so this means that since we started our skills are developed and still developing but now the development is not concrete, is not obvious , so maybe from time to time, I will find a vocabulary or a word that I don't know so I try to learn, that's it, but the other style of writing it has to changing it , the style of reading , it has to changing it because we are creature of habit so I can't say we are still motivated because I think I accomplished a lot and knowing the English as a language.' Mohammed (6.5; Phase 2)

Additionally, the students expressed that they practice critical thinking in the class through the critical writing and though their search for the ideas and the debates. Here the student Amal (6.5; Phase 3), as shown below, mentions that they deal with the ideas as true or false and they are not forced to believe in a certain way. She mentioned that this is different from what she has learned in her native country. She was used to memorize and recite the information she receives from his/her teacher. This corresponds with the responses of the above students who reported that the teachers in their native countries were traditional teachers and that the students were not allowed to think of what they learn. This can be shown in the below examples.

'They are looking for your ideas and your debates. Your answers are not about being true or false they just make you get used to it. It is not always true and not always false they are just ideas and this give you a new way of studying not like the old days when you have to memorize things and use them only for the test. Here you have to improve your way of thinking and discussing your ideas.' Amal (6.5; Phase 3)

Questionnaire Comment Example in Phase 3

Mohammed (6.5): 'Maybe high level, such as critical writing or academic style more.'

The analysis of the students' responses indicates that critical thinking is a new practice that they have come across in the new setting. They are novel to this concept in the language classes. In the same manner, Gao et al. (2007) attest to the development of students as readers, reviewers, and editors through the coordination of a number of their skills, including critical thinking. Language learning is likewise coupled with a cognitive approach in which students produce a general knowledge of the language (Gao et al., 2007). One of the language areas that are emphasized in the L2 class is critical writing. This attracted the attention of the students a lot. This points out that the teaching of writing in the students' native country is not up to their expectations. They indicated that the teaching of writing in the new setting stirs their minds and lets them think, evaluate, identify, and solve problems.

G- Feedback

Feedback plays a major role in the classroom. It is highly essential in independent learning environments (Fernández-Toro & Hurd, 2014). According to Fernández-Toro et al. (2013), feedback can be seen as the gap between the students' level of knowledge and the required actions to bridge this gap. The impact of feedback on second language learning has been investigated by a substantial number of researchers such as Ellis and Sheen (2006), Nicholas et. al. (2001) and Long (2007). They have provided reviews of the research on recasts. Recasts have been researched in depth in the last ten years and continue to be the interest of researchers and both theoretical reasons (e.g., they give the learner both negative and positive evidence; Leeman, 2007) and pedagogical reasons as they have been shown to be the most frequently employed oral feedback strategy in the language classroom and to be favoured by teachers.

However, feedback was not emphasized in many EFL contexts despite its usefulness in language learning. In the Saudi context, Mustafa (2012) reported that the Saudi students do not think highly of the feedback, and that the feedback they desire is markedly different from what they receive. From a sociocultural perspective, the feedback practices do not adhere to the best practices of the theory, resulting in major hindrances to the students' learning development.

As a major concept in language learning, feedback is necessary for successful language learning (e.g. Harmer, 2001; Schmidt, 1990; Sheen and Ellis, 2011). Further, feedback is the tool that motivates the students to learn, however feedback should arguably be given to the students according to certain conditions and criteria. The feedback methods are varied and differ according to the student' characteristics, the type of the mistake, the teachers' style of teaching, and the material that is learnt. The students had enumerated the benefits of feedback.

The student Amani (7; Phase 1) reported that her colleague has improved due to the seminars feedback. Moreover, Asma (7.5; Phase 2) reported that objectivity is a common practice in the classroom. She mentioned that the teachers are not subjective and they evaluate everything based on knowledge and not based on personal opinions. This can be shown in the below examples:

> 'They depend on written assignments and print it out and bring it. One of my friends is in Canada and you can't imagine how her level has improved because of the seminars feedback' Amani (7; Phase 1)
> 'I am being giving objective criticism. They don't give judgment or send subjective opinions. They do have reasons on their judgment or criticism and that a kind motivated me more because they do have like knowledgeable base they are talking for.' Asma (7.5; Phase 2)

Other students such as Fatmah and Lubna expressed that feedback contributed to the improvement of their leaning and knowledge. They also expressed that they learned from their mistakes and that feedback allows them to enjoy learning the English language. The examples below show what the students said about feedback:

> 'Yes it has increased because when you answer the questions and assignments about a certain topic you pay extra care to your writing style and that increases your learning and knowledge.' Fatmah (6.5; Phase 3)

Questionnaire Comment in Phase 1

Lubna (8): I enjoyed studying English, learned from my mistakes.

The findings showed that the students were impressed by the feedback that is practiced in the class. Feedback is essential for correcting the students' errors and for helping them learn the language in an effective manner (e.g. Schmidt, 1990; Sheen and Ellis, 2011). The students expressed that the teachers respond positively and encouragingly to the content of

what the students had written. When offering correction, teachers choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they had undertaken. This is certainly the reason why in Sheen and Ellis' (2011) study, students preferred to receive feedback from their teachers by being corrected by them than through self-correction.

Assessment is important to the learners themselves and to the teachers. It seems important to advocate and promote assessment based, as much as possible, on daily classroom activity that is, based on the observation and documentation of what the students are doing in authentic situations in their own classrooms. The language skills can be developed through the use of feedback whether from the peers or from the teacher. The teachers need to create simple, flexible and powerful feedback tools that could vividly convey the difference between excellent, good, adequate, and ineffective.

2- Ties that create mutualities that influence the acquisition of L2 English

The second theme explored from the research data is the ties between individual nodes. Two sub-themes emerged that to belong to this theme, namely; peers and professors and family mutual reinforcement. The analysis of research data showed that the students' responses to the interview or the questionnaire can belong to one of these sub-themes. These two sub-themes constitute the theme of the ties that create mutuality that influence the acquisition of L2 English and they entirely belong to the main theme which is the L2 learning environment which is one of the main themes in the current study.

A- Peers and Professors

In effective learning environment, the students and the teacher enter into a mutual discussion and into a series of mutual questions and answers. The findings showed that the students' relationships with their peers and professors are important for their motivation to learn the language. This is validated by Scheidecker and Freeman's (1999) findings that motivating students is the most complex and challenging issue for teachers.

The results of the present study showed that peers and professors had a great role in learning English in the L2 environment. For example, the student Aziza expressed that she tries to make friends with the British friends in order to improve her language and to speak fluently. Moreover, she expressed that she found the people welcoming her in UK and the communication is easier for her in the new setting. This indicates that the people and friends

in the new setting are important motivators for learning the language. This can be shown in the below example:

> 'My motivation now is to make friends with British friends so that I can improve my language and speak fluently. I have only one friend. She is British and doing translation. I don't meet her a lot but I see her from time to time.' Aziza (6.5; Phase 2)

In addition, Haya emphasized that the relationship with friends is a good way to practice English. This is supported by Schmuck and Schmuck (1974) as they found that supportive and helpful relationships with peer groups may be the underlying factor behind the academic achievements of students. In the present study, Manal showed that her classmates help her to speak English since they are engaged in the same class. Furthermore, Shahenaz expressed that the professors and lecturers help learn the English language and that the communication with the professors gives the opportunity to practice the language even if there are mistakes during the communication. This can be shown in the examples below,

> 'The only opportunity for practicing English was when one of my friends visits me at home and even then there are a lot of switch between Arabic and English' Haya (6.5; Phase 1)

> 'It is not as I expected. But it is getting better because I am getting used to life in here, to people, attitudes, on how to deal with people, like how to speak to them. Everything I am getting more used to it. I have friends in here (colleagues and classmates and we speak English most of the time and not native speakers. we have same lectures together.' Manal (7.5; Phase 2)

Questionnaire Comments Example in Phase 1

Shahenaz (6.5): Most of them are lecturers and assistant professors in the English language institute at *****, and their major is English studies.

B- Family Mutual Reinforcement

The students' motivation to learn and to continue learning the language depends heavily on the encouragement they get from their family members (Bates et al., 1995). Family members, whether or not they are experienced in the field of languages, are important sources of information for their children. They notice them in different contexts over time, which can enhance the entire knowledge about the students, as it brings a more representative sample of their students' language skills to the table. The family members'

input in the estimations of their students' language abilities can play an important role in identifying special needs and emerging skills. It can also help differentiate preschool children with normal language from those with language delays (Hauerwas & Stone, 2000). Although professionals are knowledgeable in these areas, they cannot observe or work with the children during all working hours.

Thus, the family mutual reinforcement strengthens the students' motivation to study the language. The support from the part of the family helps the students continue learning the language. Taguchi et al. (2009) stated that the family plays an important role in influencing children and in offering a key instrumental motive that constrains the Ought-to L2 Self. Moreover, the students who had family members who speak English fluently become more motivated to be proficient in English like them. For example,

> Shahad (6.5): Especially my mother she has been encouraging me and following up the process since day one in Kindergarten and this encouragement what made me want to learn more.
>
> Fatmah (6.5): Because we believe in the importance of continuing learning in what you are good at and also family and friends moral support is very to me as well as it is the same for them too.
>
> Yazeed (6.5): They encourage me because I am studying something good.
>
> Aziza (6.5): They are so interested in English and they always keep asking about my progress in English classes

The above examples in their questionnaire comments show that the family members gave the students the moral support and encouragement to learn the language. In addition, the family interest in the students' progress is a key motivator for them to learn the language. The family members are concerned about the importance of developing the level of the students in English as the lingua franca. The family members realize that the role of the English language in the professional life of students is no less important than mastering the mother tongue.

The findings of the above two themes emphasize that the professors give comments, remarks, and correct errors. The students benefit from both their peers and teachers. They develop their self-confidence and their linguistic anxiety is minimized. Furthermore, the support of the family members gives students extra motives to continue in learning the language.

3- Cultural competence

One of the themes that emerged from the research is the theme of cultural competence. Cultural competence is part and parcel of language learning (e.g. Kramsch, 2002; Kormos et al., 2011; Riazi & Riasati. 2008). The relationship between language and culture is interrelated and languages cannot be learnt without cultural awareness (Kormos et al., 2011; Riazi & Riasati. 2008). For the students who move to learn English in an L2 setting, they come across the culture of the new place and they need to develop new values, customs, and traditions in order to learn the language of that country well. In the current study, the students who studied in UK for some time had developed cultural competence and they became able to deal with the native speakers, became more familiar with daily life in the UK, and became more aware of the environment around them such as streets, classes, etc. For example, the student Fatmah expressed that her language has improved since she developed cultural competence. When she came to UK, she experienced a cultural shock and this cultural shock started to gradually minimize as she developed a familiarity with the new culture. Her understanding of the environment around her helped her to speak more fluently.

> 'So far yes. The first time I come to UK especially **** I had a great cultural shock but the impact of this shock has gradually decreased, usually I am more conservative in the beginning. I started to adopt the cultural and get familiar with the differences and even my language has improved a lot or else why did I come from Saudi. In general, I became more understanding of speaking and the environment around me.' Fatmah (6.5; Phase 1)

Also, the students expressed that they acquired new values in the new setting. For example, Fawzia expressed that, in addition to improving her English, she became more economic, more hard working, and practice physical exercises. Furthermore, Deemah expressed that her cultural competence has increased as she normally deals with people in the street, meets people, and studies with natives in the class. The emphasis on cultural competence in terms of developing the learners' familiarity with the English language identifies the changes that such competence draws from the learners' actions and behaviours (Lamb, 2009; Liu, 2007). In the present study, all of the behaviors had enhanced thier knowledge of the new culture. This can be shown in their responses below:

> 'No, better, I learnt different things. Not only the English language practice but for my whole life e.g., I learnt to be more economic, to do physical exercises, to work a lot and to not to waste my time.' Fawzia (6.5; Phase 1)

'Increased, increased especially the situations outside in the street, meeting people, studying also in the classroom.' Deemah (6.5; Phase 3)

On the other hand, the cultural competence has promoted the students' ability to communicate with the natives and to learn their accent. Additionally, their family members had been benefited from being immersed in an L2 setting. For example, Amal expressed that she and her children benefited from the natives in learning the accent and imitating the language.

'Taught English in a native speaking country, e.g., to communicate in this native country, give you the chance to get the accent, my children learn English appropriately and they acquire the language and its accent. Maybe learning the language from the native speaking country let them imitate the language' Amal (6.5; Phase 3)

The above examples show that cultural competence is essential for language learning. The students expressed that their communication with the native speakers and their interaction in the daily life with their colleagues and other people improved their fluency. Moreover, it shows that the cultural competence made the students develop new values and to adopt new traditions and thinking styles as being more economic, more work-oriented, and practicing physical exercises.

5.2.2.3.1 Summary of Interpretation of Qualitative Data

Section 5.2.2.3 of this chapter presented various discussions based on different studies surrounding themes outside the Dörnyei and Ushioda (2005, 2009) framework. The first theme covered is dyadic relations, which include a discussion of other sub-themes, such as enjoyment, the efficient teacher, classroom activities, competition, critical thinking, and feedback. The second theme pertains to the ties that create mutualities influencing L2 English acquisition, covering a discussion on peers and professors and family and mutual reinforcement. The third theme is cultural competence.

As the current study uses the framework of Dörnyei and Ushioda (2009), it likewise stretched outside the boundaries of the limits established by the authors. A learner is motivated to learn in an L2 setting, provided that he/she receives enjoyment from this learning process and is aided by an efficient teacher and interesting classroom activities where healthy competition exists and where the learner uses his/her critical thinking, with feedback allocation. Alternatively, the findings pertaining to peers and professors as a sub-

theme state that the students' relationships with their peers and professors are important for their motivation to learn the language. In terms of family mutual reinforcement as a sub-theme, it was found that support from family motivates the students to continue learning the new language. Further, cultural competence is identified as a part of language learning.

5.2.3 Quantitative Data

The quantitative findings showed that, the students are oriented towards learning English. The context of the studies is different. The focus on sharing culture as two live together could produce more long-term self-identity changes than intermittent meetings scheduled throughout the semester between university students who might not have much free time. Since the questionnaires in this study were administered before and after the students spent time in UK, students spent a lot of time together during the semester and had adjusted accordingly. The results of this study show that the two participants' L2 motivational dispositions (that is, their Ideal and Ought-to L2 Selves) consist of many interacting factors that evolve over time. As Dörnyei (2009a) suggests, learners' possible selves involve a set of interrelated goals for language learning, and the quality of the possible selves are likely to change as time goes by. The students' accounts of their motivational changes across the transition of studying abroad were indicative of the process of how their future possible selves changed as a response to the changes in their L2 goals and contextual situations (Dörnyei, 2009b) and how their self-determination and action control guided their learning behaviors. Prior to the studying abroad transition, both of the participants' ideal L2 Self as a prospective student studying in an English-speaking country was a powerful motivator and was shaped and realized through their engagement in L2 learning prior to the study abroad transition. Additionally, while the students generally held a positive attitude towards and a genuine interest in learning English, the students' L2 motivation was more job-related and instrumental. However, a comment should be made here on the overlapping and contingent nature of the distinctive (seeming) oppositional aspects of the L2 self. As discussed elsewhere, the ideal L2 Self may *seem* to be indicative of a distinctive autonomy on one level, but the unique ideal of an Ideal L2 Self has, in a real sense, been acquired from elsewhere. This may raise more complicated issues and they must be discussed here in order to properly orient the above, and later, findings.

From an empiricist perspective, the human being is a blank slate which is subsequently filled in by way of the experiences that they acquire through their involvement in society. As part of this socialization, there occurs the absorption and internalization of concepts that

subsequently form ideas. These ideas also comprise *ideals* for what a person considers to be desirable and valuable. Now, the concept of instrumentality implies a particular form of agency that is minimized, and the individual becomes heteronomous and oriented towards some form of non-autonomous agency.

Social constructivism draws upon an entire history of the philosophical conversation of knowledge in which it looks at how social phenomena or objects of consciousness develop in social contexts. As formalised by Berger and Luckmann (1967), it centres upon the manner by which the concepts of human knowledge come about by way of an endless process of reflection and refraction within the social sphere—and indeed amongst the myriad of actors that comprise any human culture. Thus, a social constructivist approach can be understood in the context of a cluster of subjectivities that provide sets of meaning that are *emergent* and contingent, rather than their being absolute. And so, none of the claims that are provided in the chapter to come are of a positivist disposition, but rather they are constrained by perspective. They are also subjected to laws that safeguard their own interests and the necessities of maintaining their social status. These laws, in turn, were subject to social constructs. This does not, however, amount to a relativist situation, but rather one that occupies one particular epistemic and ontological space amongst others, asserting its plausibility on the grounds of both the credibility of the search (in accordance with both the strengths and limitations of qualitative research), and indeed the cogency with which is argued. Thus, this knowledge is the accumulation of knowledge that complements each other and breaks each other. It is the product of innumerable human choices. Social constructivism is not the result of inevitability. Social constructivism is usually placed in a fundamental opposition, which sees phenomena in inherent conditions, historical transitions independent of human judgment. This does not simply involve modest retreat into the realms of subjectivity, but rather one that is bolstered by a perspectival agenda, in accordance with the epistemic bases of scientific perspectivism (Giere, 2010). This explains how the ideal self is constructed by social relations, and also bound up with the instrumental self insofar as instrumentality is closely linked to an ideal, and indeed the ideal is a product of instrumentality.

Social constructivism pays attention to the epistemic weight of countless variables that contribute to any *consensus* of 'what' or 'who', understanding any resultant truth claims as being contingent and one amongst other perspectives—distinguished only on the grounds of their plausibility. It considers that knowledge systems are only human mental formations in which many influences and constraints have contributed such as the policies of governance,

the prevailing ideologies in society, and the religious and moral values held by individuals However, it is important to consider the anti-positivist nature of this epistemic situation, for it will serve in the cause of colouring the research findings in particular ways. This is of particular importance to the analysis of participant responses, for it considers the group of subjectivities that constitute any specific remark. This is not intended to make the data relative, but rather to explore the dynamic and social processes that result in particular phenomena being what they 'are' and explain the nature of things. Then, 'who' or 'what', in the space where the perspectives overlap.

The two significant variables that must be explained within the context of this study include the 'what' (English as a desirable entity), and indeed 'effective' (the Ideal L2 Self). Any such 'what' variable can solely be comprehended on the basis of contingent manner, for any strategies that emerge and this eventually helps in shaping the variable of 'effectiveness', and where any such effectiveness is assumed as being normative.

After the transition, the increased difficulty in academic coursework and the need for survival through better English skills generated a new L2 self-system. The students exhibited a prevention-focused L2 Ought-to L2 Self during the early stage of their study abroad, as shown in their first set of the questionnaire. However, they gradually developed a more internalized, promotion-driven self-image as they moved into the semesters. This change displays a transformative process through which the students internalized the external reasons for learning English into an Ideal L2 Self as a competent English user.

The analysis of the participants' motivational dispositions suggests that the notions of Ideal and Ought-to L2 selves are useful explanatory constructs in L2 motivation, especially when viewing motivation as a dynamic entity that evolves over time (Dörnyei, 2005, 2009b). The L2 Motivational Self System has shown to cover the students' internal and external desires to learn English for their future academic aspirations, the social pressures exercised by authoritative people in society or in the learning environment, and their actual learning experience in the EFL contexts (Dörnyei, 2005). The possible selves' perspective also helps examine different motivational bearings, such as the convergence of both motivating and demotivating factors among individual language learners (MacIntyre, Mackinnon, & Clément, 2009). The students' personal language learning experience provides an individualized and interpretive context and facilitates the simultaneous examination of multiple motivational factors as we understand the complex process of their L2 motivational changes over time.

As English spreads throughout the globe, in EFLs context such as Saudi Arabia, English is used as the only global language (Crystal, 2003; Dörnyei, Csizér & Németh, 2006) for intercultural communication. The lack of a specific English speaking community within EFL contexts undermines the notion of integrativeness for explaining EFL learners' motivational orientations (Coetzee-Van Rooy, 2006). Integrativeness is reported to be the internal motive to learn the language. This helps students to be less worried about speaking deficiencies they may have in their face-to-face setting. Furthermore, students can develop important concepts such as; self-correction, collaborative language learning, and learning autonomy. In general, integrativeness yields many benefits to language learning in terms of the desire for pleasant interaction between teachers and students, and between the students themselves. This corresponds with Dörnyei and Ushioda (2009) who reported that the internal motivation enhances language learning.

Taking into account the concept of World "Englishes", which is not associated with any particular culture and is instead identified with the predominant forces of globalization (Lamb, 2004; Smith, 1983), Dörnyei's L2 Motivational Self System provides us with a platform to view EFL learners' desires to relate to the international community within their own self-concept. This psychological and emotional identification process signifies individual learners' recognition of the cultural and intellectual values attached to the English-speaking community and the language itself (Dörnyei, 2003, 2009b; Dörnyei & Csizér, 2002; Dörnyei et al. 2006) rather than an integrative motive associated with the learners' affective disposition toward the L2 group and a desire to identify with the L2 community (Gardner, 2001).

The results show a change in the attitudes of these students from when they were in secondary school to when they were in college. Attitudes towards learning English seemed to be more positive when they were in college most probably due to environments that encouraged and required the use of English for communication and learning. The results support the finding of Ajzen and Fishbein (2005) that attitudes exert a directive influence on the behaviour of individuals. In general, the students appeared to had an increasing self-confidence and gained more confidence when speaking the language in college. There also seemed to be more social acceptance of English among these students. This seemed to reflect the findings of Gardner (1985) that positive attitudes and overall better motivation resulted in better proficiency.

There were still a number of them who found the language difficult. It is expected there would be some individuals with such attitudes as learning a second language depends on an

individual's aptitude towards the language. As a whole, the Saudi students do not have enough exposure to the English language. They look at the language as a necessity for survival in Saudi society. It was found that students learn the language because they have to, rather than for some more intrinsic value such as love for country. This could be a result of lack of a supportive sociocultural environment. It was revealed that students lose interest in studying, especially English even in primary school because of low self-esteem and lack of motivation to learn from teachers. The pedagogical implications would be to work towards a change of perceptions of Saudi students. There is a need for the Saudi learners to view English language acquisition as an interesting pursuit, and this can be achieved by creating a positive learning environment. These findings were similar to those found by Zin et al. (2002). A change of the manner in which English is taught to students could go a long way here. A de-emphasis on examinations and tailoring classes to meet students' needs would be necessary if there is going to be a change in the way English is perceived by Saudi students. There needs to occur a comprehensive re-evaluation of the delivery of material, and an increased emphasis on spoken English praxis in both formal and informal settings.

5.2.3.1 Discussion of the Interviews

Studying English in an English speaking country is essential goal for Saudi students because English is commonly viewed as a necessity for Saudi Arabia's integration in the world (e.g. Alfawzan, 2012). This is so on the grounds of the fact that English bears a special status as international lingua franca, and indeed learning needs to be realised in praxis and not solely in an abstract sense. Communication is a special challenge for Saudi speakers. They may have a communicative failure since they may not understand what is being said to them (Cutting, 2005). A communicative failure is understood here as an incongruence between the utterance of some facet of the language and its ability to successfully engage with other speakers. Zhan (2010) reported that non-native speakers need to identify the internal and external elements related to social relationships and intimacy.

It seems that Arabic speakers need to focus on both linguistic competence and pragmatic competence in order to be effectively and successfully able to interact with people from other cultures. This explains the complexity of language learning for EFL learners. Relating this to the conceptual framework of the study, Dörnyei's L2 Motivational Self System and Dörnyei and Ushioda (2009) Model of motivation and self-identity states that changes in motivation are commonly joined with the students' classroom involvement, attitudes

towards the English language, and impacts on their outcomes and language competencies. Using this model, an explanation that can be used with regard to the Saudi students' study of the English language is that it is congruent with the current notions of self and identity, whereby motivation is explained "in terms of possible selves and their interaction with language learning environments" (Plaza, 2015, p. 94). This is in line with the idea that the development of L2 Motivational Self System, which is the conceptual framework of this study, is anchored on current ideas of self and identity, specifically the concept of possible selves (Plaza, 2015). However, there are some discrepancies that can be found in the interview results. For example, in the Saudi context, in particular, and other non-native contexts, in general, the focus is mainly on the linguistic competence of the learners with minimal stress on pragmatic competence.

The majority of EFL teachers concentrate on grammar and vocabulary instruction without concentrating on instructing the students to use the language in different situations. This is mainly attributed to the dominance of the traditional methods of instruction in the EFL classes which required the learners to mainly master grammar and vocabulary without putting stress on the learners' communicative competence. Higgins' ideas of the "ideal selves" and "out to selves" are worthy to mention in this regard, which state that these selves are future self-guides that are understood in the framework of motivation in L2 learning (Plaza, 2015).

It is important to note that the results that are related to the original motivation types of the students in the current study are quite identical to the results of Noel and colleagues' (2001) study. In particular, Noels and colleagues found that an individual has both intrinsic and extrinsic motivation, and that the outcome of an educational process is commonly related to the proportion and intensity of both. The results also negate Vandergrift's (2005) assumption that self-determination and motivation have no clear link or significant pattern. In the present study, the university students who study English had the highest scores for extrinsic motivation. The identified regulation was the most common sub-type of extrinsic motivation for studying English in the current study. This claim serves to augment the appeal to the work of Dörnyei and Ushioda (2009). The learners who are motivated to learn English because of identified regulation perceive that the behavioural aim is valued at the personal level. They like to participate and to approve the values. This is parallel to the assumptions of Lamb (2009) and Liu (2007), in which they claim that the EFL students who go abroad to learn English are likely to develop the values and ideologies of the new setting. The learners who identified such kind of motivation appreciated communication and held the view that

English is the language of communication in the world. They perceived that English would allow them to communicate well with the native speakers and with other people in the world. Similarly, Pagliaro (2002) said that communication between cultures, which is linked to intercultural competence, provides a broad understanding of the use of language to reflect the various norms and values of the cultures.

Hence, a good reference to the research questions is greatly emphasized here, specifically the question, "What are the original motivations and attitudes of Saudi students studying English as a foreign language in Britain?" In the current study, the students gave preference for the extrinsic motivation over the intrinsic motivation. This may be attributed to the instrumentality of English in the global context. The Saudi students perceived that English is the main tool for getting a job, for getting a promotion, for communicating easily with others, and for their study. Moreover, they expressed that English is mainly appreciated in their native countries and it is the language that helps to get them a good prestige. The social and practical importance of English was the key rationale for the students to study English. These provide clarity to addressing the aforementioned research question. The emphasis on these values which the Saudi students took into account in relation to learning the English language is consistent with the instrumental aspect of motivation, which involves the achievement of external goals, such as getting a job or a promotion (Garder, 1985a).

On the other hand, the Saudi students had intrinsic motivation. The results showed that the students had higher intrinsic motivation to study English due to the internationalization of the English language. The interest in the language, the need to be part of the target culture, and need to speak English fluently, and the need to know about the language were reported as the main intrinsic motivations expressed by the Saudi students studying in the UK. This corresponds with Dörnyei and Csizér (2002) who emphasized that the main point in language internationalization is that the promotion of the English languages diminishes the other languages. Moreover, Boonchum (2009) highlighted that learning a foreign language involves changes in the competence, behaviour, personality, and communication style of the learner. This might account for how the students are intrinsically motivated to learn English in their home countries to a greater extent than their study of English in an L2 setting. These findings provide answers to the second research question, which is "How are these motivations and attitudes influenced by students' attitudes towards the target culture?"

Furthermore, a correlation was found between the integrative orientation and the intrinsic types of motivation. It means that the learners are motivated to study L2 for the inherent satisfaction of the activity itself (e.g. Ryan and Deci, 2000) while having openness to other

cultures in general and to the TL culture in particular (e.g. Heinzmann, 2013). Gardner (1985) emphasized that individuals who have a high level of integrativeness demonstrate openness to employing the characteristics of another cultural and linguistic group. This allows for a comparison with other research that has studied the integrative and instrumental classifications of motivation. The present study showed that most of the students had an integrative orientation as the highly reported type of motivation over the other kinds of motivation. The result corresponds to the findings obtained from Lamb's (2004) observation that a high level of motivation in learning the new language suggests an integrative orientation amongst the learners. However, this result contradicts other similar studies (e.g., Liu, 2007; Warden & Lin, 2000) who reported that students who studied English as a foreign language and were not specialized in English lacked integrative motivation.

In addition, the study findings suggest that the importance that L2 learners attached to being involved in contact situations contributed towards the effort that they put into L2 learning. This adds more support to previous studies which had asserted that there is a relationship between Inter cultural-contact (ICC) experiences (direct or indirect) and learners' L2 motivation; for example, Csizér and Kormos (2008), Dörnyei et al. (2006), and Clément (1980).

The findings of the interviews highlight a number of social, cultural, and personal issues that influenced the ICC activity of the participants; for example, the participants experienced symptoms of 'culture shock' during their early days in the host environment. This study adds to the body of evidence that such a psychological state is common for cross-cultural travellers e.g., Ward et al. (2005:65). This also pertains to the assertion of Gao et al. (2005) that the learning situation in a host country in terms of culture, way of life, values, etc. is definitely different from the learning situation in Saudi Arabia; hence, changes in self-identity may be experienced by Saudi students after moving to a different culture. This information therefore corresponds to the research question, "What is the process of change that takes place during the students' time in Britain and to what extent do Saudi learners of English in Britain interact with native speakers outside the classroom?" This self-identity-related change is thus the specific process of change that takes place during the students' stay in Britain. Therefore, the educators at the Saudi study abroad programmes should pay more attention to crucial psychological state which may play a decisive role in sojourners' experience and attempt to address it with an appropriate strategy.

In the current study, the Ideal L2 Self appeared as a significant motivational factor for the high- and mid-motivated learners, but not for the low-motivated learners. However, the

learners' immediate learning experiences correlated highly with all the learners' motivation, and what is more, those experiences were related to the perception of the ideal L2 self. A worthwhile point here is the fact that an individual seeks to achieve the image of his/her ideal self at all times, and in case this image involves speaking in L2, it will give an important motivation for the actual self to learn the language and have mastery of it (Dörnyei, 2005). While the test-oriented EFL classrooms in Saudi high schools instilled limited possibilities for the low-motivated learners, communicative opportunities had been offered for the high-motivated learners to develop a positive Ideal L2 Self. These results embrace the possibility that communicative learning experiences can develop a positive Ideal L2 Self for low-motivated learners and thus, elevate the level of their English learning motivation. In other words, students perceived the effective users as their potential future selves and were motivated about that potential (Murphey & Arao, 2001). It may likewise be posited that these communicative opportunities are linked to integrativeness or the learners' readiness to learn L2 to become connected to the new language community and become integrated to the knowledge of the new culture (Gardner, 2001). Further, as Al-Shehri (2009) advocates, the strength of motivation is dependent on the learners' capability to develop a vivid image of a skilful Ideal L2 Self. Dörnyei (2009b) also found out that the motivation of most language learners to learn L2 is not their families' encouragement but the outcome of successful engagement with L2 speakers, thereby propelling them to become more successful in this field. Thus, the EFL teachers can motivate the learners by setting up opportunities for the learners to be exposed to some real, successive English users that the learners can identify themselves with.

In addition, the L2 learning environment has been shown to be one of the main factors that affect the students' motivation. As Dörnyei (2009b) pointed out, the L2 learning experience is connected to the immediate learning environment of the learner, such as the classroom, classmates, teachers, books, etc., and the learning experiences, such as the impact of the teacher and the learning context as a whole. Therefore, L2 learning environment is likely to be an important factor that should be considered in L2 motivation studies, as was previously pointed out by L2 motivation scholars like Dörnyei and Ushioda (2011), Macintyre et al. (2009), Noels et al. (2000), Deci and Ryan (1985), and Gardner (1985). In addition, Kadushin (2012) stressed that the L2 learning environment evokes links between individual nodes, which side off one another in the coverage of an L2 culture; yet, it becomes necessary in terms of teaching English as a second language because of its direct connection with the social nature of the learners (Larson, 2003a).This finding of present study corresponds with Gao et al. (2005) that showed that the EFL students who studied abroad

experienced productive changes which indicates that there are students who value their culture 1 and L1 more after learning the L2 and culture 2 and that this can be accomplished in EFL contexts. As Tremblay et al. (1996) pointed out, learning a language may provide the learners with a positive attitude towards both the language and its native speakers, not considering any historic strain between the culture of the learner and that of the second language. Similarly, the present study revealed that EFL had expanded their worldviews and caused them to learn about the cultures of their English speaking friends. However, this did not cause them to lose respect for their own culture. Rather, as they learn more about the cultures of their foreign friends, they also become more talkative and share the Saudi culture with their friends. This is harmonious with Dörnyei's (2009b) assertion that there is a link between L2 and the individual's personal core, which forms an important part of his/her identity. This information relates to the research question, "To what extent does the immersion of Saudi students studying English as a foreign language in the British culture have an influence on the Saudi students' performance?"

The results concerning motivation types found in the current study were quite similar to Noels' (2003) study. The university students studying English had the highest mean scores for extrinsic motivation. In the interview, the Saudi students who identified this type of motivation valued communication and viewed English as the language that would allow them to communicate with the world or at least with foreign speakers. According to Ryan (2009), the success of communication is grounded on cultural competence. On the other hand, taking on Pagliaro's (2002) assertion, this may reflect the involvement of intercultural competence which is primarily linked to communication between cultures and provides a broad understanding of the way language is utilised to mirror the various norms and values of cultures.

5.2.3.2   Observations

The observation findings showed that the students' behaviour with regard to the classroom context and the social context has varied throughout the three phases. The students' behaviour changed from the first phase to the second phase to the third phase. The immersion of the students in an L2 context has caused changes in the students' social and classroom behaviour. In the general sense, the findings showed that the students became more classroom-oriented and engaged in the classroom context in terms of attention, participation, and end-of-class assessment. On the other hand, it is also shown that the students became more socialised than their beginning in the new context.

In analysing the students' behaviour, the changes in the students' attention, participation, and end-of-class assessment from the first phase to the third phase are noticeable. These changes reflect changes in the students' identities and motivation to learn the language since they are linguistically and socially changed. Further, the students' classroom and social behaviour are affected since their experience in the new context progresses in time.

With regard to *attention*, the observation is slightly changed from Phase 1 to Phase 2 to Phase 3.

Furthermore, this slight shift reflects the increase in the students' confidence and improved linguistic proficiency. On the other hand, the students' eye contact is maintained the same in the three phases. This is attributed to the students' extra concentration in the class, since they are new in this learning environment. Moreover, the students need to know all the details and listen to every point in the beginning to be completely aware of what is running around them. Furthermore, minor changes occurred in the student's creation of disruptive behaviour and engagement in private social chat unrelated to the activity. This behaviour was absent in the three phases. Eventually, the students showed signs of enjoyment during the lesson in the different observation phases.

With regard to *participation*, a change has occurred in the students' classroom behaviour, as they raised their hand in Phase 2 and three more than in Phase 1. As the students get more confidence and get accustomed to the classroom context, they become more engaged and more classroom-oriented. However, no change was observed in the students' attendance and the teacher having to push for engagement throughout the three phases. In Phase 2 and Phase 3, there was an increase in the rate of volunteering answers compared to Phase 1. On the other hand, it was observed that the students use body language in Phase 2 and Phase 3 more than in Phase 1. This means that the students use their body language to reflect their understanding and to convey their thoughts. The use of body language is an indication that the students developed a sense of the language and they became able to make gestures that match with what they want to express.

With regard to the *end-of-class assessment*, changes in the students' behaviour were also observed. The students are engaged in the class and interested in completing the tasks in the three phases. On the other hand, it was observed that students express positive body language at the close of the lesson and that this increased in Phase Two and Phase Three more than in phase one. The students' engagement from the start of the class until the end is mainly attributed to their enjoyment of the learning environment. The teacher, curriculum, learning and teaching resources are attractive for the students. This explains why studying in an L2 context is more motivating for the students than studying in their native contexts.

Students' engagement and their interest in learning the L2 language are affected by the L2 context and the new learning environment they experienced in terms of the curriculum, teachers, and activities.

With regard to social context, changes in the students' behaviour were observed across the three phases. In the first phase, half of the students did not developed friendships outside their classroom. However, in the second and third phases, the students have developed friendships outside their classroom to a great extent. This means that since the students spend time in the new culture, their familiarity with the natives increases and their confidence to develop social relationships is enhanced. Once the students learn more about the value, customs, and traditions of the native speakers, they become highly able to interact with the natives and their anxiety is diminished.

On the other hand, it was shown that the students who did not progressed their friendship circle beyond their native speaking colleagues in the beginning of their movement to the new L2 context, in the later phases, it is observed that the students had largely progressed their friendship circle beyond their native speaking colleagues. This also explains the students' engagement in the new culture as the time passes in the new context. The role of time and place are important in the students' identity changes. As the students spend more time in the new context, they become more familiarised with the communication styles of the native speakers and grow their relationships.

On the other hand, it was observed that the students used aspects of slang/colloquialism in all phases and this can be attributed to the fact that the students mix with the native speakers and absorb their linguistic features. As the students enter into social connections with the natives, they normally use the everyday language such as in greetings, inviting, compliments, thanking, etc.

However, it was found that the host nationals do tend to welcome the foreign language students at the start due to the cultural differences. Moreover, the host nationals suffer with the new foreign language students as the new students not largely mastered the foreign language and this may cause communication failure with the natives. Further, new students are not familiar with the communication styles of the natives when they move to the new L2 context. In addition, this explains the differences between the nationals and the students even in the clothes and that the foreign language students can be identified from the host nationals by clothing.

Eventually, it is observed that the students became moderately immersed in humour and laughing as they progress in their life in the new context. The students became more engaged in the English culture (e.g., reading magazines, listening to music, watching films,

etc.). At the start, the students were somewhat conservative to engage in social activities, since they are not fully familiar with the ideology, values, and traditions of the host nationals. However, as the time passes in the new context, the students became more culture-oriented.

The findings of the observation show that the students experienced self-identity changes after being immersed in the L2 situation. Their anxiety to i.e., interact with the natives has diminished in the further phases of their life in the new context.

Several studies had been undertaken across diverse language learning situations since the establishment of the L2 Motivational Self System in 2005; these had convincingly confirmed the social and/or contextual influences on their L2 selves. For example, Lamb (2009) described how the L2 selves of two Indonesian junior high school students were constructed in relation to their family and institutional environment. Although the two participants, Dewi and Munandar, basically attached a great importance to studying English, Dewi possessed a positive and clear future self-image as a fluent speaker of English in a global context, which she believes would help develop Indonesia. On the other hand, Munandar's future ambitions for English learning were fairly vague, Munandar planned to continue to study English only if the further education required him to do so. Munandar was thus motivated to study English by a future self-image closely associated with his Ought-to L2 self.

Dewi had grown up with considerable cultural capital, including English-speaking parents and plenty of English- language resources, whilst Munandar had minimal exposure to English and none of his family members spoke English. Lamb explains that the contrast between the above two students helps to highlight the social and contextual influence (e.g., family and socioeconomic backgrounds, learning experiences etc.) on the formation of L2 selves and identity.

The impact of contextual and social factors upon the formation of L2 selves has been also evidenced in a study by Kim (2009). Adopting Vygotskian Sociocultural Theory and Engeström's (1999) Activity Theory, he analysed the developmental processes of the L2 selves of two South Korean EFL learners in Canada named Woo and Joon. Both learners had been learning English partly because of the social demands for English language skills in their home country (i.e., instrumentality). For Woo, this instrumentality was firmly associated with his career goal and it was gradually subsumed into Ideal L2 Self through his L2 experiences such as meaningful communication with his home stay owner. Joon, on the other hand, did not has a specific career vision or personal reasons to learn English. The instrumentality in learning English was therefore not sufficiently internalised, and it

reflected the prevention aspect of the extrinsic motive which makes up Ought-to L2 Self. Kim concluded that Ideal and Ought-to L2 selves are not antithetical positions, but that the Ought-to L2 Self is internalised into the Ideal L2 Self, and the formation of learners' positive, competent, promotion-based future L2 self is largely dependent on sociocultural factors like support from the community.

The findings of the present study can be also discussed in light of the social engagement notion. Social engagement, also known as social involvement or social participation, points out the individual's degree of participation in a community. Gehlert (2012: 208) noticed that social engagement is universally employed to imply the person's participation in the activities of a social group.

In the present study, the concept of social engagement appears in the new L2 environment in which the Saudi students were exposed to more communication, contact with new social groups, new foreign friends, and new values. The social engagement of the students in the UK helped them to develop their proficiency. Effective communication does not solely rest on using language accurately, but it also entails the interlocutors' awareness of the linguistic forms as well as how language works socially in different situations (Schmidt and Richards, 1980). The ability to use the language code and knowing what to say and to whom are the fundamental pillars of communicative competence.

The cultural and social knowledge are part of meaning creation and must be integrated with the linguistic knowledge in order to have meaningful language understanding and utilization (Zhan, 2010).

Social engagement involves the usage of language appropriately in social situations and using the right communicative behaviour. Past researches informed that even learners who had developed a sense of language can encounter problems in having sound communicative behaviour and this leads to a communicative failure or pragmatic failure (Bouton, 1994). Thus, cross-cultural communication is a mix of grammatical competence, contextual competence, and pragmatic competence (Kasper & Schmidt, 1996).

According to Ahmed (2015: 18), selecting the right terms is essential for successful communication between the speakers. Social engagement enhances the social bonds between the society's members and their importance cannot be ignored. Moreover, social engagement gives deep insights on the construction of a speech community and the identity of a certain social group.

To summarise, these findings suggest that EFL learners engage with a wide range of English language or culture related activities and experiences in and beyond the classroom, and that there are many different ways in which they make sense of those experiences. It was also

found that L2 selves were multi-faceted and did not simply stem from the social context or the person's desires or decisions; it is the interplay between individuals' intentionality and social structure that shaped these learners' L2 selves (Ushioda, 2009).

5.3 Discussion of themes in the context of the central research questions

The section that follows imports the data into the context of the central research questions, responding to them by way of establishing a perspective that is constrained by the distinctive methodologies and perspectives of this particular study.

5.3.1 What are the original motivations and attitudes of EFL Saudi students in the UK towards English language acquisition?

This section details the original motivations and attitudes of Saudi Students who are studying English as a foreign language in the UK. Today, English is considered a major international language. This requires both an acceptance of the historical events that shaped present-day trends in linguistic exchange, sensitivity to local language and customs, and their preservation.

The concept of a heteronomous agent is one that acts from the outside, influencing the otherwise autonomous decision-making volition of the human subject. It is arguable that the human subject cannot otherwise be considered apart from the culture in which he/she resides; therefore, heteronomous agents and the discourse surrounding language acquisition are necessary influences. One such agent, if it can be understood as a cumulative experience, is the concept of 'life circumstances', together with other factors such as the demands of spiritual or religious reasons, or indeed the principle of altruism (Poulshock, 2006; Saville-Troike, 2012). This point imposes on the individual that there is some value in learning a language. As such, overarching cultural attitudes regulate the individual's decision making, such as the view that with hard work and dedication, people can do whatever they choose. It means that whether the individual wants to or not, they are subject to an external system that imposes expectations on them to engage in the 'right' choice, presupposing then, that this will satisfy their inner and inherent desire for purpose, achievement and fulfilment. This is also responsible for an individual's choice to engage in more forceful work towards L2 language acquisition (Zaman, 2015).

Motivations:

i. Saudi students are driven by the acceptance of the status of English as an international *lingua franca*. There exists (though not wholly so) a desire to better themselves, but also according to the values of British culture as a form of cultural capital.

ii. Saudi students are driven forth by their choice to study L2 English and it is wholly regulated by a self-directed intention.

iii. Saudi students are subject to external pressures that drive them towards L2 English acquisition.

The original motivations of the students to learn English reflect their need to learn the language more than their need to benefit from the language. The majority of the students showed that their earlier motivations to study English revolved around their need to learn English, their desire to know more about the English culture, and their need to gain prestige in the language. Out of the 32 participants, 14 said that they primarily wanted to obtain a degree in the UK, whilst 14 others stated that apart from getting a degree, their reason for coming to the UK was to learn English as a second language. English language learning is seen in the Arabic context as a prestigious language and the speakers of English in this context are seen as prestigious persons. Hence, most of the students, after completing the secondary stage, aspire to study the English language when they join the colleges of languages and translation. This might explain the idea amongst Arab speakers that English offers extra social credit to the person who speaks it. The social credit given by the English language to its speakers in the Arabic settings is supported by the report of Alhuqbani (2005); that Arabic students study English in order to get prestige and to become recognised as highly ranked persons in their communities. This shows that the students study English out of superficial needs and they are not fully aware of its value, as they may lack the knowledge and experience that allow them to realise the actual importance of learning the English language. However, in the data, not many held the view that studying English is important in order to obtain the approval of their peers/teachers/family (M=2.78). Similarly, those who had the viewpoint that they had to study English in order not to disappoint their parents were not of a significant number (M=2.19).

On the other hand, given that English learning was a requirement at their school (M = 3.94), the students were driven by fulfilling the expectation of their community to become fluent English speakers (M=3.50), which was aligned to their own personal value on studying English; that an educated person is supposed to be able to speak English (M=3.69). It may be observed that these results are not that significantly high, which can form a basis of the extent of the students' motivation to learn English as an L2 in the UK. Further, not many of

their close friends were studying English and shared their view of its importance (M=2.84). Neither did many of the students in the study believe that English language acquisition would have had a negative impact on their lives if they did not learn English (M=2.97). These results do not show significantly high Means. It may however be inferred that the corresponding outcomes of their interest to learn more about English/Western culture and the native English speaking community (M=3.84) is parallel to their aspirations to study abroad or to live in an English-speaking country (M= 4.09), and their interest to understand and participate in conversations around English/Western media (M= 4.16).

Furthermore, the intrinsic motivation of the students to study English may be attributed to the self-image notion. Every individual in society aims to have his or her own personal achievement. The students want to have a good self-image and they see that this can be achieved by studying English and by having a personal achievement. Moreover, the Saudi learners seek to have their own personal achievements (Alrabai, 2017). This corresponds with Hofstede *et al.* (2010) who reported that the students become motivated to learn the language in order to have a personal achievement. This emphasises the individualistic aspect in language learning whereby each individual seeks to enhance his/her own self-image. In the study, the data demonstrate that the students wanted to feel challenged and push themselves further in their studies, mastering the English language as a great academic achievement (M=4.34). They were also intrinsically motivated to study English as they can link it to their future lives, where they could see that English would play an important role (M= 4.16). Moreover, many of the students considered themselves as high achievers and always obtained high marks in their English classes (M=3.81).

It is important to note that motivation has been found to be a crucial factor in language learning at all levels. Yet, it becomes essential when it comes to teaching English as L2 as it has a direct connection with the learners' social nature (Kobayashi and Viswat, 2007). Additionally, motivation has been found to be a fundamental factor for L2 learning as it determines the extent to which the learner engages positively and actively in the target language (Oxford and Shearin, 1994). According to Schmitt (2002: 172), "motivation is a key learner variable because without it, nothing happens". In the data, the students expressed their intention to learn English so fluently to the point that it becomes natural to them (M=4.25). Identifying the learners' motivational factors helps in selecting the language to be learned and the types of tasks that the learners prefer to engage in, alongside the proficiency level that they anticipate to achieve (Abu Baker, Suliman and Rafaai, 2010: 72). In addition,

identifying the motivational factors is vital in achieving the learning goals and in creating a sound classroom environment (Noles, 2001). In the data, the students perceived that their English language skills are improving and that they have become more comfortable to talk to native English speakers (M= 3.97). They also felt very confident in their ability to speak and write English (M=4.22). These factors motivated them to continue studying English up to the point of acquiring mastery of the language. Moreover, the findings showed that students are guided by intrinsic and extrinsic motivations to study English. Both kinds of motivation have also been found to inspire language acquisition (Obeidat, 2005). Both intrinsic and extrinsic motivation may lead to successful language learning, however the absence of either may generate problems (Ellis, 1985; McInerney, 2013). Intrinsic motivation involves learning a language out of the desire to know more about the cultural community and affiliate with them, whereas extrinsic motivation implies learning the language for a utilitarian purpose, such as getting a job or a better salary. Further, the students in this study expressed that they were interested in learning more about the English culture (M = 3.84) and that they had aspirations to study abroad or live in an English-speaking country (M= 4.09). They also expressed their interest in English-speaking countries' culture (M = 3.69) and in putting their English language skills outside of the classroom, with native English speakers (M = 3.84). They wanted to be able to understand and participate in conversations within the English/Western media (e.g., movies, music, news, literature, etc.) (M= 4.16). In this way, they could use the English language as a way to learn more about the cultural community in which they were in, as well as establish an affiliation with this community and its people.

The findings also showed that the students had a positive attitude towards learning English. This has been shown earlier in their perceived improvement in their English language skills, as well as their being more comfortable to speak to native English speakers (M=3.97). Similarly, they felt very confident in their ability to speak and write in English (M=4.22). They were relaxed enough when ordering food, giving street directions, and talking to British residents in English (M = 4.16). They were also comfortable to speak to native English speakers (3.97) and wanted their English language skills to improve so that they would become more comfortable to speak to English speakers (M = 4.03). This is coupled with their effort to try to understand all of the English words they hear and read (M = 4.00).

Whereas motivation reflects the level of interest in learning the target language, attitude towards the learning situation means the "evaluative reaction to some referent or attitude

object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985: 9). The learning situation involves a number of components such as textbooks, the teacher, classroom tasks, and so forth, in order to measure the learners' attitudes and motivation towards second language learning. The Saudi students' motivation to study English in the UK is impacted by their realisation of the importance of the English language and its role in their future career. The students' Ideal L2 Self data shows that their motivation to learn English moved from just an interest (M=3.82 in Phase 1) to being more instrumental in Phase 2 (M=3.66) and in Phase 3 (M= 3.47). This corresponds with Javid et al. (2012) who reported that Saudi students are motivated to learn and study English due to the practicality of the English language in the labour market. In the EFL context, the earlier motivations of the students to study English moved from integrative motivations to instrumental motivations as they became more mature and more understanding of the world around them. For example, they denoted that they found pleasure in learning more about the English literature and culture (M = 3.72). They also believed that it is important to study English because it will allow them to better understand and appreciate the culture surrounding the English language (M = 3.59). This is supported by Boekaerts (2001) who claimed that students develop a sense of the world around them and their goals of studying the language develop as they gain more insights about their environment. It is significant to point out that language learning often deals with overseas cultures, behavioural norms, and cultural adaptations, impacting one's self-identity (Boonchum, 2009). Hence, the students' motivations to learn English and to be familiar with the British culture can be explained by this, given the important role of the sociocultural context that shapes their self-identities.

The above findings are also understood in line with the answers of most of the students who expressed their initial motivations to learn English as derived from their desire and interest in the language. Their attitudes towards the language are reflected in their intrinsic interest in it. The students' earlier motivations account for the changes that happened in their later motivations and attitudes towards language learning. Since majority of the Saudi students are motivated intrinsically to learn English in the beginning, it is expected that they would experience a different kind of motivation when they move to an L2 context. Their earlier motivations are impacted by realisations inherent in their Saudi environment and by how language learning is viewed in the Saudi academic setting. Their experience in Saudi Arabia has created certain motivations for them to study English out of their undeveloped perceptions of the language and its global role. Moreover, the surrounding environment plays a role in shaping the students' perceptions of the English language, influenced by the

teachers' capabilities, the learning environment, the activities used, and the interaction modes inside and outside the class (Nordquist, 2010; Tsagari, 2016).

It must also be noted that the existing culture can have an influence on the teacher's teaching styles, which in turn influences the students' learning styles. Paying attention to the cultural diversity of the L2 classroom will facilitate better learning. When L2 teachers take account of the learners' cultural backgrounds, the notion that the learners' classroom personality is moulded by their L1 culture will be taken into consideration. By understanding the sociocultural factors that shape their students' learning styles in the L2 classroom, L2 teachers would be able to develop suitable materials that can effectively facilitate the whole learning process (Nordquist, 2010). On the other hand, it should also be emphasized that the study of L2 is commonly associated with changes in the student's competence, behaviour, personality, and style of communication (Boonchum, 2009). Hence, as the students in this study claimed of their interest to learn the English language and the British culture, it can be expected that a corresponding change in these areas will likely to take place.

From the data in this study, the students expressed that English learning was a requirement in their school (M=3.94). Furthermore, they expressed that their expectation was that students moving on to higher education should be fluent in using the English language, or at least have the ability to read/write in English (M=3.50). All the students have studied English, a compulsory subject in their general education schools in Saudi Arabia. Their motivations to study English and their attitudes towards it are impacted by this enforcement to study the language. Since they went to pursue their higher studies in the UK, no enforcement was made in regard to this. They weighted the benefits of studying English in an L2 context and selected the option that can best serve their goals. This corresponds with Chen et al. (2005) who explained that one's motivations to study the language are the outcome of different factors that shape their attitudes and identity to become oriented towards the language.

The present study has contributed new knowledge to the subject through its focus on motivation in L2 learning. The various experiences and motivations of Saudi students covered in this study towards learning EFL in the UK clarify the important role of intrinsic and extrinsic motivations that guide actions.

5.3.2   How do these motivations influence the students' attitudes towards the target culture?

The attitudes towards the target culture are a profound variable that bear upon the students' respective learning experiences in both positive and negative ways. This attitude consists of a number of internal dispositions towards the target culture including their perception and cognition of the culture itself. Phenomena such as cultural immersion, expectation, and real experience all play a part modifying the experience.

The results showed that the Saudi students developed positive attitudes towards the target culture. Since the students are immersed in the new culture, they had adopted the values, customs, and traditions of the culture. The students' inclination towards the target culture can be explained by their love for the language and their admiration of the learning experience in the L2 setting. In a comparison between three phases according to responses on an English use anxiety variable, they stated that they would feel embarrassed if they could not communicate in English with their professors, friends, and English-speaking family members (M= 3.34). This scenario would be enough for them to try to learn English as L2 learners in the UK.

The feeling of love towards their language course is one of the basic factors for having positive attitudes towards the target culture. The students who liked the English language were influenced by English movies, books, songs, and literature. Moreover, they expressed that they would feel comfortable when using English and that they can switch between Arabic and English according to the situation. This is stressed by Noels (2001a: 137) who stated that the learners' language is highly affected by their inclination towards the culture in which they study the language. Similarly, in a comparison between the three phases based on responses about the English use anxiety variable, there were some who never felt sure of themselves when speaking in English class (M = 2.78). Taking Noels' (2001a) idea about the connection between the learners' language and their inclination towards the host culture, one could just ponder on how the students managed to adapt to the new culture.

Moreover, Dörnyei's L2 Motivational Self System may be used to understand this, as the model explains motivation that focuses on potential selves and their interaction with language learning environments. The students' ability to switch between Arabic and English according to the situation is congruent with Dörnyei's (2009b) notion of an ideal self, which is shaped by the learning experience. This notion of ideal self can be exemplified by the students' proficiency in English. Their mean perception of being high-achievers and wanting

to learn English fluently generated an escalating trend; that is, Phase 1 had M= 3.89; Phase 2 had M= 3.95; and Phase 3 had M= 3.97.

In the present study, the learners studied English because it was a compulsory subject. Therefore, their positive attitudes and motivation towards the English language were anchored on this compulsion. All the respondents showed that the study of English will grant them a better education and better practical opportunities in the future. This perception was enough for them to develop a positive attitude towards English language acquisition and adapt to the British culture which facilitates the acquisition of this language. This is congruent with Dörnyei's L2 Motivational Self System which assumes that the individual's images of what he/she might become in the future and how he/she would like his/her life to unfold are represented by the possible self. It was likewise emphasized that the learners' ability to fully and clearly understand their self-guides will have an influence on the extent in which these self-guides can motivate them. In addition, the students had a chance to learn English and gain more cultural awareness through the media, internet, TV, and newspapers. The questionnaire comments regarding the participants' views of the importance of English learning reported similar responses. A respondent noted this importance by the fact that everything now is in English, including books, media, and the Internet. Another respondent said that English is important in his job, whilst another one said that it is important for studying abroad and for reading English books, articles, and other published materials. Heuser (2007) supported the findings that the media and the environment are significant tools for learning the foreign language. As the learners interact with the cultural elements in the foreign country, their language and their ability to understand the speakers of this language are fostered. This is seen in their agreement with the statement that their English language skills are improving and that they have become more comfortable speaking to native English speakers (M=3.97). Their seeming integration with the native culture is also fostered in how comfortable they are with ordering food in English, giving directions in English, and talking to people in English. However, they still have a seeming recognition and understanding of other students' struggle with the English language, as shown by M=2.59 for the statement, "I don't understand why other students are nervous to speak English in our class".

Moreover, Svanes (1987) revealed a similar result that the learners' good attitudes towards the culture play an immense role in developing the learners' ability to learn the language and use it extensively in their daily life. In the data, the students denoted that their interest in English learning has increased (M=3.69). In addition, their interest to study the language is

increasing all the time (M=3.72). The learners' motivation and attitudes towards the language are influenced by their integration with the cultural components of the new environment. This is parallel to Lambert's (1975) theory, which assumes that language learning affects identity changes as bilingualism. There is a fulfilment of additive bilingualism here since the students retained their native language and native culture as they acquired the target culture and target language. It may be posited that the target culture and the target language are interconnected. For example, the students in this study claimed that they were more motivated to study English now more than when they were in their country (M= 3.66). This is because as they learn the new language, a sociocultural consciousness of the country facilitating language learning is being developed in them (Lier and Corson, 1997). Further, the learners' contact with new foreign friends motivated them to develop positive attitudes towards the target culture. Students can adopt certain foreign attitudes and values during their study and such attitudes and values may not fit with some of their native conventions and this may result in confusion as to their behaviour and manners with the foreign or local friends. Despite this knowledge, it was revealed that the students' improving competency with the language allowed them to be more accepted in the new community, which in the process drove them to achieve more in their EFL class (M = 3.63). This is supported by Gardner & MacIntyre (1993) who introduced the sociocultural model and proposed that formal and informal language learning can enhance learners' attitudes towards bilingualism. However, the learners not only acquire linguistic abilities, but they also gain non-linguistic capabilities. The target culture creates changes in the learners' identity. As the learners absorb the new cultural aspects of the new setting, they are more likely to be linguistically and non-linguistically developed. The data shows that the students did not have to make any extra effort to be motivated in their new environment, however, this response came with only M=2.88 rather than a significant score.

Since culture is the whole that involves the shared knowledge, beliefs, values, customs, habits, ideas, and traditions between the members of a society, culture is also seen as associated with the society since culture and society are interrelated. Additionally, it is argued that language and society are interconnected. Moreover, culture is known as what everyone needs in order to communicate with the members of his society. Similarly, the students maintained that being welcome in the social life in the UK depends on their language skills, and this knowledge made them improve their language skills more (M =3.16). They also held that they were exerting more effort now in order to keep motivated with language learning compared to when they were still in Saudi Arabia (M=3.44).

One of the prominent ways that made the students inclined towards the target culture is that the learning process in the L2 setting integrates the cultural elements in the class (Larson, 2003). The different sources submitted to students in the target culture involved films, news, radio, and television shows; internet; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials. Further, the findings showed that the students came across authentic materials in the target culture. In this sense, the students maintained that they had more reasons to study English now than before (M= 3.34). The inclination of the students towards the target culture was explained by Laborda (2009), who reported that target language classes play an important role in presenting the activities that motivate students to develop positive attitudes towards the culture. For example, students can be asked to find information about the things in question, either by undertaking research or by being given prompts to examine. They can either write a summary or make an oral presentation to the class about the cultural relevance of the thing. This gives students the opportunity to absorb the cultural aspects associated with the language.

However, the three phases of integration variable did not really reflect that the students in this study had been thoroughly integrated into the British culture. The overall mean score for Phase 1 in this integration variable is only 0.74. For Phase 2, it was only 0.89, and for Phase 3, it was 0.88. Under Phase 1, the students' mean score for having developed friendships outside of their immediate classroom was only 0.71, which means that this was not much apparent/displayed. This mean score however increased in Phase 2 (M= 1.16), but regressed in Phase 3 (M= 0.94). Another area to look into was the statement "The student has progressed their friendship circle beyond his/her native speaking colleagues", which in Phase 1 garnered a mean score of only 0.18, which became 0.64 in Phase 2, and regressed to 0.59 in Phase 3. Again, it indicates that such progress was not much apparent/ displayed. Moreover, the statement, "The host nationals are welcoming to the foreign language student," gathered a mean score of only 1.12 (47.1%) for all the phases. An interesting point however, is the question, "Can the student be identified from their host nationals by clothing?" In all the three phases, the mean score generated was 1.53 (70.6%). It means that the students in this study dressed in their own native clothing rather than in similar dress as the popular culture in the UK. It denotes their attempt to preserve their own Arab identity.

Moreover, communication in the target culture is one of the elements that motivate students to learn the language. In the study, communication can be expressed in attention variable within the three phases. For example, in Phase 1, it was denoted that the students strongly maintained eye contact with the teacher (68.2%). They also wrote down notes strongly when

appropriate (52.9%). According to Abed (2011:167), effective communication can not only be accomplished by lexical means but also by using the social language correctly in different situations. Effective communication does not solely rest on using language accurately, but it also entails the interlocutors' awareness of the linguistic forms as well as how language works socially in different situations. The cultural and social knowledge are part of meaning creation and must be integrated with the linguistic knowledge in order to have meaningful language understanding and utilisation. However, a respondent's position that he was interested in learning English as a language rather than a culture suggests a lack of knowledge about the interconnectivity between language learning and culture. Conversely, another respondent's belief that it is important to know culture in general - not necessarily the Western culture - in learning EFL would suggest that the sociocultural context in learning EFL is not always a Western context. Golato (2003) points out that study compliments are central to social interconnectedness and encourage social interaction between the members of society. Furthermore, it cancels any inequalities between the members, because the members become involved in one act and thus can be considered as motives for social interaction.

It must be emphasized that language is one of the ways through which cultural diversity is preserved. A respondent stressed that since his interest in the English language had developed since childhood, the desire to explore the Western culture and the ability to communicate with its community in English also sprang. The connection between language and culture is apparently emphasized. Culture must be strengthened together with the language and this should be seen in the language policy of the region. Any country cares for the cultural diversity and so it adopts the languages that protect this diversity.

Moreover, studying English in an L2 context has enhanced the students' communicative competence. Communicative competence is developed when the students become well aware of the target culture (Proust, 2013). This clarifies why communicative competence requires more than one's knowledge of grammatical rules and vocabulary items; it encompasses more comprehensive knowledge of a context-based language. Such context-based language involves the usage of language appropriately in social situations and using the right communicative behaviour. Past research has informed that even learners who had developed a sense of language can encounter problems in having the sound communicative behaviour and this leads to a communicative failure or pragmatic failure.

On the other hand, the students developed positive attitudes towards the target culture, because they became highly able to use the language in the social situations properly. The

familiarisation with the target culture is a special challenge for Arabic speakers. They may have a communicative failure since they may not understand what is being said to them. In Arabic contexts, in particular, and other non-native contexts, in general, the focus is mainly on the linguistic competence of the learners with minimal stress on pragmatic competence. The majority of EFL teachers concentrate on grammar and vocabulary instruction without concentrating on instructing the students to use the language in different situations. This is mainly attributed to the dominance of the traditional methods of instruction in the EFL classes which required the learners to mainly master grammar and vocabulary without putting stress on the learners' communicative competence. Foreign language learners cannot use the proper pragmatic strategies due to poor instruction of pragmatic competence in their language classes. Further, Qu & Wang (2005) reported that EFL learners in China are not trained on speaking with native speakers in the class due to an emphasis on other language areas.

Learning English has become a necessity in all parts of the world. English is the most common language that is used largely in all life domains. Learners of English need to master the four language skills of reading, writing, speaking, and listening. Writing is one of the four language skills that is an inseparable part of any language curriculum. For this reason, it seems that learners should be conscious of the importance of the language and they should seek to attain full understanding of the language and develop various language skills. This is confirmed by Chen and Starosta (1996), who informed that cultural knowledge enhances the development of capacities needed by learners to master the language. In EFL contexts, the focus on cultural knowledge has always been less than the focus on other language areas, especially speaking and listening. However, it is not sufficient to focus on the linguistic knowledge solely, but the focus should be on how to use this knowledge in language production and effective communication.

Language acquisition is a one of the key factors of human communication in its both written and oral forms. It appears that a clarification for the meaning of acquisition is needed in order to account for the relationship between input and output in second language acquisition. It is normal to speak about second language acquisition, whether the second language acquisition process takes place in a natural setting (in a country where this language is spoken) or in the classroom by the process of instruction. The importance of the production for the learners is unquestionable. Researchers stressed the significance of language production for L2 learners. Cultural knowledge is an important means of communication. Communication through extended constructions is a major means of

communication. Lambert (1974) supports the above mentioned by conveying that communicative competence is associated with the ability to use the proper language in the proper situations. Language is the primary tool to convey the message using the proper language. Furthermore, cultural knowledge has an important role to play in mastering material, shaping ideas, and developing critical thinking skills.

The research data show that location had an impact on the students' attitude towards English (M= 3.48) in Phase 2. Their interest to study English increased in the later phase (M=3.56). The students' responses to this question corresponded with Csizér and Kormos (2008) who revealed that the target culture is an important element in developing positive attitudes towards the target language.

Also, the data show that the students' encouragement has increased from M= 3.20 in the first phase to M=4.03 in the third phase. In this study, the Saudi students are impressed by the culture of the UK and have internalised the values, customs, and traditions of the British culture to some extent. This has impacted their motivations to learn the language of that culture. The Saudi students have experienced a kind of culture that is different from what they have ever experienced in Saudi Arabia. They have become in an easier and open contact with the native speakers and they engaged in daily conversations in which they use the target language naturally as a medium of communication. This contributed to the creation of positive attitudes towards the language.

From the research data, the students were proficient in the target language (M=3.89). They were engaging in reading newspapers, going to the restaurants, and interacting with the native speakers in their daily life situations. This gave them the appetite for more involvement in the language learning process. This is consistent with Garcia (2009) who argued that cultural representation is highly associated with society and the social situations. The different functions served by language are highly impacted by culture. Studying in an L2 context drives the students to use English as the main medium of communication. They are influenced by the language of the new sociocultural context to which they moved. Hence, the English language replaces their mother tongue. This makes them more oriented towards learning the language of that culture. Therefore, the target culture has changed the Saudi students' motivations to study English.

Through this section, the study has contributed new knowledge to the subject by clarifying the role of motivation in L2 students' attitudes towards the target culture. This further

provides evidence to potential L2 classroom techniques that can help L2 students to further increase their level of motivation in language learning.

5.3.3 What is the process of change that takes place during the students' time in Britain and to what extent do Saudi learners of English in Britain interact with native speakers outside the classroom?

The overall findings of the study are that Saudi self-identity in its L2 English acquiring cohort is not rigid enough to accommodate the new L2. In general, the motivations of the students have changed over time. Their initial motivation to study English was to learn the language and communicate. Then their motivations changed to include pursuing a PhD and to finding a job. The possibility of autonomous reasons is problematic, for, as mentioned earlier; the individual is, arguably, bound up in the culture that surrounds them. It is possible to determine a difference between the various stages in the student's conceptualisation of language. This is a worrying component, for it remarks on the manner by which ideations with respect to career choice are hallmarks of individual autonomy. There also exist other reasons for an individual wanting to work; it seems to be the case that money is a primary incentive over 'altruistic reasons…status [or] longer-term goals' (Kniveton, 2004, p. 57). It is arguable that this is not a wholly autonomous choice, though, but rather one that is constructed and prescribed by culture.

For example, the students expressed that their motivations to learn English have been changed after they have studied for some time in the UK. In addition, they expressed that they started to learn English for the sake of their study, and then they continued to learn for the sake of a job and in order to know about the culture of the language they learn. Furthermore, some of them started to learn English for communicative purposes, then she continued to learn in order to do a PhD and then to find a job. Others expressed that their motivation has increased to learn English because English learning in her current setting is based more on research and libraries, and databases. The majority of the students revealed that their motivation has increased because of their interest to pursue a PhD. This is congruent with Gao et al (2007), who mentioned that identity-based learning is the key foundation in L2 acquisition. Being immersed in an L2 context is a useful way for EFL students to form their identity that is consistent with the community of the target language (Norton, 2008). Moreover, Norton describes the social approach, in which learning is introduced into a social context of language acquisition on the basis of shared learning and mutual experience. It has been likewise noted that the cultural diversity and opportunities of

discussion offered by the L2 context enable the learners to develop increased communication orientation and bolster their interaction capacities. Furthermore, the role-plays in which the learners participate in an L2 setting can enable them to communicate effectively in social communication situations.

The important link between sociocultural context and motivation in L2 has been explored in many studies (Atlugan, 2015; Azadipour, 2013). In the research data, a respondent commented that when he was studying in Saudi Arabia, his English language acquisition was not satisfactory. He found it boring, except for some qualified teachers who made English learning an enjoyable and rewarding activity. What he disliked about the process was that most of his family members were not speaking the language. He liked watching TV on English channels and translating in his discipline as these helped him enhance his English skills. What can be inferred from this scenario is that the lack of connection between the language and the sociocultural context had deterred the respondent's ability to use the target language fluently. Besides the L2 classroom, there were limited social situations in Saudi Arabia in which English fluency can be enhanced. As mentioned in the data, the respondent's family members did not speak English. Hence, it was stressed that the students preferred settling in an English-speaking country as it is essential to learn the language there (M= 3.00). Apparently, settling in an English-speaking country can facilitate a speedier EFL learning process compared to learning English in a non-English-speaking country. The students also stated that they were putting their English language skills to use outside the classroom context, with native English speakers (M= 3.50).

Also, the findings of this study suggest that the Saudi students did not have enough exposure to English in their native educational setting. Students learned English in the school because they had to, not because they loved to or were interested in it. English studies were a requirement in their schools and was part of its standard curriculum (M= 3.94). This was coupled with the fact that the field they were interested to pursue required English language skills (M= 4.38). This might be the result of poor fundamentals in educational settings and the absence of a supportive sociocultural environment. This was in addition to a community expectation to become fluent English speakers or at least have the ability to read/write in English once they became students of higher education (M= 3.50).

Overall, the students experienced self-identity in terms of changes in their self-confidence, ability to interact and to work in groups, and ability to self-learn. They even claimed that they can understand all of the English words they read and heard (M= 3.78). In this way, it is necessary to view self-identity as being bound up with self-confidence and other variables,

thereby contributing to a holistic picture of a sense of self. A respondent narrated how she developed confidence in an L2 setting. He stated:

"At first, I was lost and didn't know how to deal with lectures and curriculums and how I was supposed to do my assignments and all those reading. I got scared. But when I actually did them and receive good scores, I felt good. I also used to have a lot of engagements but with time, I became more confident and I now believe that pressure can polish our skills. I feel that I am a different person now."

Further, the students expressed that they experienced cultural changes. In other words, they found differences between their native culture and the culture of the country in which they currently lived. For example, one of the students expressed that she found democracy and found more interest in the research. Another student expressed that he found more interest in interaction and group work than his home country. Moreover, the students experienced linguistic differences. One of the students mentioned that he developed automatic speaking. Another student expressed that English has become a normal part of her life and that she was looking for a third language to learn. Another one agreed that the teacher plays an important role in the motivation to learn English. The questionnaire data also found that the students were very interested in the British culture (M= 3.19). In general, the students had developed linguistically and they witnessed cultural changes.

Furthermore, the above-mentioned self-identity changes correspond with the Dörnyei & Ushioda's (2009) model. In terms of the Ideal L2 Self, the students expressed that they imagined themselves speaking English as if they were native speakers of this language. As for Ought-to L2 Self, the students expressed that they had to study English in order to communicate effectively, to find a job, and to pursue their graduate studies. The students were motivated to learn English in order to fulfil different needs, which include cultural needs, learning needs, and life needs. Most of them however claimed that they had been initially exposed to English in their home country, such as in school, the home environment, and job-related environment. Moreover, they associated the ability to use the English language to being an educated person (M = 3.69).

Regarding the L2 learning experience, the students expressed that their motivations were related to their immediate learning environment. These motives include the curriculum (e.g., which was shorter), resources (e.g., availability of libraries, online databases, and research-based studies), group work (e.g., students are given the opportunity to interact with their classmates and their professor), and the experience of success (e.g., they expressed that good

grades motivated them to continue with the L2 learning). They expressed that they had to keep themselves motivated at all times with improving their English language skills (M =4.06). However, even though they claimed that it was in the UK where their L2 acquisition was boosted, their motivation to study English began to develop during their school years in Saudi Arabia (M= 3.28). Their parents also believed that they should study English in order to become educated persons (M= 2.78).

The findings showed that gender does not affect self-identity change. However, this finding does not match with Rubin and Greene (1991), who revealed that gender is an influential factor in identity changes. Females had more positive attitudes towards language learning than males. Additionally, self-identity change was found to be affected by the issue of the students' going abroad. Since the students stayed for a longer time abroad to pursue their study, there are significant self-identity changes experienced by the students. All of the students travelled abroad to study and not for fun or to rest. Although most of them had travelled to the UK previously, the past trips were short visits for a vacation or to accompany family members. The change in the students' identity appears to be significant when they spent a longer time in the foreign language setting. In addition, the students only gained the influences of the foreign cultures when they stayed in the foreign language setting for a long time. This allowed them to have identity changes. This corresponds with Lambert's (1974) theory that proposes that language learning affects identity changes as bilingualism. The additive bilingualism is fulfilled here since the students maintained their native language and native culture together with the target culture and the target language. This means that their experience abroad influences the students' self-identity changes.

Self-confidence is one of the important changes that occurred in the learners' identity. This can be explained by the notion that the students developed relationships with foreign friends. The students became self-confident because they felt that they were accepted when they were amongst a group of foreigners or English-speaking persons. They therefore obtained the opportunities to practice the skills of speaking and listening during their communication with others. Thus, they became comfortable to speak freely without hesitation to make mistakes. This finding matches with Boonchum's (2009) result that self-confidence is one of the changes that students normally deal with when they study English abroad. The students' linguistic anxiety was diminished when they began to interact with their foreign peers. They were able to practice the foreign language since they were immersed in the daily lives of the new cultural context, such as watching foreign TV series, browsing the Internet, listening to the radio broadcast in English, and reading foreign newspapers. Moreover, the students

practiced the language when they went to a restaurant or a hospital, and interacted with the public when being served. This allowed the learners to use their language skills and learn from the foreign speakers. They also learned to use the language appropriately in every situation. Hence, in the questionnaire data, it was emphasized that they were trying to get to know as many native English speakers as possible (M= 4.25). This is consistent with the statement that one of their goals in life was to become fluent speakers of English as an L2 (M= 3.38).

Conversely, the students can develop their abilities to take decisions by themselves through their contact with their foreign friends. English is required for all kinds of jobs in the world and the person's good command of English allows him/her to express his/her opinions and ideas freely and to perform confidently. This affirms what Yihong et al. (2009) found, who reported that the students are developed both personally and intellectually when they are immersed in an L2 context to study the foreign language.

The number of years of learning English is also connected with self-identity changes. The Saudi students who studied English did gain from the target culture directly. They had to learn English first and to use it in their daily lives. In the beginning, they used English only in class. This is contradicted with Svanes (1987) who conveyed that the changes in the students' identities rely on a number of components, amongst which is the years of learning the language. When the students begin to learn English early, they are more likely to experience self-identity changes and do so easily. They can experience a change in their target language remarkably. Additionally, the learning of the language over many years enhanced the students' proficiency in the language and significant changes in their individual identities took place. It began with a strong motivation to learn English as an L2. Similarly, the Saudi students stated that they were passionate about learning English (M= 4.22). Additionally, when asked about the main reason for her current interest in English, a respondent answered that she needed it for different contexts like politics and medicine. She began to like English because her English teacher was very good. In a university where she was currently connected, she was able to enrich her English language ability, which she supposed could help him land in a job in an embassy or the diplomatic field someday.

On the other hand, this study does not show that the students' self-identities were influenced by the study major. The research data showed that there were students who studied Linguistics, Applied Linguistics, and Translation. In the three majors, the students had to approximately study for the same time with the same size of learning materials. The researcher sees that the students who were specialised in translation may differ from the

students who studied linguistics in self-identity changes. Such changes rested upon the syllabus, however. This finding supports the argument of Norton (2000:140-142) who reported that the curriculum affects the types of self-identity changes that the students experience in their learning of the foreign language.

In addition, the background or the setting of the English learners is associated with self-identity changes. The learners who study the language in a town are nicely placed to encounter foreign individuals. They can come across different backgrounds and behaviour patterns than the students who study in the country. The students who study in the town can become westernised to some extent. The students who study in a college in the town are likely to have different ideas and behaviours than those who study in a college in the country. Furthermore, the learners who study abroad were more appreciative of the subtleties in other cultures. This shows the impact of the English curriculum and the learners' background on the self-identity changes. This corresponds with Clément et al. (1994) who argued that the subject and learners' background play an important role in the changes that occur to in the language learners.

Further, it is worthy of note that no simple distinction can be made between the Ideal L2 Self and the Ought-to L2 Self in motivating an individual to study L2 English, and this fact is the most compelling findings that emerged about the concept of the L2 self. The English language as a *lingua franca* involves a complex and historical nature where automaticity takes place in relation to the assumption that English is both valuable and enviable. Dörnyei and Ushioda (2009) has earlier pointed out that the Ideal L2 Self is the L2-specific surface of an individual's ideal self, representing the ideal image a student wants to possess in the future. For example, the high extrinsic motivation that the students in the study have could be related to the image that they would create for themselves, since proficient speakers of English as a second language might act as a strong motivator, since this would reduce the discrepancy between the actual and the ideal self (Calvo, 2015). For example, the students thought that not learning English would have a negative impact on their lives (M= 2.97).

However, any conceptualisation of the Ideal L2 Self, as held by way of the intent to integrate into the cultural surface of the Western context, is also marked by the not-fully-accepted nature of Ought-to L2 Self, which operates outside a clearly stated desire to study English. Dörnyei and Ushioda (2009) discussed in his L2 Motivational System model the phenomenological construction of L2 selves. It must be noted that construction processes rely on individuals' changing capacity to develop clear mental imagery and their different social experiences. With the L2 Theory of Motivational Self System developed by Dörnyei

(2005), exploring how students viewed themselves as L2 users and what they believed ought to meet expectations are worthwhile. This is alongside determining their original motivation and attitude to study English, how this motivation and attitude influence them towards the target culture, the extent in which they interact with the native speakers outside the classroom, and the extent in which their immersion to the English language influence their performance. In this present study, the participants related how the teacher can either motivate or cause lack of motivation in EFL students. A participant narrated:

'When the professor asks about the meaning of a vocabulary, he only wants the meaning in his head even if we get very close to that meaning. And some other times he just says all your answers are correct and leaves us confused about which one to use. So, not all professors are efficient in their subject matters.'

A more significant point is that the framework instituted by Dörnyei and Ushioda has spread out to keep away from the boundaries that narrowly limit the L2 self in specific predefined categories. To a certain extent, an even expanded space comes into view for a consideration of more varied and complex L2 selves that merge in the language acquisition experience. In the end, the human-being functions as an actor with a complex social relations. In this regard, dyadic relations, which inform any social relations, take place from the embodiment of social network theory (Kadushin, 2012). A number of studies have provided clear evidence to the positive effect of dyadic relations on the motivation of students, such as the nature of teacher-learner dyadic communication on the students' motivation towards learning English (e.g. Pianta, 1999).

The research data show that the Saudi students developed self-confidence as a result of language learning and saw themselves as valuable persons in society, especially that they became more able to communicate with their foreign friends, (M= 3.55 & 4.09), in the latter two phases, respectively. Furthermore, the Saudi students experienced self-identity changes, since they felt that they were part of the world. They practiced the skills of reading, writing, speaking, and listening in their daily lives through their foreign friends whenever they had the opportunity. The Saudi students did not find these opportunities when they were in their homeland. There were no foreign English-speaking friends, either inside or outside the classroom, with whom they could practice using the target language.

The data shows that the Saudi students in the UK experienced increased self-confidence, additive change, and productive change. Their self-confidence increased from Phase 2

(M=3.55) to Phase 3 (M=4.09). The social and linguistic behaviour, whether the classroom behaviour or their behaviour in their normal daily life with the surrounding people, changed. The Saudi students became more accommodating with the new environment in which they found more changes to communicate with their friends, acquaintances, and teachers. They expressed that they got rid of one of their major problems in language learning, which was anxiety. This was alongside the development of self-confidence to use the target language as they correspondingly became able to communicate in various situations. The students' anxiety was decreased across phases (M=3.06 in Phase 1, M= 2.23 in Phase 2, and M= 2.08 in Phase 3). Since the students engaged in extended conversations and did not fear to committing errors, they lost their hesitation and anxiety to speak in front of others. They also found a suitable environment in which they can practice the target language without limitations and concerns which they had been accustomed to encounter in their original educational environment.

This section has clearly shown how the study has contributed new knowledge in the subject by discussing the process of change that the EFL students went through in English language acquisition. The importance of interacting with native English speakers to enhance one's language skills also contributes to building new knowledge on the subject.

5.3.4   To what extent does immersion with the British culture influence EFL Saudi students' performance in the EFL classroom?

This relationship of influence is negligible, but the eventual output of the specifically cultural component of L2 language acquisition is affected. The rise of the communicative language approach and the belief that language is best learned if it is used in a communicative context and with communication message, the communication-based tasks become prominent units in the syllabus design. According to Nunn (2006), tasks lead to comprehensible outcomes when learners engage in writing reports, make oral presentations, and become involved in small-group conversations. The most important aspect in the communicative tasks is the exchange of meaning (Willis, 1996). The task is a piece of work conducted in the classroom and this entails that the students produce and interact in the target language, shifting their focus from the usage of grammatical knowledge to expressing meaning (Nunan, 2006: 17). Similarly, a respondent stated:

> "I learned about the usage of some specific words which expresses different things, which I came to know by being involved in the culture and by using the language on a daily basis."

'Fluency requires learners to draw on their memory-based system, access and develop ready-made chunks of language, and when a problem arises, use communication strategies to get by' (Ellis, 2000:202). In this case, the kind of processing learners engage in is semantic rather than syntactic. The students expressed that they developed fluency since they were given feedback for their mistakes in an effective way. This means that their mistakes were talked differently in the L2 setting. Mistakes are the result of processing limitations rather than lack of competence. The students showed that feedback was practiced more systematically in the class by the teachers. Since the students were given the opportunity to speak freely, they committed errors and their errors were corrected instantly in the class. It is empirically underpinned to argue that corrective or interactional feedback facilitates short-term L2 learning. A respondent stated that feedback, when received in the right way, helped them improve in general.

Furthermore, the dyadic relation in L2 learning environment has been shown to influence the students' motivation to learn the language. According to the literature, Saudi students are characterised by utilitarianism whereby their motivation to learn English is based on an intention to meet certain needs, such as job needs (Alhuqbani, 2005). In the data, this was expressed by their perceived need to speak English for their chosen career (M= 4.47 in Phase 1) and in their assumed importance to obtain a better position or job later on (M= 4.09). They also saw the extent of the importance of English language skills to their future (M= 4.41). Hence, the Saudi students in the present study were extrinsically motivated to learn the English language, without discounting the fact however, that there were also things that motivated them intrinsically, like passion to learn English as a second language. Their being intrinsically motivated to learn EFL was expressed by the fact that they looked forward to their English classes (M=3.66) and that they really enjoyed these classes (M= 4.09 in Phase 1; M= 4.00 in Phase 2; M= 4.31 in Phase 3).

On a similar note, the literature demonstrates the continuing progress of the English language as a global language, which is therefore viable in the globalisation process (Dörnyei & Csizér 2002). The Saudi students had likewise shared this view, serving as their extrinsic motivation to pursue EFL in the UK.

The data shows that the performance of the Saudi students was impacted by a number of factors such as the teaching methods, the activities, the learning environment, peers, and teachers. Moreover, resources, technologies, and the evaluation methods were found to influence their performance. Their English teacher encouraged them in their English studies (M= 3.53 in Phase 2; M= 3.56 in Phase 3). They realised the role of the learning environment through the various phases (M= 3.53 in phase one, 3.77 in phase 2, 3.88 in phase 3). Deci *et al.'s* (1991) assertion is worthy of note here, where they stated that the correct mix of intrinsic motivation and autonomy results in the learners' desired educational outcomes within the L2 context and any educational context for that matter. The various factors influencing the Saudi students to learn L2 in the UK educational context demonstrate the interplay of both intrinsic and extrinsic motivations and the method of teaching the language contribute to the L2 students' learning style.

The research data show that the students' proficiency had improved from Phase 1 to Phase 3 (M= 3.89 & M= 3.97). They expressed that their improved performance was mainly due to the use of the communicative approach in the class. It aimed to maximise the students' speaking opportunities and interaction in the class. Whilst communicating, the students used the language to accomplish some functions such as arguing, persuading, or promising (speaker & listener or writer & reader). These functions were carried out within a social context. In the questionnaire data, it was shown that the students were always keen to participate in class discussions in the English class (M=3.41 in Phase 1; M= 3.53 in Phase 2). In Phase 3, it was shown that they were continuing their English studies (M= 4.22).

However, even though the Saudi students claimed that they were learning to communicate in the British sociocultural context, some would still get nervous or anxious if they had to speak with a native English speaker (M= 2.84). Some also never felt sure of themselves when speaking in English class (M=2.78 in Phase 1). However, these mean scores were not of significant value, which means that if there were students who became nervous to speak with a native English speaker or felt unsure of themselves when speaking in English class, their number was only small. Furthermore, not all students in the study were appreciative of the current sociocultural context (UK) in which they needed to adapt to learn English as an L2. This could be understood as an effect of their struggle to learn English as an L2 in the UK. For example, a respondent indicated that she preferred to complete her PhD in Saudi Arabia but needed to come to the UK because she was forced to do so by her employer. She said that studying in Saudi Arabia was excellent, especially with co-supervision. She

furthered that the knowledge and learning styles in the UK were different from those in her country. She mentioned:

> "If I completed [my studies] in Saudi [Arabia], I would be more comfortable because I would be familiar with the study style that I have been using since primary school."

Congruent with the above, some Saudi students were worried that other students in their class might speak English better than they did (M = 2.53). Some also said that they would be nervous speaking English outside their classroom (M= 1.94). There were also some who became worried that they had not learned as much as they should in their course (M= 2.97). A few in number also did not want to continue studying English (M= 1.66) and they felt anxious when someone asked them a question or started talking to them in English (M= 1.81). Some also felt nervous speaking in English outside their classroom (M= 1.94 in Phase 2; M=1.88 in Phase 3).

Moreover, some students' body language was strongly reflective of being engaged students (47.1% in Phase 1; 56.5% in Phase 2; 47.1% in Phase 3). They had a strong class attendance (91.8% in Phase 1, 89.4% in Phase 2; 88.2% in Phase 3), which indicates that despite their perceived difficulties with learning the target language, most of them still attended their classes. This class attendance had a decreasing trend, however. Only a small number strongly volunteered for an answer during class discussions during Phase 1 (28.2%), which improved to more than half of the sample during Phase 2 (58.8%), and decreased to 47.1% in Phase 3. Nevertheless, despite the varying scores discussed, many Saudi students still felt more motivated to study English now that they were in the UK more than they were in Saudi Arabia (M=3.66).

Further, the communicative competence is the drawn goal which involves the ability to appropriately use a language in a given social context. In order to achieve this, knowledge of the linguistic forms, meanings, and functions serve as the basic needed elements for the students (Khan, 2011). In the communicative approach, the learners become active members in the learning process. They ask questions, discuss the arguments, evaluate, and analyse what is presented to them. The teachers act as guides and counsellors who give their feedback to the students and comment on their performance instead of making the whole work in the classroom (Busse & Walter, 2013). On the other hand, a respondent stated that their teachers did not work on developing their language; the teachers only cared about the knowledge side and how the students think, regardless of their language level. In the

questionnaire data, the students also expressed that there were times when their motivation declined and there were also times that it improved (M= 3.13).

Alternatively, the students attributed their good performance in the classroom to the interactive materials that involved the use of authentic objects (Farrell, 2008). Using real world language provides as authentic learning experience for learners in the classroom. Using the language that is based on real life situations also enhances the students' understanding of the world around them and fosters their usage of the language in a meaningful way. Language is not only giving order, warnings, and expressing ideas. Additionally, it is not only using the present tense or the conditionals in an accurate manner. Rather, it is a social and contextualised process through which language gets its meaning (Cummins, 1979). Similarly, a respondent mentioned that his knowledge about English as an L2 increased due to the fact that he was living in a community whose language was only English. His vocabulary also improved and he even developed a slang language which he did not previously possess in his vocabulary background.

The evaluation of the Saudi students in their original educational environment is commonly made through the written exams. However, in the learning environment in the UK, the teachers use other forms of evaluation such as peer reviews, oral evaluations, etc. (Brown, 2001). This corresponds with Calvo (2015) who reported that language teachers should evaluate students during their practice of the language. In addition, Garcia (2009) supported this finding by stating that language learners should be evaluated based on their ability to produce the language in real life situations. Evaluation is important to the learners themselves, to the parents, to the teachers, and to educators beyond the classroom.

It is apparent that based on the discussions in this section, the study has contributed new knowledge to the subject by demonstrating the extent to which immersion with the British culture influenced EFL Saudi students' performance in the EFL classroom. More clearly, it has shown that the sociocultural context of L2 learning influences the students' degree of motivation towards language learning.

Moreover, the students expressed that the encouragement, feedback, competition, activities, enjoyment, and teachers contributed to their performance in language learning. It is worth saying that though this current study was mainly adopting Dörnyei's L2 Motivational Self System and Dörnyei and Ushioda (2009) Model of motivation and self-identity, it has extended to explore more themes than shown whilst the study was in progress. These new

themes were tested and reported in the findings of this study to reflect some new traces for future studies in the same field.

5.4 Discussion of the Emergent Themes

A. Dyadic Relations

The research data showed that the students developed familiarity with their teachers and their classmates. As the time passes, such relations develop and lead to change in the students' identity and linguistic competence. Dyadic relations 'play a significant role in developing learners' attention, motivation, problem-solving and self-esteem' (Birch and Ladd, 1997 cited in Koca 2016). When the teachers give students more autonomy in the class and focus on their personal interests, the students become more engaged and motivated to learn.

The concept of dyadic relations emerged from social network theory, suggesting the mutual influence of such relations (Kadushin, 2012). Dyadic relations may likewise be focused on cultural variations, acknowledging the fact that cultures vary in terms of interaction types in which learners usually engage. Dyadic interactions are usually used by members of all cultures, as exhibited by several Western middle-class communities (Akhtar & Gernsbacher, 2007). It must be noted that one inherent limitation in the micro settings is an emphasis on conversational interaction between newly formed dyads. What must be given importance in the study of interaction in L2 contexts is the investigation between individuals of whom a pre-existing relationship takes place, and whose interaction is for the purpose of engaging in such relationship (Gu, 2009).

The students expressed that teaching methods are different from the teaching students were used to in their native contexts. The findings showed that the students had been exposed to poor teaching methods in their home countries. The recent trends in teaching methods emerged as a result of changing the view towards the nature of the learning process.

The findings showed that their motivation to study English is influenced by the use of effective and recent teaching methods such as discussion, team work, projects, research, and problem-solving tasks. This is supported by the findings of Matsumoto (2012) and Kikuchi (2009) who reported that the students get extra motivation to learn the language when they are taught with recent teaching methods. Also, the teaching methods used by the native teachers affect the students' motivation to participate effectively in the class. This complies

with Cheung et al. (2008: 380) who argued that the recent trends in teaching methods define the following points as criteria of a recent teaching method; to comply with and lead to the realization of quality goals, to raise the motivation of learners and lead to their interaction with the material presented in the lesson, to be consistent with the learners' inclinations and attitudes, to save the effort and shorten the time needed to learn, to employ modern technologies in education well, to be characterized by diversity, taking into account the nature of the goals, material, students and the educational context variables, to cater for the continuous feedback for the learner and the teacher, to support the syllabus theoretical part side with practical activities, to provide a multi-sense based learning, and to facilitate granting the students the skills of using contemporary means of learning and education, and including the computer and the Internet, in addition to the scientific and research skills.

B. Language Teacher

Secondly, the results supported the role of the teacher in the learning process. The findings showed that the teacher in the new setting has more competencies than the teachers who taught them in their native country. The finding gives insights to the preparation of language teachers. Input, skills, knowledge, and competency are the pillars of any language teacher. Inefficient language teachers are regarded thusly by poor language delivery. Lubna on the intention behind studying L2 English (8): '[My] interest in the language and culture [was] derived from [the] Aramco Channel and speaking and spelling attempts [*sic.*] with the Philippines maid at home'. Others clearly speak of a seemingly-autonomous desire to acquire L2 English without any stated 'because' that justifies their desire; for instance, this is seem in a response by Asma (7.5) stating that 'I wanted to be fluent in English', and indeed a response by Mohammed (6.5) stating that 'I loved English and I wanted to learn it and work using it [*sic.*]'. When probed on motivational variables, further responses included clear assertions of autonomy as follows, whether in direct or rather more abstract terms:

> i. Ahmad (6.5): 'It was my own choice'
> ii. Reem (6.5): 'Because I like to study English'
> iii. Lubna (8): 'It was mainly a personal passion. So, I wanted to and not had to [*sic.*]'
> iv. Omar (6.5): 'I believe in the intrinsic motivation more than the extrinsic motivation [*sic.*]'.

This can be achieved by expert teachers and program supervisors who are experienced in language teaching and who can be real examples for their student teachers. This is supported by Fraser et al (2007) who reported that the integration between senior and junior English teachers offers great training opportunities for novice teachers.

A number of language researchers such as (Han, 2007; Ryan & Viete, 2009) argue that, only through active respectful interaction in the classroom with the teacher and other learners can language acquisition be augmented. The students expressed that the new L2 context made them highly organized, creative, energetic, reliable, patient, and motivated to learn the language. They are given creative, diverse and dynamic lessons through mediums such as live samples, books, posters and audio visuals including interesting and relevant video clips, short films and songs. The teachers stimulate their learning through challenges in areas such as quizzes, competitions and games. Moreover, the teacher uses familiar examples to make learning more tangible and to increase motivation and curiosity for subjects. Furthermore, the lessons are differentiated to make them more inclusive for all. The teachers advocate life skills and make efforts to promote literacy through practical work. The teachers are knowledgeable and enthusiastic with a good sense of support which the students think is important when learning the language.

According to Song and Andrews (2009), overcoming the negative influence of the L1 on L2 education necessitates the efficient L2 teacher identifying the discrepancies between students' L1 and L2 and to direct the learners' attention to the areas of difficulty. The teacher who has made a comparison between L1 and L2 will have a better understanding of the real learning problems surrounding the students and can thus better provide the necessary measures and resources.

Further, the students expressed that the evaluation and feedback in the new setting in the classrooms was different in nature and kind from what is usually practiced in their home countries. The evaluation of the students in Saudi Arabia in all educational stages is commonly made through written exams. However, the students who study English in the UK expressed that the teachers use other forms of evaluation such as peer review and oral evaluation. This corresponds with Atkinson (2003), who reported that language teachers should evaluate students during their practice of the language. On the other hand, it was shown that peer/teacher correction is a common evaluative tool in L2 classes. Peer/teacher correction was shown to be more efficient in improving students' learning processes. This is attributed to the notion that peer/teacher correction make students share ideas, mutually edit their information, organize their thinking in a shared manner, and write in a refined way.

This finding was supported by the findings of Xiang (2004) and Russell & Spada (2006). This can be justified in that students in the peer/teacher correction class are given opportunities to explore many ideas, arrange ideas, edit their output and revise it, and share comments and views with their teachers and peers. In traditional EFL classes, students are passive and write in a very mechanical way that does not activate their thinking abilities, in addition to the lack of participation and exchange of comments and views whether with the teacher or with their peers.

Moreover, the research of cognitive and affective engagement in independent learning contexts proves that peer/teacher feedback integrates the cognitive, metacognitive and affective dimensions of a learner's engagement with external feedback (Fernández-Toro & Hurd, 2014). This is soundly important in independent learning settings, and more particularly within a distance learning context in which the principal sources of feedback are in the form of answer keys on the learning materials and tutor comments on assignments. It also accounts for the dialogic nature of feedback in independent learning settings, insofar as it considers the interactions between learners and the external sources of feedback.

Peer/teacher correction was shown in this study to be useful in improving students' communicative skills. This teaching strategy helps students to work and learn through actual involvement, interest, and meaningfulness, and this, in turn, gives more worth and continuity to learning outcomes. Therefore, language teachers must arguably shift their attention from teaching and assessing products to teaching and assessing the processes students employ in their communication. Furthermore, using peer/teacher correction is shown to be more effective since it adds variety and interest in the EFL class. This implies that using more than one strategy is more effective than adopting one strategy in teaching language.

Furthermore, the findings of the study have implications for the teaching of culture. Cultural Knowledge and cross-cultural differences are important components of language teaching and learning. Teachers who have to teach English as a foreign language should hold an awareness of learners' cultural backgrounds. In addition, being knowledgeable of the theory of second language acquisition is a necessary part of an EFL course. This is important because learners are from different cultural settings and they have different needs related to instruction.

In order for EFL learners to have cultural competence, there is space for a consideration of to consider interdisciplinary approaches that include linguistics, psychology, and pedagogy and involve linguists, psychologists, and educators. This is supported by Byram (2008: 69)

who reported that five domains are particularly important for EFL learners' intercultural communicative competence: (1) attitudes; (2) knowledge; (3) skills of interpreting and relating; (4) skills of discovering and interaction; and (5) critical cultural awareness

EFL learners are not normally put in situations in which they can express themselves and communicate in social situations. The main reason beyond the EFL learners' poor pragmatic competence is that the teacher invests much time and effort wherein the student invests very little (Qu and Wang, 2005). This practice is very common in EFL contexts.

The students of the study do not have the same characteristics. There are students who are motivated to learn whether intrinsically or extrinsically. Such students tend to attend their classes regularly, listen, and pay attention. They are goal-oriented and do not miss opportunities in order to achieve their goals. On the other hand, students who are not motivated to learn and just go to the class as a matter of tradition are indifferent to what is going on around them. Students are also different in terms of their learning abilities. Linguistically speaking, there are linguistic and non-linguistic factors that can make students successful or fail as learners. Not all students are equal with regard to making a conversation, forming a correct sentence, using parts of speech correctly, being able to understand meaning in context, and being able to discriminate between sounds, and so on. For example, some students may be anxious to learn a language while others may be enthusiastic to learn in general. Some students may be introvert and separate themselves from the classroom interactions, and others may be extrovert and engage in frequent interactions with their teacher and classmates. This matches with Byram (2008: 131) who revealed that the idea of differences between students is universal and not just limited to language. Such differences may be attributed to the different environments students come from, different social and economic conditions, and so on.

C. Ties for mutualities towards L2 acquisition

The L2 learning environment is indicative of the ties between individual nodes, all of which side off one another in the spread of an L2 culture (Kadushin, 2012). The ties between individual nodes had been found to be a crucial factor in teaching/learning at all levels. Yet it becomes essential when it comes to teaching English as a second language as it has a direct connection with the learners' social nature (Larson, 2003). Moreover, ties between individual nodes had been found to be a fundamental factor in second language learning as it determines the extent to which the learner engages positively and actively in target language

learning. Identifying the ties between individual nodes helps in selecting the language to be learned and the types of tasks that the learners prefer to engage in, and the proficiency level that the learners anticipates to reach (Sealey & Carter, 2004). They demonstrated that ties between individual nodes allow learners to use the language naturally, since the students learn in real situations and allow learners to practice the language meaningfully.

The findings emphasize that the relations with the peers and professor are important sources for language learning and for developing fluency. The students are immersed into a bath of language where the peers express their ideas, ask questions, give answers, and exchange views. Further, the dimension of mutuality, among other dimensions, is included in dyadic interaction. Peer interaction among collaborative dyads is more beneficial to language learning. Looking at empirical studies on how L2 learners' development in various skills are impacted by peer interaction, it was inferred that peer-peer collaborative dialogue affects L2 learners' language learning positively, without regard to the level of their language proficiency (Han, 2014).

D. Activities

The results revealed that activities played a role in motivating students to learn English. The students expressed that the nature of the activities used in the L2 classroom were interesting, useful, and helpful in their linguistic proficiency. The students expressed that the activities are mainly interactive and this allows them to participate and practice the language considerably. The findings indicate that the communicative approach is the essential tenant upon which the classroom activities in the L2 setting are based. The communicative language approach is one of the non-traditional ways in teaching language skills. It is useful in teaching reading (Grabe, 2009), as it is an interactive experience that takes place when students read collaboratively and confer with the teacher and with each other to attain full comprehension and acquisition of the various reading skills.

The students expressed that the teacher uses activities that differ from the activities used by the teachers in their countries. In communicative activities, students and the teacher enter into a mutual discussion and into a series of mutual questions and answers. The teacher and students have equal contribution and participation. The motivating aspects of the communicative language activities in L2 learning are supported by (Anderson & Cheng, 1999). Moreover, the new trends in the language learning activities were supported by many researchers. The new trends consider the various aspects of the human being, namely:

aptitude, good learner characteristics, learner styles, language levels and individual variations including their multiple intelligences (MI) and their effective and spiritual aspects (Harmer, 2001: 41- 47).

This result matches with the spiral approach to teaching language. In the spiral approach, students are encouraged to make use of their own feelings in the classroom. Activities are designed to make students feel good whilst at the same time practicing reading. Zhang (2009) supported this by stating how the spiral approach to foreign language reading skills has become a popular topic in educational research and how the research has been translated into classroom practices. Teaching reading skills has progressively included emphasis on cognitive strategies, meta-cognition, motivation, behavioural skills and social support. The spiral approach emerged as a construct that encompasses these various aspects of learning and provided more comprehensive views of the reading skills. Teachers can provide information and opportunities to students of all ages that will help them become motivated and independent learners.

The students reported that their language skills improved due to the incorporation of the all skills in the syllabus without the exclusion of any language area. This result is a close equal with the holistic approach which means that the language is considered as a whole and group activities are common in L2 classrooms. Nunn (2006) explains that the holistic approach to EFL skills articulates the value of participation and creates meaningful opportunities for learners and is effective in teaching foreign language skills as it helps improve students' language skills.

The results bear important implications for students' self-perception. Students should maintain an awareness of why they are learning certain things and what strategies work best for them. Once students are aware of what good skills they already possess, their confidence will increase and their motivation to learn more will increase. Individual student-teacher interactions provide an opportunity for students to learn their strengths and to be encouraged to take risks without humiliation.

Students who are studying English as a foreign language can be helped to develop writing competence by working on the attitudes and skills associated with writing competence. This corresponds with Weigle (2002) who supported that educators should insert discussion-based activities in language syllabuses in all stages so that students become well trained on the discussion of ideas, thinking, organizing ideas, and interacting with their teachers and their classmates.

Similarly, according to Ambard and Ambard (2004), a key to L2 instruction is motivating learners to utilise acquired target language skills by listening, speaking, reading, and writing. Considering these objectives, it would be helpful to apply daily activities within the L2 classroom context to motivate and instruct learners. The tools of creativity, friendly competition, and the like can be utilized in creating an energized environment conducive to language learning and acquisition. The classroom activities that they have identified are listening using body parts, conversing, creative expression, team work, applying instructions, and leading the activity.

The students revealed that the language activities used in the L2 classroom contributed to the development of their proficiency. The findings of the study showed that language activities had been shown to contribute positively to the students' speaking skills. The students showed that the instructors' comments on their utterances helped them improve their speaking performance. Furthermore, the students expressed that the comments of their peers on their speech can help them improve their speaking skill. Furthermore, the language activities enhance the students' communicative skills and their relationships with their classmates.

Accordingly, the results showed that the language activities were effective in enhancing the speaking skills of the students. In addition, the study revealed that the language activities help in improving proficiency and this is consistent with Koda (2005:38). All of these studies conveyed that language activities provide a good environment for cooperative learning, answering questions, and communication skills that are important for independent learners.

Before coming to UK, Saudi Students had problems in speaking, especially in speaking for a long time and in long sentences before being exposed to the new strategy. The students see that language activities overcome these problems. This can be justified that students in the new setting are given opportunities to speak freely and share comments and views with their teachers and peers. In their home countries, students are passive in addition to the lack of participation and exchange of comments and views whether with the teacher or with their peers.

The findings showed that language activities are more useful than the traditional speaking strategy as it enables the learners to interact with the text, confer and discuss, solve problems with each other, derive meaning and make comments. All of these skills are available in the new setting and enable the students to become better speakers. The students indicated that

they actually gained much benefit from language activities and their speaking skills greatly improved. This is supported by Farrell (2008) who explored language activities, they can approach speaking with more confidence and more enthusiasm than before. They can interact, guess what the difficult words mean, predict what will happen, argue and answer questions in a better way than before. Moreover, the students indicated that they benefited from their teacher and peers' comments and remarks.

E. Cultural Competence

Ties of mutualities lead to the issue of cultural competence. The findings related to the cultural competence theme emphasize the role of culture in language learning. Since the students expressed that their familiarity with the new environment and the native speakers allowed them to develop fluency in the language, the culture then has to be a key element in language learning. This corresponds with several researchers who affirmed the role of cultural competence in developing the EFL students' language learning in an L2 context (e.g., Kramsch, 2002; Kormos et al., 2011; Riazi & Riasati. 2008).

The stress on cultural competence in enhancing the student's familiarity with the English language points to the changes that the cultural competence generates in the students' actions and behaviours. According to Lamb (2009) and Heuser (2007), the EFL students who go overseas to study English are more likely to develop the values and ideologies of the new setting. They explain this notion by stating that when the students engage in the daily activities of the society such as asking and responding to the native, and studying with students from the same culture, they acquire the language and the new culture through the process of cultural imitation.

Language is used to reflect the cultures differences and how each culture differs from the other based on the language. Many researchers affirmed that cultural competence is useful in developing language skills. Cultural competence is a key element in language learning and allows the learners to negotiate meaning and engage in meaningful discussions.

Cultural competence allows learners to use the language naturally since the students learn in real situations such as the street, restaurant, and university. The learners can speak with their peers to discuss what they see their daily life and share their opinions on what happens. Also, the students' interaction with persons in the same culture improves the learners'

pronunciation and flow of speech since they listen to real situations which involve native speakers.

The researches confirmed that the right language use depends on cultural competence. For example, Kramsch (1993) reported that cultural competence is associated with the ability to use the right language in the right situations. Language is the primary tool to convey social goals and to transmit the culture to future generations. Moreover, cultural competence means to communicate with persons from another culture (Kramsch, 1993). Intercultural competence is mainly associated with the communication between cultures and it gives a wide understanding of how language is used to reflect the different norms and values of the cultures (Pagliaro, 2002). It involves an understanding of the different cultures and the language that suits each culture.

The study of language is important for the understanding of culture and identity. Language contributes to the understanding of the culture and vice versa. Cultural competence is a language-specific issue and it differs from one language to another. In order to use language effectively, learners should know about the culture (Zhan, 2010). Therefore, the current study is important since it gives important insights about the Saudi students' realization of the culture in UK.

Cultural competence is seen an integral part of the language learning process. Sharing the cultural knowledge is something important that teachers should do (Ryan, 2009). Cultural competence achieves authenticity in the classroom. Once a learner learns (for example, the habits of greetings in his culture), he/she will realize the cultural difference between how greetings are made in his culture and his other culture. Then, he/she will learn the vocabulary associated with each greeting system such as (handshaking, embracing, kissing, kneeling, etc.). Teaching becomes abstract without incorporating the cultural elements in the class. Students interact with the elements that are taken from their environment and with which they interact on a daily basis. Communication success depends greatly on cultural competence. However, this competence is not given due attention in ESL contexts.

To sum up, the findings of the study revealed that the Saudi students had experienced changes on their motivation and self-identify changes after their immersion in the L2 context. The data demonstrated that the students became familiar with their teachers and classmates as time passed by, leading to change in their identities and linguistic competence. In terms of self-identity changes, it seems that Saudi students see English language learning as fulfilling a requirement with little contact with the L2 community and valued the contact

they have with the L2 learning environment. Saudi Students appear that they are communicating in the classroom and outside of the classroom with foreigners, are able to successfully use English to communicate and are able to express their opinions in English and eventually have become more confident when talking to foreigners. Further, the L2 Saudi students in the study expressed that the L2 setting helped them to become highly organized, reliable, and motivated in their language acquisition pursuit.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

6.1 Main Conclusions

The present study dealt with determining the original motivations and attitudes of Saudi students studying English as a foreign language in Britain and how these motivations and attitudes influence the target culture. The study used both qualitative and quantitative methods. For the qualitative aspect, interviews and observations were utilised, while frequency, percentage, and mean were used for the quantitative aspect.

Thematic analysis was adopted for the analysis of the interview data, for which various emergent themes were found. These were dyadic relations, which cover the sub-themes enjoyment, classroom activities, and efficient teacher; as well as ties for mutualities towards L2 acquisition and cultural competence. In terms of dyadic relations, dyadic relations were found to have a significant role in developing students' attention, motivation, and self-esteem. In particular, the students became more engaged to learn when the teachers gave them increased autonomy in the classroom and considered their personal interests. Moreover, enjoyment, which was an identified sub-theme of the study, is considered an achievement emotion that the learner experiences in college settings and is even regarded as being closely linked to enjoyment and high educational achievement. As for classroom activities as a sub-theme of dyadic relations, it was inferred that intrinsic motivation is enhanced by these activities, which gave an idea that the teacher should design encouraging and engaging activities for all students. The necessity of having an efficient teacher in this setting is seen in the teacher's life skills advocacy and in exerting efforts to promote literacy.

Pertaining to ties for mutualities towards L2 acquisition as an emergent theme, it was posited that ties between individual nodes serve as an essential factor in L2 as it ascertains the degree in which the student engages positively and actively with learning the target language. On the other hand, the role of culture in language learning was the emphasis of cultural competence as an emergent theme. Culture is a primary element in language learning, as seen in the students' familiarity with the new environment and interaction with the native speakers, enabling them to develop language proficiency.

Further, the study's conceptual framework revolves around Dörnyei's L2 Motivational Self System and Dörnyei and Ushioda's (2009) Model of motivation and self-identity. As the thesis has demonstrated, the most compelling findings to emerge in the concept of the L2

Self is that there no simple distinction between the Ideal L2 Self and the sense of obligation as being Ought-to L2 Self that drives the individual to study L2 English. The complex and historical nature of the English language as a *lingua franca* is such that there something of an automaticity occurs with respect to the assumption that English, as something 'over there' is valuable and desirable.

However, any conceptualisation of the Ideal L2 Self, as assumed by way of the desire to integrate into the cultural texture of the Western world, is also marked by the not fully accepted character of the Ought-to L2 Self—an agential subordination, as it were—which moves beneath the surface of any overtly stated desire to study English.

Most importantly, the framework established by Dörnyei and Ushioda has been expanded upon to avoid the boundaries that narrowly constrain the L2 Self in particular predefined categories. Rather, there is much more space that emerges for a consideration of more multivarious and multifaceted L2 selves that come together in the experience of language acquisition. The human being is, after all, an actor that is bound up with a complex set of social relations along the way.

In the present research, the participants came to the UK for a degree, and English studies were required at their school in Saudi Arabia. Most wanted to live in an English-speaking country, to further their English-speaking skills for work, social and academic reasons; Parents, friends and teachers all encouraged participants to study English, to meet the expectations of their local community. Most stated they would not feel nervous speaking to a native English speaker, and that they desired to learn English for themselves, and to boost their own identity as an educated, successful individual. Interestingly, many stated that over the duration of their language learning course, it was their teachers that helped to motivate participants to learn English, whereas other state it was the popular culture (stories, songs and movies in the English language). Most state that motivation increased, during the course, but that it fluctuated, especially if learning became difficult to understand. The more proficient and skilled a participant feels they are at English, the more motivated they are to learn even more. The role of culture was clearly shown in the L2 learners' degree of integration with the norms of the target culture within which the L2 learning process was taking place. This degree of integration was an indication of their disposition to integrate with the L2 sociocultural setting in the UK, which served as a cultural capital.

The Saudi students accorded a sense of value to the English language as they became gravitated towards adjusting to the culture in which the EFL learning occurred. Their

preliminary motivations for studying EFL in the UK had been grounded on some extrinsic and utilitarian objectives, such as to prepare for their future career, to fulfil certain job-related goals, and to be recognised in their communities, amongst others.

In terms of attitudes, most participants found their enjoyment of English classes in the UK grew, but were not hugely interested in the English culture – most were interested only to help their language-learning skills. Discussions in the classroom were generally looked on positively, but the attitude and enthusiasm of the participants to engage in them depended on the teacher, and the general mood of one's classmates. Not everyone feels comfortable speaking in English during class sessions. Most try to understand all the English that they see and hear, with the goal of being fluent for work and social reasons, as well as the pleasure taken in understanding English literature, and the image of themselves as confidently speaking more than one language.

Other themes such as demotivation emerged from the analysis, the students expressed that what demotivated them to learn the language are the low grades that they obtained at the beginning of the study, the use of slang language, the use of Arabic, the difficult assignments, and the intensive program that they studied. Furthermore, the lack of social communication and household responsibilities in the beginning were demotivating factors for the students. Moreover, anxiety was shown to be a factor influencing the students' motivation to learn the language. The students expressed that anxiety emerged from the students' mixing up vocabularies, cultural misunderstandings, and the accent. Finally, the students expressed that they had a desire to learn other languages such as French.

With learning English as an L2 in another country, the students were introduced into a new culture and a new set of customs which were different from their own. Their immersion with this new culture allowed them to obtain first-hand cultural and conversational experiences of the target language with people whose native language was English. The process of English learning was therefore embraced in this sociocultural context to which they should adapt and within which they should connect with English-speaking participants. In this connectivity, the target language became a mere incidental communication medium.

In attempting to reveal the Saudi students' motivational and self-identity changes, it was shown that there are many interconnections and relationships between different motivational factors. Going beyond traditional quantitative research methods in identifying prominent motivational factors, this study employed a qualitative research method to explore the changes in L2 motivational self system across the study abroad transition. The study

clarifies the interaction among different L2 self-images and the interaction among motivation, self-identity, and contextual situations. It is hoped that the findings of this study can not only add to our understanding of the development of the L2 motivational self system over time and across contexts, but also broaden the base on which motivation is conceptualized in Dörnyei's L2 Motivational Self System within the dynamic and process-oriented approach to L2 motivation research.

The analysis of the interview data revealed that, based on the theme-based codification of learners' narratives and responses, the four most prominent themes were retrieved. One theme conveyed the highly sensitive state of EFL learners' sense of self-confidence which was easily influenced by situational circumstances in the way that any changes in the process of learning easily could affect EFL learners' self-confidence. Another theme retrieved yielded the significant impact of English mediated media on EFL learners' cultural identity changes. It can be stated that with the spread of global media (especially the internet), experiencing an English context (i.e., cyber space) for EFL learners is now easier than ever before. Therefore, changes in the learners' cultural values and behavioural patterns are being mediated by English dominated media.

This study found that aspects of motivation most likely to change were those associated with the language learning environment. This was common across participants. Factors that contributed to Language related enjoyment were those that changed negatively during the semester and each factor (e.g., challenging teachers or enjoyment of coursework) was connected to the micro context of the learning environment. However, the findings of this study show that negative experiences did not always result in overall demotivation. Overall demotivation was most likely avoided when participants consciously distanced themselves from the demotivating experience. It may be that by attributing demotivating experiences to the learning environment, participants protected their self-confidence.

Another reason why demotivating experiences stemming from the learning environment did not necessarily lead to decisions to discontinue language study is related to the learners' identity factors. Thus for some learners, even if their experience in the L2 learning-context discouraged them, their possible self-images remained unchanged and steady. This finding highlights the importance of learners' sense of their L2 self, which may counteract negative language learning experiences. Learners will continue to 'invest' in language learning, if they believe that such investment will yield returns in terms of symbolic and material resources.

In this study, we found no significant differences between learners in different years of study. It may have been that in this study the gap between the learning levels was not wide enough to produce a noticeable difference in the majority of motivational elements, or that our sample may not have been large enough to produce significant differences.

In our study, the qualitative approach adopted enabled us to examine a multitude of factors from within and beyond the immediate L2 environment that impact on second language learner motivation. The interviews adopted a learner-centred approach and showed clearly that language learners are aware of their motivation.

Recognising participants as the locus of control means to understand that they are active members in the learning experience. Such findings have important implications, particularly when understanding and dealing with the reality of demotivation, something the majority of second language learners experience and language teachers witness. In the current study, it was found that of all factors contributing to the motivation of participants, those that were connected with the language learning environment were the most likely to change in a negative manner over the semester. These factors are important and certainly need attention.

At the same time, it is clear that if we could employ strategies to bolster learners' sense of L2 selves, it may help learners to overcome negative experiences, and continue with the enterprise of L2 learning.

Although we did not set out to validate Dörnyei's Motivational L2 Self System, we found it a useful framework with which to interpret our findings. At the same time, categories such as identity and attitudes were not always easily classified as belonging to an ideal or an Ought-to L2 Self. For example, positive attitudes towards culture, an integrative motivational element, were often couched by our participants in terms of job opportunities, and were thus more closely aligned with instrumentality.

The current study suggests that stakeholders (e.g., researchers, teachers, decision makers, etc.) of language education institutes, especially in EFL contexts, should arguably should pay attention not only to the linguistic, but also to the non-linguistic outcomes of FL learning. The totality of the findings of this study are in line with other studies in this thread; and yield that individual difference variables like self-identity changes in EFL contexts are more important and even more subtle than EFL contexts. Regarding the pedagogical practice, four implications were suggested: First, EFL stakeholders, especially EFL teachers, must arguably be aware of the fact that non-linguistic outcomes of learning English deserve as much attention as that which is paid to the EFL learners' English skills and proficiency.

This is because these two important outcomes of language learning are interrelated and reveal the complex nature of foreign language learning and teaching beyond the scope of just a pedagogic activity, especially when it comes to the issues like changes, crises, and hybridity in FL learners' identities.

Second, as the result indicated that learners' integrative and instrumental orientations have the major effect on learners' sense of self-confidence, teachers should arguably use different types of learner motivation to build up on the learners' self-confidence in learning and they should arguably try to tie the instrumental, short-term objectives of the learners with the long-term integrative goals which hopefully result in the learners' sense of self-efficacy, autonomy and more importantly the agency for maximum attainment. Third, teachers and language assessors must arguably pay attention to the high state of learners' sensitivity to identity changes. Therefore, it is incumbent upon them to take the advantage of learners' immediate achievements (positive feedback, high test scores, anticipation of reward, etc.) to help learners raise their sense of self-confidence by carefully monitoring and channelling the situational needs of the learners to avoid possible negative effects on learners' identity changes. Finally, and more importantly, EFL teachers must arguably provide suitable opportunities for learners to draw positive links and associations between home and foreign language cultures and simultaneously cultivate learners' motivations and attitudes toward the integration of systems and cultures rather than contradictions and conflicts. The bottom line is that productive bilingualism should be considered as an ultimate objective in foreign language pedagogy.

The results show a change in the attitudes of these students from when they were in secondary school to when they were in college. Attitudes towards learning English seemed to be more positive. This shows that attitudes exerted a directive influence on the behaviour of individuals. In general, the students appeared to have increased their self-confidence and gained more confidence when speaking the language in college. There also seemed to be more social acceptance of English among these students. There were still a number of them who found the language difficult. It is expected there would be some individuals with such attitudes as learning a second language depends on an individual's aptitude towards the language.

The findings of this study suggest that Saudi students, before coming to the UK, do not sufficiently practice English. Many may have poor attitudes towards the language because they do not understand the culture or the nuances of the language. A change of the manner in which English is taught to students could go a long way here. A de-emphasis on

examinations and tailoring classes to meet students' needs would be necessary if there is going to be a change in the way English is perceived by Saudi students. In all, a re-evaluation of the method of delivery is needed. Students need to be encouraged to speak English both in and out of the class.

The findings suggest that non-linguistic outcomes should arguably be taken into consideration in English teaching and learning which did bring a cultural impact upon learners. Teachers should arguably need to design their pedagogical practice carefully to incorporate proper attitudes and cultural concepts of the target and the native languages and cultures in the EFL learning context. A comfortable integration may lessen the split clash between the two. On the other hand, teachers may cultivate learners' integrative motivation and individual development motivation, which will be likely to develop positive changes in self-identity. Finally, instrumental-oriented learners should be guided in accordance with their distinctive strengths.

For example, if the students are motivated by their desire to communicate with the world as in this study, teachers can give them opportunities to do that through setting up pen-pal programs or by bringing in English-speaking guest speakers. Through experience and personally relevant activities, students will internalize more of the benefits of EFL and will become more self-determined in their motivation type ultimately leading to intrinsic types of motivation; increased motivation occurs simultaneously with learners becoming autonomous.

The last pedagogical implication addresses culture in the classroom. The results of this study provide useful practical information. For example, it shows that having a clear sense of purpose is important in promoting students' academic motivation, suggesting that teachers must arguably should be more conscious of the relationship between class contents and their students' future lives and careers. Research into the nature of identity formation processes in educational settings and, in particular, research that highlights the role of educational environments in promoting adaptive engagement in identity formation is of great interest and importance to the educational psychology community. The results of this study add to a growing body of research indicating that students with a sense of identity have a definite sense of direction and educational purpose and a high level of academic autonomy.

The more a learner invests in a foreign language, the more opportunities s/he will acquire the targeted language and be involved with the targeted culture. Therefore, in addition to teaching grammatical facts and developing language skills, language teachers must arguably

also make sure that their students' will be fully aware of why they are learning a foreign language and what advantages they may reach if they happen to acquire one. Moreover, designing a longitudinal study would be of great help in exploring the changing dynamics of motivation and L2 identity in a more detailed way. By this way, motivation and L2 identity can be used as a facilitator in language classrooms in second language acquisition process.

These findings imply that having distant future goals that go beyond passing a university examination is important for sustaining the long-term learning motivation that leads to higher levels of foreign language proficiency. As many Saudi students need to keep studying English after graduating from university if they wish to become highly proficient users of English, university English courses must arguably be a source of long-term goals by providing students with meaningful answers to the question of why they need to study English now and in the future.

As this study is a first look at change in Saudi college students' motivational orientation, the conclusions drawn must be tentative. The sample in this work was relatively small, limiting the number of predictors included in the regression equations. Some of the measures of campus experiences involved single indicators and some of the score distributions deviated from normal. Although the direction and magnitude of effects were equivalent to similar research, results should be interpreted cautiously. Continuing research with larger, more varied samples should focus on relations between more differentiated measures of students' orientations and a greater variety of more reliable and valid measures of campus experiences. Researchers should also examine how students prioritize their various academic and non-academic goals on campus, and how these priorities affect their motivation to learn. It may be that students become less motivated to learn if they enrol in classes of marginal interest and confront the need to juggle multiple goals.

The present study's contribution to knowledge is its established idea of the interconnectivity between L2 learning motivation and the sociocultural context within which L2 learning is taking place. In particular, the study was able to establish that L2 students' desire to learn EFL in another country was indicative of a corresponding desire to learn the British culture, whereby language served as a gateway to learning this culture. Another contribution to knowledge is the emphasis on cultural immersion within the L2 context; in this case, the UK, which served as an avenue for English language acquisition. Hence, learning about the L2 culture would not have been possible unless the Saudi students were involved in that culture and unless they used its language on a daily basis.

Despite limitations, this study of college students suggests that while students' learning orientations tend to decline over time, these declines may not be inevitable, but are likely to be associated with students' perceptions of their learning environment. Understanding change in students' motivational orientations during college is an important task for college personnel hoping to engage students in meaningful learning and to foster the development of lifelong learner.

6.2   Recommendations

The most pressing recommendations that could be presented for the present study are discussed below:

A research focusing on nurturing a sense of autonomy in the student cohort, causing them to precisely self-examine their intentions in studying L2 English, should be conducted. This research will allow academicians, practitioners, and researchers in the language acquisition field to deeply focus on the L2 learner as an autonomous element in the L2 learning process. The present study suggested this in the Ideal L2 Self, demonstrating that the L2 students were interested to learn more about English/Western culture and the native English-speaking community (M=3.84; Mo=4; SD=1.02) and aspired to study and live in an English-speaking country (M=4.09; Mo=5; SD=1.17).

It is also recommended that study abroad programmes should be modified in a way that gives considerable emphasis on the importance of cultural diversity and inclusion of L2 learners. The enhanced emphasis of cultural diversity and inclusion will allow the L2 learners to preserve and appreciate their own culture whilst accepting, appreciating, and adapting to the L2 culture. The L2 students were very interested in the British culture (M=3.19; Mo=3; SD=0,93). Their attempt to integrate themselves with the L2 culture was displayed by their use of the English language outside the classroom to interact with native English speakers (M=3.50; Mo=3; SD=1.02). Hence, the importance of integrating cultural diversity and inclusion in study abroad programmes.

Moreover, L2 classrooms should be guided by a curriculum that promotes the creation of a culture where L2 learning is positively nurtured. This recommendation will further improve the L2 learning process and the resultant experiences of the L2 students within the L2 sociocultural environment.

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APPENDIX A - Brown's (2000) Views of Motivation

Table 1: Three views of motivation

Behaviouristic	Cognitive	Constructivist
● anticipation of reward ● desire to receive positive reinforcement ● external, individual forces in control	● driven by basic human needs (exploration, manipulating, etc.) ● degree of effort expanded ● internal, individual forces in control	● social context community. ● Social status security and ● security of group ● internal, interactive forces in control

Source: Brown (2000:162)

APPENDIX B - Dörnyei's (2001) Summary of the Best-Known Contemporary Motivation Theories in Psychology

Theory's Name	Good Summaries	Main Motivational Components	Main motivational tenets And principles
Expectancy value Theories	Brophy (1999), Eccles and Wigfield (1995)	Expectancy of success; the value attached to success on task	Motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the value the individual attaches to success on the task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.
Achievement motivation theory	Atkinson and Raynor (1974)	Expectancy of success; incentive values; need for achievement; fear of failure	Achievement motivation is determined by Conflicting tendencies of approach and avoidance. The positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfilment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
Self-efficacy Theory	Bandura (1997)	Perceived self-efficacy	Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks and, accordingly, their sense of efficacy will determine their choice of the activities attempted the amount of effort exerted and the persistence displayed.
Attribution Theory	Weiner (1992)	Attributions about past successes and failures	The individual's explanations (or 'causal attributions') of why past successes and failures have occurred have consequences on her/his motivation to initiate future action. In school contexts, ability and effort show that past failure which is ascribed by the learner to low ability, hinders future achievement behaviour more than failure which is ascribed to insufficient effort.
Self-worth Theory	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways which enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face saving behaviours in school settings.
Goal setting Theory	Locke and Latham (1990)	Goal properties: specificity, difficulty and commitment	Human action is caused by purpose and, for action to take place, goals have to be set and pursued by choice. Goals which are specifically difficult (within reason) lead to the highest performance provided the individual shows goal commitment.
Goal orientation theory	Ames (1992)	Mastery goals and performance goals	Mastery goals(focusing on learning the content) are superior to performance goals(focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities and positive attitudes towards learning.
Self determination Theory	Deci and Ryan (1985), Vallerand (1997)	Intrinsic motivation and extrinsic motivation	Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing behaviour as a means to an end, that is, to receive some extrinsic reward (e.g., good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined

			(intrinsic) and controlled (extrinsic) forms of motivation.
Social motivation theory	Weiner (1994), Wentzel (1999)	Environmental Influences	A great deal of human motivation stems from the sociocultural context rather than from the individual. But, this theory is concerned with a general motivation to learn rather than L2/FL learning in particular.
Theory of planned behaviour	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioural control	Attitudes exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of her/his responses to the target. Their impact is modified by her/his subjective norms (perceived social pressures) and perceived behavioural control (perceived ease or difficulty of performing the behaviour).

Source: Dörnyei (2001a: 10-11)

APPENDIX C - Dörnyei and Ottó's (1998) Process Model of L2 Motivation

Pre-actional stage **CHOICE MOTIVATION**	**Actional stage** **EXECUTIVE MOTIVATION**	**Post-actional stage** **MOTIVATIONAL RETROSPECTION**
Motivational functions: •Setting goals • Forming intentions • Launching action	*Motivational functions:* •Generating and carrying out subtasks • Ongoing appraisal (of one's achievement) • Action control (self-regulation)	*Motivational functions:* •Forming causal attributions • Elaborating standards and strategies • Dismissing the intention and further planning
Main motivational influences: • Various goal properties (e.g., goal relevance, specificity and proximity) • Values associated with the learning process itself, as well as with its outcomes and consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environment support or Hindrance	*Main motivational influences:* • Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy •Teachers' and parents' influence • Classroom reward- and goal structure (e.g. competitive or cooperative) • Influence of the learner group • Knowledge and use of self-regulatory strategies (e.g., goal-setting, learning, and self-motivating strategies)	*Main motivational influences:* • Attributional factors (e.g., attributional styles and biases) • Self-concept beliefs (e.g., self-confidence and self-worth) • Received feedback, praise, grades

Source: Dörnyei (2001a: 22).

APPENDIX D – Classroom and Social Life Observation Checklist

Observation **Please tick the boxes below (Strong), (Apparently) or (Not Displayed) to indicate the presence of the observed behaviour**		
	CLASSROOM CONTEXT	
Attention	**The student is paying attention: s/he is looking at the teacher and following his or her movements, turning to watch another student who is contributing to the task, following the text being read, or making appropriate nonverbal responses.**	
	The student maintains eye contact with the teacher	
	The student is writing when appropriate	
	The student is showing signs of enjoyment during the lessons	
	The student is staying on the task	
	The student is creating or getting involved in disruptive behaviour	
	The student is engaging in private social chat between themselves unrelated to the activity	
Participation	**The student is actively taking part in classroom interaction or working on assigned activity, is the student volunteering answers, asking questions or contributing to discussions**	
	The student raises hand	
	Is the student's body language reflective of engaged student	
	The student is in attendance	
	The student is volunteering answers	
	Teacher having to push for engagement	
End-of-class assessment	**A brief wrap up of observations of the student at the end of the lesson, regarding her/his progress on assignments, body language**	
	Assignments completed	
	The students is still as engaged towards the end of the lesson as at the start	
	The student is expressing positive body language at the close of the lesson	
	SOCIAL CONTEXT	
Integration	**The student is integrating well with aspects of English culture**	
	The student has developed friendships outside of her/his immediate classroom	
	The student has progressed their friendship circle beyond her/his native speaking	

	colleagues	
	The student is using aspects of slang/colloquialism in greeting friends	
	Are the host nationals welcoming to the foreign language student	
	Are host nationals inclusive to the foreign language student beyond the initial greeting	
	Is the student engaging with humour, laughing?	
	The students is engaging with English culture (reading magazines, listening to music)	
	Can the student be identified from their host nationals by clothing?	

APPENDIX E – Observation Hours/Days

University A (10 subjects)					
Phase one		Phase two		Phase three	
Classroom Observation no. of hours	Classroom Observation no. of days	Classroom Observation no. of hours	Classroom Observation no. of days	Classroom (Library) Observation no. of hours	Classroom Observation no. of days
10	5	10-12	5	5-7 hours per observed subject	1-2 days per observed subject

University B (4 subjects)					
7	2	10-11	5	4 hours per subject	2 days per subject
University C (2 subjects)					
6	3	8	5	4 hours per subject	1-2 days per subject
University D (1 subject)					
3	4	6	3	5-6 hours per subject	2 days per subject

APPENDIX F – Interviews Questions

Interview Phase 1

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

2. How important was English in your family life? Does any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected? (Can offer guidance to negotiate this question and get an answer)

5. Since arriving in the UK and/or English speaking country, is it how you expected?

6. What was your first motivation for learning English language?

7. Have you ever faced a situation that demotivated you from learning English?

8. Why did you decide to continue your English studies in Britain? (Keep it completely open-ended, no leading).

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

10. With time did your learning increase or decrease? Can you explain?

11. What do you think is the main reason behind your interest in English?

Interview Phase 2 and 3

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or has your family ever worked/lived in an English-speaking country since you began your studies?

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving (Can offer guidance to negotiate this question and get an answer)

5. When did you first come to the UK and/or an English speaking country, was it how you expected?

6. What is your motive for learning English now? Is it the same as when you first started?

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

10. Since beginning your studies in Britain, would you consider your learning has increased or decreased? Can you explain?

11. What do you think is the main reason behind your current interest in English? Are you more interested in learning English now than before? Why/why not? Please explain.

APPENDIX G – Attitude/Motivation Test Battery (AMTB)

Attitude/Motivation Test Battery (AMTB) – Phase One

Students' Attitudes to English Language Learning & Original Motivations

Dear Participant,

Your participation in this questionnaire will aid in further research in the realm of second language learning and education. Please note that your responses will be completely confidential and used purely for research purposes. Thank you ahead of time for your cooperation, time, and help with this study.

This questionnaire is broken down into three sections. To begin, can you please fill in your details below and then proceed to Section 1.

Gender: Male or Female

Age: ……..................

Major: ....

University Program: ……………………………….......................................

How many years have you studied English? ……………………………….......................

Are you coming to the UK first of all to do a degree, to learn English or both?.......................

Section (1):

Please rate each statement on a scale of 1 to 5 according to the extent to which you agree or disagree with in (1=Strongly Disagree and 5=Strongly Agree). <u>If you rate a statement either 1 or 5, please explain your choice as fully as possible.</u> Please note: there is no right or wrong answer. Thank you

1	I was interested in learning more about English/Western culture and the native English speaking community.	
2	English studies were a requirement at my school (it was part of the school's standard curriculum).	
3	I had aspirations to study abroad or live in an English speaking country.	
4	The field of work I was interested in pursuing required English language skills.	
5	The people around me (e.g., parents, friends and teachers) encouraged me to learn English.	

6	I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement.	
7	I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.).	
8	It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English.	
9	It was an expectation in my immediate family that I have the ability to read/write in English.	
10	I would get nervous/ anxious if I had to speak with a native English speaker.	
11	My close friends were studying English and believed it was important.	
12	When I thought of my future life, I saw how important it was to know English.	
13	I had to study English, because, if I did not study it, I think my parents would have been disappointed with me.	
14	My parents believed that I must study English to be an educated person.	
15	Studying English was important to me in order to gain the approval of my peers/teachers/family.	
16	It thought it would have had a negative impact on my life if I didn't learn English.	

17	Studying English was important to me because an educated person is supposed to be able to speak English.	
18	My motivation for studying English has gained strength during my school years in Saudi.	
19	I had to keep myself motivated at all times to improve my English Language skills.	
20	There were times when my motivation declined and others when they ascended.	

If you were motivated to study English for other reasons, please mention them below (ranking not required):

_____
_____
_____

Looking at all of the statements above (including your own), which two factors do you believe were the most influential in your decision to begin your English studies in your home country?

_____
_____
_____

Section (2)

After studying English in your home country, to what extent do you agree or disagree with the below statements relating to your reasons for applying to study English in your current programme in the UK? (1=Strongly Disagree, 5=Strongly Agree). <u>If you rate a statement either 1 or 5, please explain your choice as fully as possible.</u> Please note: there is no right or wrong answer. Thank you.		
1	I really enjoyed my English classes and learning English.	
2	I am very interested in English-speaking countries' culture.	
3	I am always keen on participating in class discussions in English class.	
4	I am a high-achiever and always got high marks in my	

	English classes.		
5	I want to put my English language skills to use outside of the classroom, with native English speakers.		
6	I want my English language skills to improve so that I am more comfortable speaking to English speakers.		
7	My parents and friends encouraged me to study English abroad.		
8	My English teacher encouraged me to study English abroad.		
9	I make a point of trying to understand all of the English I see and hear.		
10	I will need to speak English for my chosen career.		
11	It is important to gain a better position or job later on.		
12	One of my goals in life is to be a fluent English second language speaker.		
13	I find pleasure in knowing more about English literature and culture.		
14	I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members.		
15	I want to be someone who speaks more than one language.		
16	I never felt sure of myself when speaking in English class.		
17	My parents have stressed the importance of learning English.		
18	Studying English is important because it will enable		

	me to better understand and appreciate the English way of life.	
19	I want to learn English so fluently that it's natural to me.	
20	I want to settle in an English speaking country so it's essential to learn the language.	

If you were motivated to study English for other reasons, please mention them below (ranking is not required):

_____
_____
_____

Looking at all of the statements above (including your own), which factors do you believe were the most influential in your decision to begin your English studies in the UK?

_____
_____
_____

Section (3)

Once you have completed the above two sections, the third and final section of this phase of the study is an interview. Please return your completed questionnaire to the researcher who will now ask you a few questions regarding your decision to study English in the UK. Thank you again for your participation in this study.

Attitude/Motivation Test Battery (AMTB) – Phase 2
Students' Attitudes to English Language Learning & Motivations

Dear Participant,

Your participation in this questionnaire will aid in further research in the realm of second language learning and education. Please note that your responses will be completely confidential and used purely for research purposes. Thank you ahead of time for your cooperation, time, and help with this study.

Please rate each statement on a scale of 1 to 5 according to the extent to which you agree or disagree with in (1=Strongly Disagree and 5=Strongly Agree). <u>If you rate a statement either 1 or 5, please explain your choice as fully as possible.</u> Please note: there is no right or wrong answer. Thank you.

After studying English in the UK for the last few months, to what extent do you agree or disagree with the below statements relating to your studies? (1=Strongly Disagree, 5=Strongly Agree).		
1	I really enjoy my English classes and learning English.	
2	I am very interested in British culture.	
3	I am always keen on participating in class discussions in English class.	
4	I am a high-achiever and always get high marks in my English class.	
5	I am putting my English language skills to use outside of the classroom, with native English speakers.	
6	My English language skills are improving and I am more comfortable speaking to native English speakers.	
7	My family and friends encourage my English studies.	
8	My English teacher encourages me in my studies.	
9	I can understand all of the English I see and hear.	
10	I'm worried other students in my class speak English	

	better than I do.	
11	I'm passionate about learning English.	
12	One of my main life goals is to be a fluent English second language speaker.	
13	I look forward to my English classes.	
14	I'm relaxed enough to order food, give street directions and talk to British residents.	
15	I don't understand why other students are nervous to speak English in our class.	
16	I am trying to get to know as many native English speakers as possible.	
17	My parents always ask me what I'm learning in my English classes.	
18	I would be nervous speaking English outside of my classroom.	
19	I want to learn English so fluently that it's natural to me.	
20	I want to settle in an English speaking country .	
21	My motivation for learning English is still the same even after spending some time in the UK.	
22	My interest in learning English has increased.	
23	I am more motivated to study English now more than I was in Saudi.	
24	I exert more effort now to keep motivated than I used to do in Saudi.	
25	My improving competency of the language granted me more acceptance in the new community and pushed me to achieve more.	

If you would like to expand on any of the above statements, please use the space provided below:

_____
_____
_____
_____
_____
_____
_____

Attitude/Motivation Test Battery (AMTB) – Phase 3
Students' Attitudes to English Language Learning & Motivations

Dear Participant,

Your participation in this questionnaire will aid in further research in the realm of second language learning and education. Please note that your responses will be completely confidential and used purely for research purposes. Thank you ahead of time for your cooperation, time, and help with this study.

This questionnaire is broken down into two sections. To begin, please fill in the blank space below with the participant number you were provided with during Phase One of this study: _____

Please rate each statement on a scale of 1 to 5 according to the extent to which you agree or disagree with in (1=Strongly Disagree and 5=Strongly Agree). <u>If you rate a statement either 1 or 5, please explain your choice as fully as possible.</u> Please note: there is no right or wrong answer. Thank you.

After completing your English course, to what extent do you agree or disagree with the below statements? (1=Strongly Disagree, 5=Strongly Agree)		
1	I enjoy learning the English language.	
2	I appreciate and understand British culture.	
3	I feel very confident in my ability to speak and write English.	
4	I got very high marks in my English class.	
5	I have many native English speaking friends outside of my course.	
6	I am comfortable speaking to native English speakers.	
7	My family and friends are encouraging me to continue my English studies.	
8	My English teacher is encouraging me to continue my English studies.	
9	I can understand all of the English I see and hear.	
10	I'm worried I haven't learned as much as I should have in my course.	

11	I don't want to continue studying English.	
12	One of my main life goals is to be a fluent English second language speaker.	
13	I am continuing my English studies.	
14	I am ready to return to my home country.	
15	I see how important English language skills are to my future.	
16	I feel anxious if someone asks me a question or starts talking to me in English.	
17	My parents are very interested in my studies.	
18	I am nervous speaking English outside of my classroom.	
19	I want to learn English so fluently that it's natural to me.	
20	I want to settle in an English speaking country.	
21	I still have the same level of motivation to learn English since I came to the UK.	
22	My interest in studying English is increasing all the time.	
23	I have more reasons to study English now than before.	
24	I don't have to do any extra effort to be motivated in my new environment.	
25	Being more welcomed in social life in the UK depends on my language skills that motivated me to excel my language skills.	

If you would like to expand on any of the above statements, please use the space provided below:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX H – SPSS Questionnaire Tables

Table H.4.1 Respondents' satisfaction level classes according to the responses mean value

Class of satisfaction about the statement	Mean Range
Strongly Disagree	1.00 - 1.80
Disagree	1.81 - 2.61
Undecided	2.62 - 3.42
Agree	3.43 - 4.23
Strongly Agree	4.24 - 5.00

Table H.4.2.1 Descriptive statistics for **Ideal L2 Self** variable within Phase 1- Section 1

Question	Mean	Median	Mode	SD*
1-I was interested in learning more about English/Western culture and the native English speaking community	3.84	4.00	4	1.02
3-I had aspirations to study abroad or live in an English speaking country	4.09	5.00	5	1.17
7-I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.)	4.16	4.00	4	0.88
Overall (Phase 1- Section 1)	**4.03**	**4.00**	**5**	**1.03**

SD* indicates Standard deviation whenever appears

Table H.4.2.2 Descriptive statistics for **Attitudes towards learning English** variable within Phase 1- Section 1

Question	Mean	Median	Mode	SD
2- English studies were a requirement at my school (it was part of the school's standard curriculum)	3.94	4.00	5	1.01
8-It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English	3.50	4.00	4	0.98
11- My close friends were studying English and believed it was important	2.84	3.00	3	1.22
16-It thought it would have had a negative impact on my life if I didn't learn English	2.97	3.00	4	1.23
17-Studying English was important to me because an educated person is supposed to be able to speak English	3.69	4.00	3	1.06
Overall (Phase 1- Section 1)	**3.39**	**4.00**	**4**	**1.17**

Table H.4.2.3 Descriptive statistics for **Ought-to L2 Self** variable within Phase 1- Section 1

Question	Mean	Median	Mode	SD
4-The field of work I was interested in pursuing required English language skills	4.38	5.00	5	0.79
6-I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement	4.34	4.00	4	0.60
12-When I thought of my future life, I saw how important it was to know English	4.16	4.00	5	1.05
13-I had to study English, because, if I did not study it, I think my parents would have been disappointed with me	2.19	2.00	2	1.12
15-Studying English was important to me in order to gain the approval of my peers/teachers/family	2.78	2.50	2	1.29
Overall (Phase 1- Section 1)	**3.57**	**4**	**5**	**1.34**

Table H.4.2.4 Descriptive statistics for **Motivational intensity** variable within Phase1- Section 1

Question	Mean	Median	Mode	SD
9- It was an expectation in my immediate family that I have the ability to read/write in English.	3.72	4.00	4	1.20
18-My motivation for studying English has gained strength during my school years in Saudi	3.28	3.00	2	1.25
19-I had to keep myself motivated at all times to improve my English Language skills	4.06	4.00	4	0.98
20-There were times when my motivation declined and others when they ascended	3.13	3.00	3	1.04
Overall (Phase 1- Section 1)	**3.55**	**4.00**	**4**	**1.17**

Table H.4.2.5 Descriptive statistics for **English use anxiety** variable within Phase1- Section 1

Question	Mean	Median	Mode	SD
10- I would get nervous/ anxious if I had to speak with a native English speaker	2.84	2.50	2	1.22
Overall (Phase 1- Section 1)	**2.84**	**2.50**	**2**	**1.22**

Table H.4.2.6 Descriptive statistics for **Encouragement** variable within Phase1- Section1

Question	Mean	Median	Mode	SD
5-The people around me (e.g., parents, friends and teachers) encouraged me to learn English	3.44	3.00	3	1.11
14-My parents believed that I must study English to be an educated person	2.78	2.50	2	1.13
Overall (Phase1 Section 1)	**3.55**	**4.00**	**4**	**1.17**

Table H.4.3.1 Distribution of the sample responses about **Ideal L2 Self** variable within Phase 1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
1-I was interested in learning more about English/Western culture and the native English speaking community	3.1	6.3	21.9	40.6	28.1
3-I had aspirations to study abroad or live in an English speaking country	3.1	9.4	15.6	18.8	53.1
7-I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.)	0.0	6.3	12.5	40.6	40.6

*SD (%) Strongly disagree, D (%) Disagree, UD (%) Undecided, A (%) Agree, and SA

(%) Strongly agree

Table H.4.3.2 Distribution of the sample responses about **Attitudes towards learning English** variable within Phase1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
2- English studies were a requirement at my school (it was part of the school's standard curriculum)	**0.0**	**9.4**	**25.0**	**28.1**	**37.5**
8-It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English	**0.0**	**21.9**	**18.8**	**46.8**	**12.5**
11- My close friends were studying English and believed it was important	**15.6**	**25.0**	**28.1**	**21.9**	**9.4**
16-I thought it would have had a negative impact on my life if I didn't learn English	**12.5**	**28.1**	**18.8**	**31.2**	**9.4**
17-Studying English was important to me because an educated person is supposed to be able to speak English	**6.3**	**37.5**	**31.2**	**0.0**	**25.0**

Table H.4.3.3 Distribution of the sample responses about **Ought-to L2 Self** variable within Phase 1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
4-The field of work I was interested in pursuing required English language skills	0.0	3.1	9.4	34.4	53.1
6-I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement	0.0	0.0	6.3	53.1	40.6
12-When I thought of my future life, I saw how important it was to know English	3.1	6.3	9.4	34.4	46.8
13-I had to study English, because, if I did not study it, I think my parents	28.1	43.8	15.5	6.3	6.3

would have been disappointed with me					
15-Studying English was important to me in order to gain the approval of my peers/teachers/family	15.5	34.4	18.8	18.8	12.5

Table H.4.3.4 Distribution of the sample responses about **Motivational intensity** variable within Phase 1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
9- It was an expectation in my immediate family that I have the ability to read/write in English	3.1	18.8	12.5	34.4	31.2
18-My motivation for studying English has gained strength during my school years in Saudi	3.1	31.3	25.0	15.6	25.0
19-I had to keep myself motivated at all times to improve my English Language skills	3.1	6.3	6.3	50.0	34.3
20-There were times when my motivation declined and others when they ascended	6.3	18.8	40.5	25.0	9.4

Table H.4.3.5 Distribution of the sample responses about **English use anxiety** variable within Phase 1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
10- I would get nervous/ anxious if I had to speak with a native English speaker	9.4	40.5	18.8	18.8	12.5

Table H.4.3.6 Distribution of the sample responses about **Encouragement** variable within Phase 1- Section 1

Question	SD (%)	D (%)	UD (%)	A (%)	SA (%)
5-The people around me (e.g., parents, friends and teachers) encouraged me to learn English	0.0	25.0	28.1	25.0	21.9
14-My parents believed that I must study English to be an educated person	9.4	40.6	18.8	25.0	6.2

Table H.4.4 The internal consistency for the items of study independent variables

Variable	Phase 1		Phase 2		Phase 3	
	*α	No. of items	α	No. of items	A	No. of items
L2 Learning Experience	0.928	5	0.911	5	0.909	4
Ideal L2 Self	0.954	9	0.935	8	0.907	6
English use anxiety	---	---	0.828	3	0.891	4
Ought-to L2 Self	0.929	5	0.933	4	0.949	5

*α for Cronbach's Alpha

Table H.4.5.1 Comparison between 3 phases according to responses about **Ideal L2 Self** variable

Question	Phase	Mean	Median	Mode	SD
2. I am very interested in English-speaking countries' culture	1	3.69	4.00	4	1.09
5. I want to put my English language skills to use outside of the classroom, with native English speakers		3.84	4.00	4	0.92
6. I want my English language skills to improve so that I am more comfortable speaking to English speakers		4.03	4.00	4	1.00
9. I make a point of trying to understand all of the English I see and hear		4.00	4.00	4	0.92
12. One of my goals in life is to be a fluent English second language speaker		4.06	4.00	4	0.76
13. I find pleasure in knowing more about English literature and culture		3.72	4.00	4	0.99
15. I want to be someone who speaks more than one language		4.25	4.00	4	0.62
18. Studying English is important because it will enable me to better understand and appreciate the English way of life		3.59	4.00	4	1.04
19. I want to learn English so fluently that it's natural to me		3.97	4.00	4	0.93
20. I want to settle in an English speaking country so it's essential to learn the language		3.00	3.00	2	1.34
Overall (Phase 1)		**3.82**	**4.00**	**4**	**1.02**
2. I am very interested in British culture	2	3.19	3.00	3	0.93
5. I am putting my English language skills to use outside of the classroom, with native English speakers		3.50	3.00	3	1.02
9. I can understand all of the English I see and hear		3.78	4.00	4	0.83
11. I'm passionate about learning English		4.22	4.00	4	0.55
12. One of my goals in life is to be a fluent English second language speaker		3.38	3.00	3	1.07
16. I am trying to get to know as many native English speakers as possible		4.25	4.00	5	1.02
19. I want to learn English so fluently that it's natural to me		2.53	3.00	1	1.27
20. I want to settle in an English speaking country		4.41	5.00	5	0.76
Overall (Phase 2)		**3.66**	**4.00**	**4**	**1.11**
2. I appreciate and understand British culture	3	3.63	4.00	4	0.71

Question		Mean	Median	Mode	SD
5. I have many native English speaking friends outside of my course		2.38	2.00	2	0.98
9. I can understand all of the English I see and hear		4.06	4.00	4	0.67
12. One of my goals in life is to be a fluent English second language speaker		4.13	4.00	5	1.10
19. I want to learn English so fluently that it's natural to me		4.13	4.00	5	1.10
20. I want to settle in an English speaking country		2.53	2.00	1	1.37
Overall (Phase 3)		**3.47**	**4.00**	**4**	**1.25**

Table H.4.5.2 Comparison between 3 phases according to responses about **Ought-to L2 Self** variable

Question	Phase	Mean	Median	Mode	SD
3. I am always keen on participating in class discussions in English class		3.41	3.50	4	0.98
10. I will need to speak English for my chosen career	1	4.47	5.00	5	0.80
11. It is important to gain a better position or job later on		4.09	4.00	4	0.86
Overall (Phase 1)		**3.7**	**4.00**	**5**	**1.12**
3. I am always keen on participating in class discussions in English class	2	3.53	4.00	4	1.11
13. I look forward to my English classes		3.66	3.50	3	1.07
Overall (Phase 2)		**3.59**	**4.00**	**4**	**1.08**
13. I am continuing my English studies	3	4.22	4.00	4	0.75
15. I see how important English language skills are to my future		4.41	4.00	4	0.62
Overall (Phase 3)		**4.31**	**4.00**	**4**	**0.69**

Table H.4.5.3 Comparison between 3 phases according to responses about **L2 Learning Experience** variable

Question	Phase	Mean	Median	Mode	SD
1. I really enjoyed my English classes and learning English	1	4.09	4.00	4	0.73
8. My English teacher encouraged me to study English abroad.		2.97	3.00	2	1.28
Overall (Phase 1)		**3.53**	**4.00**	**4**	**1.18**
1. I really enjoy my English classes and learning English	2	4.00	4.00	4	0.88
8. My English teacher encourages me in my studies		3.53	4.00	4	0.95
Overall (Phase 2)		**3.77**	**4.00**	**4**	**0.94**

1. I enjoy learning the English language	3	4.31	4.00	4	0.74
8. My English teacher is encouraging me to continue my English studies		3.56	4.00	4	1.01
17. My parents are very interested in my studies		3.75	4.00	4	1.02
Overall (Phase 3)		**3.88**	**4.00**	**4**	**0.98**

Table H.4.5.4 Comparison between 3 Phases according to responses about **English use anxiety** variable

Question	Phase	Mean	Median	Mode	SD
14. I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members	1	3.34	4.00	4	1.15
16. I never felt sure of myself when speaking in English class		2.78	3.00	4	1.07
Overall (Phase 1)		**3.06**	**3.00**	**4**	**1.14**
10. I'm worried other students in my class speak English better than I do.	2	2.53	2.00	2	1.27
18. I would be nervous speaking English outside of my classroom		1.94	2.00	1	1.19
Overall (Phase 2)		**2.23**	**2.00**	**1**	**1.26**
10. I'm worried I haven't learned as much as I should have in my course	3	2.97	3.00	2	1.06
11. I don't want to continue studying English		1.66	1.00	1	1.13
16. I feel anxious if someone asks me a question or starts talking to me in English		1.81	2.00	2	0.78
18. I am nervous speaking English outside of my classroom		1.88	2.00	1	0.91
Overall (Phase 3)		**2.08**	**2.00**	**1**	**1.10**

Table H.4.5.5 Comparison between 3 Phases according to responses about **Proficiency in English** variable

Question	Phase	Mean	Median	Mode	SD
4. I am a high-achiever and always got high marks in my English classes	1	3.81	4.00	4	0.69
19. I want to learn English so fluently that it's natural to me		3.97	4.00	4	0.93
Overall (Phase 1)		**3.89**	**4**	**4**	**0.82**
4. I am a high-achiever and always got high marks in my English classes	2	3.66	4.00	4	0.55
19. I want to learn English so fluently that it's natural to me		4.25	4.00	5	1.02
Overall (Phase 2)		**3.95**	**4.00**	**4**	**0.86**
4. I got very high marks in my English class	3	3.81	4.00	4	0.59
19. I want to learn English so fluently that it's natural to me		4.13	4.00	5	1.10

Overall (Phase 3)		**3.97**	**4.00**	**4**	**0.89**

Table H.4.5.6 Comparison between 3 Phases according to responses about **Encouragement** variable

Question	Phase	Mean	Median	Mode	SD
7. My parents and friends encouraged me to study English abroad	1	3.56	4.00	4	1.01
17. My parents have stressed the importance of learning English		2.84	3.00	2	1.11
Overall (Phase 1)		**3.20**	**3.00**	**3**	**1.12**
7. My family and friends encourage my English studies	2	3.56	4.00	4	1.22
17. My parents always ask me what I'm learning in my English classes		2.53	2.00	2	1.16
Overall (Phase 2)		**3.05**	**3.00**	**2**	**1.29**
7. My family and friends are encouraging me to continue my English studies	3	4.03	4.00	5	0.93
Overall (Phase 3)		**4.03**	**4.00**	**5**	**0.93**

Table H.4.5.7 Comparison between 3 Phases according to responses about **Self-confidence** variable

Question	Phase	Mean	Median	Mode	SD
6. My English language skills are improving and I am more comfortable speaking to native English speakers	2	3.97	4.00	4	0.82
14. I'm relaxed enough to order food, give street directions and talk to British residents		4.16	4.00	4	0.81
15. I don't understand why other students are nervous to speak English in our class		2.59	3.00	3	0.91
Overall (Phase 2)		**3.55**	**4**	**4**	**1.19**
3. I feel very confident in my ability to speak and write English	3	4.22	4.00	4	0.79
6. I am comfortable speaking to native English speakers		3.97	4.00	4	0.90
Overall (Phase 3)		**4.09**	**4**	**4**	**0.85**

Table H.4.6.1 Distribution of the sample responses about **Ideal L2 Self** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
2. I am very interested in English-speaking countries' culture	1	0.0	18.8	21.9	31.2	28.1

5. I want to put my English language skills to use outside of the classroom, with native English speakers	3	0.0	9.4	21.9	43.7	25.0
6. I want my English language skills to improve so that I am more comfortable speaking to English speakers		0.0	12.5	9.4	40.6	37.5
9. I make a point of trying to understand all of the English I see and hear		0.0	6.3	21.9	37.5	34.3
12. One of my goals in life is to be a fluent English second language speaker		0.0	6.3	6.3	62.4	25.0
13. I find pleasure in knowing more about English literature and culture		0.0	12.5	28.1	34.4	25.0
15. I want to be someone who speaks more than one language		0.0	0.0	9.4	56.3	34.3
18. Studying English is important because it will enable me to better understand and appreciate the English way of life		3.1	12.5	25.0	40.6	18.8
19. I want to learn English so fluently that it's natural to me		3.1	6.3	6.3	59.3	25.0
20. I want to settle in an English speaking country so it's essential to learn the language		15.6	25.0	18.8	25.0	15.6
2. I am very interested in British culture	2	3.1	18.8	40.6	31.2	6.3
5. I am putting my English language skills to use outside of the classroom, with native English speakers		3.1	9.4	40.6	28.1	18.8
9. I can understand all of the English I see and hear		0.0	9.4	18.8	56.3	15.5
11. I'm passionate about learning English		0.0	0.0	6.3	65.6	28.1
12. One of my goals in life is to be a fluent English second language speaker		0.0	3.1	6.3	37.5	53.1
16. I am trying to get to know as many native English speakers as possible		0.0	21.9	40.6	15.6	21.9
19. I want to learn English so fluently that it's natural to me		6.3	0.0	3.1	43.8	46.8
20. I want to settle in an English speaking country		31.3	15.6	25.0	25.0	3.1
2. I appreciate and understand British culture	3	0.0	6.3	31.2	56.2	6.3
5. I have many native English speaking friends outside of my		12.5	53.1	25.0	3.1	6.3

Question		SD	D	UD	A	SA
course						
9. I can understand all of the English I see and hear		0.0	3.1	9.4	65.6	21.9
12. One of my goals in life is to be a fluent English second language speaker		3.1	9.4	6.3	34.4	46.8
19. I want to learn English so fluently that it's natural to me		6.3	0.0	15.6	31.3	46.8
20. I want to settle in an English speaking country		31.2	25.0	9.4	28.1	6.3

Table H.4.6.2 Distribution of the sample responses about **Ought-to L2 Self** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
3. I am always keen on participating in class discussions in English class	1	0	21.9	28.1	37.5	12.5
10. I will need to speak English for my chosen career		0	3.1	9.4	25	62.5
11. It is important to gain a better position or job later on		0	6.3	12.5	46.9	34.3
3. I am always keen on participating in class discussions in English class	2	6.3	12.5	18.8	46.8	15.6
13. I look forward to my English classes		3.1	6.3	40.6	21.9	28.1
13. I am continuing my English studies	3	0	3.1	9.4	50	37.5
15. I see how important English language skills are to my future		0	0	6.3	46.85	46.85

Table H.4.6.3 Distribution of the sample responses about **L2 Learning Experience** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
1. I really enjoyed my English classes and learning English	1	0.0	3.1	12.5	56.3	28.1
8. My English teacher encouraged me to study English abroad.		3.1	12.5	25.0	43.8	15.6
1. I really enjoy my English classes and learning English	2	0.0	3.1	28.1	34.4	34.4
8. My English teacher encourages me in my studies		0.0	18.8	21.9	46.8	12.5
1. I enjoy learning the English language	3	0.0	3.1	6.3	46.8	43.8
8. My English teacher is encouraging me to continue my English studies		3.1	12.5	25.0	43.8	15.6
17. My parents are very interested in my studies		0.0	18.8	9.3	50.0	21.9

Table H.4.6.4 Distribution of the sample responses about **English use anxiety** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
14. I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members	1	3.1	28.2	15.6	37.5	15.6
16. I never felt sure of myself when speaking in English class		12.5	31.3	21.9	34.4	0.0
10. I'm worried other students in my class speak English better than I do.	2	25.0	34.3	6.3	31.3	3.1
18. I would be nervous speaking English outside of my classroom		46.8	31.2	9.4	6.3	6.3
10. I'm worried I haven't learned as much as I should have in my course	3	3.1	40.6	18.7	31.3	6.3
11. I don't want to continue studying English		65.6	18.8	3.1	9.4	3.1
16. I feel anxious if someone asks me a question or starts talking to me in English		37.5	46.9	12.5	3.1	0.0
18. I am nervous speaking English outside of my classroom		40.6	37.5	15.6	6.3	0.0

Table H.4.6.5 Distribution of the sample responses about **Proficiency in English** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
4. I am a high-achiever and always got high marks in my English classes	1	0.0	3.1	25.0	59.4	12.5
19. I want to learn English so fluently that it's natural to me		3.1	6.3	6.3	59.4	25.0
4. I am a high-achiever and always got high marks in my English classes	2	0.0	3.1	28.1	68.8	0.0
19. I want to learn English so fluently that it's natural to me		6.2	0.0	3.1	43.8	46.9
4. I got very high marks in my English class	3	0.0	0.0	28.1	62.5	9.4
19. I want to learn English so fluently that it's natural to me		6.3	0.0	15.6	31.3	46.9

Table H.4.6.6 Distribution of the sample responses about **Encouragement** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
7. My parents and friends encouraged me to study English abroad	1	3.1	12.5	25.0	43.8	15.6
17. My parents have stressed the importance of learning English		6.3	37.5	34.4	9.3	12.5
7. My family and friends encourage my English studies	2	6.3	15.6	18.8	34.4	25.0
17. My parents always ask me what I'm learning in my English classes		15.6	43.8	21.8	9.4	9.4

7. My family and friends are encouraging me to continue my English studies	3	0.0	6.3	21.8	34.4	37.5

Table H.4.6.7 Distribution of the sample responses about **Self-confidence** variable

Question	Phase	SD (%)	D (%)	UD (%)	A (%)	SA (%)
6. My English language skills are improving and I am more comfortable speaking to native English speakers	2	0.0	9.4	6.3	62.5	21.8
14. I'm relaxed enough to order food, give street directions and talk to British residents		3.1	0.0	6.3	59.4	31.3
15. I don't understand why other students are nervous to speak English in our class		12.5	31.3	40.6	15.6	0.0
3. I feel very confident in my ability to speak and write English	3	0.0	3.1	12.5	43.8	40.6
6. I am comfortable speaking to native English speakers		3.1	6.3	3.1	65.6	21.9

Table H.4.7.1 Comparison between Phase 2 and Phase 3 according to responses about **Location** variable

Question	Phase	Mean	Median	Mode	SD
21. My motivation for learning English is still the same even after spending some time in the UK	2	3.28	3.0	3	1.17
22. My interest in learning English has increased		3.69	4.00	4	0.90
Overall (Phase 2)		**3.48**	**4.00**	**4**	**1.05**
21. I still have the same level of motivation to learn English since I came to the UK	3	3.41	3.00	3	1.04
22. My interest in studying English is increasing all the time		3.72	4.00	4	1.02
Overall (Phase 3)		**3.56**	**4.00**	**4**	**1.04**

Table H.4.7.2 Comparison between Phase 2 and Phase 3 according to responses about **Interest in the foreign language** variable

Question	Phase	Mean	Median	Mode	SD
22. My interest in learning English has increased	2	3.69	4.00	4	0.90
Overall (Phase 2)		**3.69**	**4.00**	**4**	**0.90**
22. My interest in studying English is increasing all the time	3	3.72	4.00	4	1.02
Overall (Phase 3)		**3.72**	**4.00**	**4**	**1.02**

Table H.4.7.3 Comparison between Phase 2 and Phase 3 according to responses about
Effort variable

Question	Phase	Mean	Median	Mode	SD
23. I am more motivated to study English now more than I was in Saudi	2	3.66	4.00	4	1.26
24. I exert more effort now to keep motivated than I used to do in Saudi		3.44	3.50	4	1.16
Overall (Phase 2)		**3.55**	**4**	**4**	**1.21**
23. I have more reasons to study English now than before	3	3.34	3.00	3	1.15
24. I don't have to do any extra effort to be motivated in my new environment		2.88	3.00	3	0.91
Overall (Phase 3)		**3.11**	**3.00**	**3**	**1.06**

Table H.4.7.4 Comparison between Phase 2 and Phase 3 according to responses about
Acceptance and competence variable

Question	Phase	Mean	Median	Mode	SD
25. My improving competency of the language granted me more acceptance in the new community and pushed me to achieve more	2	3.63	4.00	4	0.87
Overall (Phase 2)		**3.63**	**4.00**	**4**	**0.87**
25. Being more welcomed in social life in the UK depends on my language skills that motivated me to excel my language skills	3	3.16	3.00	3	0.95
Overall (Phase 3)		**3.16**	**3.00**	**3**	**0.95**

APPENDIX I– SPSS Observation Tables

Table I.4.1.1 Comparison between the 3 Phases according to **Attention** variable

Question	Phase	Mean	Median	Mode	SD
The student maintains eye contact with the teacher	1	1.67	2.00	2.00	0.50
The student is writing when appropriate		1.47	2.00	2.00	0.61
The student is showing signs of enjoyment during the lessons		0.93	1.00	0.00	0.88
The student is staying on the task		1.71	2.00	2.00	0.46
The student is creating or getting involved in disruptive behaviour		0.06	0.00	0.00	0.24
The student is engaging in private social chat between themselves unrelated to the activity		0.01	0.00	0.00	0.11
Overall (Phase 1)		**0.97**	**1.00**	**0.00**	**0.89**
The student maintains eye contact with the teacher	2	1.74	2.00	2.00	0.47
The student is writing when appropriate		1.60	2.00	2.00	0.52
The student is showing signs of enjoyment during the lessons		1.12	1.00	2.00	0.86
The student is staying on the task		1.74	2.00	2.00	0.47
The student is creating or getting involved in disruptive behaviour		0.06	0.00	0.00	0.24
The student is engaging in private social chat between themselves unrelated to the activity		0.04	0.00	0.00	0.19
Overall (Phase 2)		**1.05**	**1.00**	**2.00**	**0.90**
The student maintains eye contact with the teacher	3	1.82	2.00	2.00	0.39
The student is writing when appropriate		1.65	2.00	2.00	0.49
The student is showing signs of enjoyment during the lessons		1.26	1.00	2.00	0.79
The student is staying on the task		1.76	2.00	2.00	0.43
The student is creating or getting involved in disruptive behaviour		0.06	0.00	0.00	0.24
The student is engaging in private social chat between themselves unrelated to the activity		0.00	0.00	0.00	0.00
Overall (Phase 3)		**1.09**	**1.00**	**2.00**	**0.90**

Table I.4.1.2 Comparison between the 3 Phases according to **Participation** variable

Question	Phase	Mean	Median	Mode	SD
The student raises hand	1	0.62	0.00	0.00	0.77
Is the student's body language reflective of engaged student		1.24	1.00	2.00	0.81
The student is in attendance		1.89	2.00	2.00	0.38
The student is volunteering answers		0.75	0.00	0.00	0.87
Teacher having to push for engagement		0.59	0.00	0.00	0.70
Overall (Phase 1)		**1.02**	**1.00**	**2.00**	**0.88**
The student raises hand	2	1.05	1.00	2.00	0.91
Is the student's body language reflective of engaged student		1.42	2.00	2.00	0.73
The student is in attendance		1.84	2.00	2.00	0.51
The student is volunteering answers		1.20	2.00	2.00	0.97
Teacher having to push for engagement		0.52	0.00	0.00	0.70
Overall (Phase 2)		**1.21**	**2.00**	**2.00**	**0.89**
The student raises hand	3	1.00	1.00	0.00	0.85
Is the student's body language reflective of engaged student		1.35	1.00	2.00	0.69
The student is in attendance		1.88	2.00	2.00	0.33
The student is volunteering answers		1.09	1.00	2.00	0.93
Teacher having to push for engagement		0.65	0.00	0.00	0.77
Overall (Phase 3)		**1.19**	**1.00**	**2.00**	**0.84**

Table I.4.1.3 Comparison between the 3 Phases according to **End-of-class assessment** variable

Question	Phase	Mean	Median	Mode	SD
Assignments completed	1	1.76	2.00	2.00	0.43
The students is still as engaged towards the end of the lesson as at the start		1.35	2.00	2.00	0.77
The student is expressing positive body language at the close of the lesson		0.71	0.00	0.00	0.90
Overall (Phase 1)		**1.27**	**2.00**	**2.00**	**0.84**
Assignments completed	2	1.74	2.00	2.00	0.47
The students is still as engaged towards the end of the lesson as at the start		1.46	2.00	2.00	0.72
The student is expressing positive body language at the close of the lesson		0.91	1.00	0.00	0.88
Overall (Phase 2)		**1.37**	**2.00**	**2.00**	**0.79**
Assignments completed	3	1.71	2.00	2.00	0.46
The students is still as engaged towards the end of the lesson as at the start		1.41	2.00	2.00	0.70
The student is expressing positive body language at the close of the lesson		0.88	1.00	0.00	0.84
Overall (Phase 3)		**1.33**	**2.00**	**2.00**	**0.76**

Table I.4.1.4 Comparison between the 3 Phases according to **Integration** variable

Question	Phase	Mean	Median	Mode	SD
The student has developed friendships outside of her/his immediate classroom	1	0.71	0.00	0.00	0.90
The student has progressed their friendship circle beyond her/his native speaking colleagues		0.18	0.00	0.00	0.52
The student is using aspects of slang/colloquialism in greeting friends		0.35	0.00	0.00	0.59
Are the host nationals welcoming to the foreign language student		1.12	1.00	2.00	0.91
Are host nationals inclusive to the foreign language student beyond the initial greeting		0.47	0.00	0.00	0.70
Is the student engaging with humour, laughing?		0.81	1.00	0.00	0.87
The students is engaging with English culture (reading magazines, listening to music)		0.76	0.00	0.00	0.88
Can the student be identified from their host nationals by clothing?		1.53	2.00	2.00	0.78
Overall (Phase 1)		**0.74**	**0.00**	**0.00**	**0.88**
The student has developed friendships outside of her/his immediate classroom	2	1.16	1.00	2.00	0.90
The student has progressed their friendship circle beyond her/his native speaking colleagues		0.64	0.00	0.00	0.80
The student is using aspects of slang/colloquialism in greeting friends		0.46	0.00	0.00	0.50
Are the host nationals welcoming to the foreign language student		1.12	1.00	2.00	0.91
Are host nationals inclusive to the foreign language student beyond the initial greeting		0.46	0.00	0.00	0.70
Is the student engaging with humour, laughing?		0.80	1.00	0.00	0.86
The students is engaging with English culture (reading magazines, listening to music)		0.98	1.00	0.00	0.91
Can the student be identified from their host nationals by clothing?		1.53	2.00	2.00	0.78
Overall (Phase 2)		**0.89**	**1.00**	**0.00**	**0.87**
The student has developed friendships outside of her/his immediate classroom	3	0.94	1.00	0.00	0.95
The student has progressed their friendship circle beyond her/his native speaking colleagues		0.59	0.00	0.00	0.70
The student is using aspects of slang/colloquialism in greeting friends		0.41	0.00	0.00	0.50
Are the host nationals welcoming to the foreign language student		1.12	1.00	2.00	0.91
Are host nationals inclusive to the foreign language student beyond the initial greeting		0.47	0.00	0.00	0.71
Is the student engaging with humour,		0.88	1.00	0.00	0.91

Question		Mean	Median	Mode	SD
laughing?					
The students is engaging with English culture (reading magazines, listening to music)		1.06	1.00	2.00	0.89
Can the student be identified from their host nationals by clothing?		1.53	2.00	2.00	0.79
Overall (Phase 3)		**0.88**	**1.00**	**0.00**	**0.87**

Table I.4.2.1 Comparison of students' responses distribution about **Attention** variable within the 3 Phases

Question	Phase	Strong	Apparent	Not displayed
The student maintains eye contact with the teacher	1	68.2%	30.6%	1.2%
The student is writing when appropriate		52.9%	41.2%	5.9%
The student is showing signs of enjoyment during the lessons		35.3%	22.4%	42.4%
The student is staying on the task		70.6%	29.4%	0.0%
The student is creating or getting involved in disruptive behaviour		0.0%	5.9%	94.1%
The student is engaging in private social chat between themselves unrelated to the activity		0.0%	1.2%	98.8%
Overall (Phase 1)		**37.83%**	**21.78%**	**40.40%**
The student maintains eye contact with the teacher	2	75.3%	23.5%	1.2%
The student is writing when appropriate		61.2%	37.6%	1.2%
The student is showing signs of enjoyment during the lessons		43.5%	24.7%	31.8%
The student is staying on the task		75.3%	23.5%	1.2%
The student is creating or getting involved in disruptive behaviour		0.0%	5.9%	94.1%
The student is engaging in private social chat between themselves unrelated to the activity		0.0%	3.5%	96.5%
Overall (Phase 2)		**42.55%**	**19.78%**	**37.67%**
The student maintains eye contact with the teacher	3	82.4%	17.6%	0.0%
The student is writing when appropriate		64.7%	35.3%	0.0%
The student is showing signs of enjoyment during the lessons		47.1%	32.4%	20.6%
The student is staying on the task		76.5%	23.5%	0.0%
The student is creating or getting involved in disruptive behaviour		0.0%	5.9%	94.1%
The student is engaging in private social chat between themselves unrelated to the activity		0.0%	0.0%	100.0%
Overall (Phase 3)		**45.12%**	**19.12%**	**35.78%**

Table I.4.2.2 Comparison of students' responses distribution about **Participation** variable within the 3 Phases

Question	Phase	Strong	Apparent	Not displayed
The student raises hand	1	17.6%	27.1%	55.3%
Is the student's body language reflective of engaged student		47.1%	29.4%	23.5%
The student is in attendance		91.8%	5.9%	2.4%
The student is volunteering answers		28.2%	18.8%	52.9%
Teacher having to push for engagement		11.8%	35.3%	52.9%
Overall (Phase 1)		**39.30%**	**23.30%**	**37.40%**
The student raises hand	2	43.5%	17.6%	38.8%
Is the student's body language reflective of engaged student		56.5%	29.4%	14.1%
The student is in attendance		89.4%	4.7%	5.9%
The student is volunteering answers		58.8%	2.4%	38.8%
Teacher having to push for engagement		11.8%	28.2%	60.0%
Overall (Phase 2)		**52.00%**	**16.46%**	**31.52%**
The student raises hand	3	35.3%	29.4%	35.3%
Is the student's body language reflective of engaged student		47.1%	41.2%	11.8%
The student is in attendance		88.2%	11.8%	0.0%
The student is volunteering answers		47.1%	14.7%	38.2%
Teacher having to push for engagement		17.6%	29.4%	52.9%
Overall (Phase 3)		**47.06%**	**25.30%**	**27.64%**

Table I.4.2.3 Comparison of students' responses distribution about **End of Class-assessment** variable within the 3 Phases

Question	Phase	Strong	Apparent	Not displayed
Assignments completed	1	76.5%	23.5%	0.0%
The students is still as engaged towards the end of the lesson as at the start		52.9%	29.4%	17.6%
The student is expressing positive body language at the close of the lesson		29.4%	11.8%	58.8%
Overall (Phase 1)		**52.93%**	**21.57%**	**25.47%**
Assignments completed	2	75.3%	23.5%	1.2%
The students is still as engaged towards the end of the lesson as at the start		58.8%	28.2%	12.9%
The student is expressing positive body language at the close of the lesson		34.1%	22.4%	43.5%
Overall (Phase 2)		**56.07%**	**24.70%**	**19.20%**
Assignments completed	3	70.6%	29.4%	0.0%
The students is still as engaged towards the end of the lesson as at the start		52.9%	35.3%	11.8%
The student is expressing positive body language at the close of the lesson		29.4%	29.4%	41.2%
Overall (Phase 3)		**50.97%**	**31.37%**	**17.67%**

Table I.4.2.4 Comparison of students' responses distribution about **Integration** variable within the 3 Phases

Question	Phase	Strong	Apparent	Not displayed
The student has developed friendships outside of her/his immediate classroom	1	29.4%	11.8%	58.8%
The student has progressed their friendship circle beyond her/his native speaking colleagues		5.9%	5.9%	88.2%
The student is using aspects of slang/colloquialism in greeting friends		5.9%	23.5%	70.6%
Are the host nationals welcoming to the foreign language student		47.1%	17.6%	35.3%
Are host nationals inclusive to the foreign language student beyond the initial greeting		11.8%	23.5%	64.7%
Is the student engaging with humour, laughing?		29.4%	22.4%	48.2%
The students is engaging with English culture (reading magazines, listening to music)		29.4%	17.6%	52.9%
Can the student be identified from their host nationals by clothing?		70.6%	11.8%	17.6%
Overall (Phase 1)		**28.69%**	**16.76%**	**54.54%**
The student has developed friendships outside of her/his immediate classroom	2	49.4%	17.6%	32.9%
The student has progressed their friendship circle beyond her/his native speaking colleagues		20.0%	23.5%	56.5%
The student is using aspects of slang/colloquialism in greeting friends		0.0%	45.9%	54.1%
Are the host nationals welcoming to the foreign language student		47.1%	17.6%	35.3%
Are host nationals inclusive to the foreign language student beyond the initial greeting		11.8%	22.4%	65.9%
Is the student engaging with humour, laughing?		28.2%	23.5%	48.2%
The students is engaging with English culture (reading magazines, listening to music)		40.0%	17.6%	42.4%
Can the student be identified from their host nationals by clothing?		70.6%	11.8%	17.6%
Overall (Phase 2)		**33.39%**	**22.49%**	**44.11%**
The student has developed friendships outside of her/his immediate classroom	3	41.2%	11.8%	47.1%
The student has progressed their friendship circle beyond her/his native speaking colleagues		11.8%	35.3%	52.9%
The student is using aspects of slang/colloquialism in greeting friends		0.0%	41.2%	58.8%

Are the host nationals welcoming to the foreign language student		47.1%	17.6%	35.3%
Are host nationals inclusive to the foreign language student beyond the initial greeting		11.8%	23.5%	64.7%
Is the student engaging with humour, laughing?		35.3%	17.6%	47.1%
The students is engaging with English culture (reading magazines, listening to music)		41.2%	23.5%	35.3%
Can the student be identified from their host nationals by clothing?		70.6%	11.8%	17.6%
Overall (Phase 3)		**32.38%**	**22.79%**	**44.85%**

APPENDIX J– Questionnaire Comments and Answers of Open-Ended Questions

Phase 1

Are you coming to the UK first of all to do a degree, to learn English or both?

Answer: Degree only: 14 out of 32

(8.0): 1

(7.5): 2

(7.0): 4

(6.5): 6

Learn English only: 0 out of 32

Both (degree and learn English): 14 (6.5) out of 32

No answer: 4 (6.5) out of 32

Section One

1 I was interested in learning more about English/Western culture and the native English speaking community.

- Deemah (6.5): I was interested in learning English as a language not a culture.
- Shahad (6.5): I believe it is important to know about cultures in general not necessarily the Western culture. Since Westerns are dominating the world through inventions, media, education, fashion …etc. I wanted to learn more about it, to get involve and made communicating easier for me.

Strongly Agree

- Lubna (8): Interest in the language and culture derived from Aramco Channel and speaking and spelling attempts with Philippines maid at home.
- Fatmah (6.5): Because my interest was since childhood, the desire to explore the Western culture and the ability to communicate with its community in English.
- Osama (6.5): Because I wanted to get pure English from its origin source.
- Yazeed (6.5): Because they speak the language that I want to learn and language is associated with culture.
- Reem (6.5): To help me to improve my English language.
- Khaled (6.5): I believe that you can't learn English very well without learning about the culture.

- Ahmad (6.5): I thought that I had to be really involved within the English culture because obviously that would help me learning the language.
- Shahenaz (6.5): To expand my knowledge.

Strongly Disagree

- Weam (6.5): Because I was thinking of myself as a teacher, expert and better person with English language, not about English culture or people at all.

2 English studies were a requirement at my school (it was part of the school's standard curriculum).

- Haya (6.5): it was a compulsory course.

Strongly Agree:

- Mohammed (6.5): It is good that English is a requirement.
- Lubna (8): If school here means the British university, then it is 5 if it means the Saudi schools I went to, then it is 1.
- Manal (7.5): It was one of my interests.
- Fatmah (6.5): Happily, that the English language course was part of the school's standard curriculum, which was a helpful tool to enhance my knowledge of the language and to practice what I have learned.
- Abdullah (7): It was a requirement in intermediate and secondary levels only.
- Osama (6.5): I had to pass English during my study.
- Reem (6.5): Because I am specialized in English language.
- Samar (6.5): Because I am a teacher assistant in English department at the university.
- Ahmad (6.5): It's very important to have English in the curriculum.
- Shahad (6.5): I started studying English since I was in the kindergarten in a private school in Saudi Arabia. So, yes since it is a private school English was part of the curriculum.
- Shahenaz (6.5): In the private schools.

Strongly Disagree:

- Lubna (8): If school here means the British university, then it is 5 if it means the Saudi schools I went to, and then it is 1.

3 I had aspirations to study abroad or live in an English speaking country.

Strongly Agree:

- Omar (6.5): Because I believe if you want to learn a language better to learn it from native speakers.

- Hind: (7): Because I believe that the most effective way to gain foreign language is to live in a country in which that language is spoken as a native language.
- Lubna (8): Because it is different and we learn from what is different.
- Deemah (6.5): Learning English in a native country is more effective than in Saudi Arabia.
- Fatmah (6.5): Yes, I have aspiration to study abroad, to live the experience of living abroad.
- Fawzia (6.5): To have more exposure to the language.
- Osama (6.5): Because UK is the origin of English.
- Adwa (7): It is easier to learn the language and to understand the culture in an English speaking country.
- Asma (7.5): I wanted to be fluent in English.
- Amani (7): It is related to my career.
- Alanoud (6.5): Because learning English from native speakers is better than studying in my country, learning the language and the culture at the same time.
- Ahmad (6.5): Yes, I always wanted to do so because it would have helped me learning the language.
- Shahad (6.5): Yes, I always had this idea that you should go and study abroad. I believe it is important to live in a culture that you have been studying about for a while, have different tutors with different backgrounds than the ones you had previously. In addition of the curriculum, books...etc. It is a bit different and worth travelling to see.
- Shahenaz (6.5): Just to study (not to live) to widen my experience.
- Manal (7.5): I believe studying abroad gives me an advantage of being exposed to a different educational system which will help me improve my knowledge of the world and then be able to transfer this knowledge to my country.

4 The field of work I was interested in pursuing required English language skills.
Strongly Agree:
- Omar (6.5): I am going to be an interpreter.
- Hind (7): I am a teacher assistant of English language in a university.
- Mohammed (6.5): Because I am an English teacher.
- Amal (6.5): I am a teaching assistant and that require.
- Lubna (8): I had aspirations of working in any professional field that required speaking and writing English.

- Fatmah (6.5): Yes, the field of the work I was interested in was to be engaged with other colleagues who are of different nationalities other than Saudis.
- Abdullah (7): Teacher of English Language.
- Haya (6.5): Because I work in English language department, thus English is very essential.
- Hanadi (6.5): The language is a key element to the future career.
- Reem (6.5): Because I am an English teacher.
- Ohood (6.5): As I am working at the university.
- Khaled (6.5): I am going to be a translator which need well knowledge in English.
- Samar (6.5): I am an English language lecturer and choose TESOL and Applied Linguistics as my major.
- Ahmad (6.5): I was interested in studying English as a course.
- Shahad (6.5): My major is English language so it is a fundamental thing to know English language.
- Shahenaz (6.5): Teaching Business English.

5 The people around me (e.g., parents, friends and teachers) encouraged me to learn English.

- Ohood: self- motivation.

Strongly Agree:

- Fatmah (6.5): Absolutely I was encouraged by all of them as they say I have the potential to be a good learner of the language.
- Fawzia (6.5): To get a job quickly.
- Shahad (6.5): Especially my mother she has been encouraging me and following up the process since day one in Kindergarten and this encouragement what made me want to learn more.
- Shahenaz (6.5): They all speak English fluently (Except my parents, they don't speak English fluently but they encourage us to use it).

6 I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement.

- Shahad (6.5): It is important to try our best to master what we study because one day we will be responsible about jobs and it is not okay to be a loose teacher for example.

Strongly Agree:

- Hind (7): As I am aiming to complete my higher education in English language, I am highly enthusiastic to master my English skills.

- Mohammed (6.5): And life achievement.

- Fatmah (6.5): Challenging myself was and still my first weapon to encourage myself to improve my language.

- Fawzia (6.5): To reach the ultimate goal of achieving new experience in a non-native environment.

- Haya (6.5): It is a serious stage, we need encouragement.

- Yazeed (6.5): I wasn't a good learner at the beginning. I actually fail in some courses at the first semester so; I turn it into a challenge to finish with a good GPA.

- Reem (6.5): To improve my English and my career.

- Alanoud (6.5): As I am studying MA now, this is my great challenge to myself to learn English language harder.

- Ahmad (6.5): Completing my studies in English was always a target for me.

- Shahenaz (6.5): By mastering the English, students can study abroad some rare majors which are not available in Arabic countries.

7 I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.).

- Shahad (6.5): I want to understand everything in media but I am not sure about participating in any media whether it is Western or not.

Strongly Agree:

- Omar (6.5): Because it is related to my specialization.

- Hind (7): This will add to my competent skills as a teacher of English language.

- Mohammed (6.5): Media and other.

- Deemah (6.5): It is a good way to understand English.

- Fatmah (6.5): These are my fields to practice and enhance my knowledge.

- Osama (6.5): Because I'm interested in English movies, news, political issues around the world in BBC/CNN.

- Amani (7): Because I am studying translation.

- Reem (6.5): To help me in my MA study.

- Ohood (6.5): Because they are parts of my studying life in the UK.

- Shahenaz (6.5): I like to communicate with people and exchange our opinions.

8 It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English.

- Reem (6.5): Because almost they know the level of English studying in my country.
- Shahad (6.5): If your major is English, medicine, computer or science in general yeah the community expects you to be good in English or otherwise how are you going for example to read all your major books.
- Shahenaz (6.5): We know that some of them need to improve their English.

Strongly Agree:

- Haya (6.5): because they learn English in each level starting from the 5th grade.
- Ahmad (6.5): It is a belief that higher education students are fluent speakers especially those who study abroad. Unfortunately, that is a false belief.

9 It was an expectation in my immediate family that I have the ability to read/write in English.

Strongly Agree:

- Omar (6.5): I used to be English teacher.
- Mohammed (6.5): Yes, everyone thought I have a gift for English learning.
- Yazeed (6.5): I always help them read and write in English.
- Reem (6.5): Because I am specialized in English.
- Ahmad (6.5): All my relatives thought I am fluent speaker because I am studying English.
- Shahad (6.5): Not my immediate family but my aunts, uncles and cousins expected me from day one in college to be a fluent speaker.
- Shahenaz (6.5): We use English at home and we know our abilities and skills.

10 I would get nervous/ anxious if I had to speak with a native English speaker.

- Shahad (6.5): Sometimes I do especially when I am on a hurry I miss up my vocabulary.
- Shahenaz (6.5): Not anxious, but little bit unrelaxed when native speakers use slang language, idioms, or strong accents.

Strongly Disagree:

- Mohammed (6.5): I love speaking with natives in every occasion.
- Lubna (8): I'm comfortable with them and I have non-Arab friends.

Strongly Agree:

- Fawzia (6.5): Fear of being misunderstood or being unable to catch up with the conversations.
- Reem (6.5): I want that to improve my English.
- Ohood (6.5): I have the desire to make everything perfect in my life and the native English speaker put me in a stress as he/she is expert in the language.

11 My close friends were studying English and believed it was important.

- Ohood (6.5): It depends on their motivation. Some study English because they choose to study while others don't.
- Shahad (6.5): If you mean pre-college friends no one of them were interested in knowing more about English I guess they thought it is cool to know English.

Strongly Disagree:

- Mohammed (6.5): I had no such friends.
- Fatmah (6.5): Most of them were not interested thinking it is difficult although they would like to speak English as they always say.
- Abdullah (7): None of my close friends did.

Strongly Agree:

- Ahmad (6.5): One of the big reasons that helped me a lot.
- Shahenaz (6.5): Most of them are lecturers and assistant professors in the English language institute at *****, and their major is English studies.

12 When I thought of my future career and life, I saw how important it was to know English.

- *Strongly Agree:*
- Mohammed (6.5): English for me is the only choice for my career and I love it.
- Amal (6.5): As mentioned before, I am English language teaching assistant and need English in my job.
- Lubna (8): I wanted to work in any field of work that employs international workers.
- Fatmah (6.5): I know that it is an international language and the language of science and business and study.
- Huda (6.5): as a TA in ***** University, it is very important.
- Weam (6.5): it is required nowadays.
- Yazeed (6.5): It required almost everywhere.
- Reem (6.5): Because it is important to English teacher.

- Khaled (6.5): Because all the important media and books are published in English.
- Samar (6.5): Yes, it is important as English language is so important in my current job.
- Ahmad (6.5): English is very important in my country.
- Shahad (6.5): Definitely I know since the 6th grade I want to major in English language.
- Shahenaz (6.5): To be able to read English books, articles, and published papers.

13 I had to study English, because, if I did not study it, I think my parents would have been disappointed with me.

Strongly Disagree:

- Hind (7): Because of myself and to be confident with my skills as an English teacher.
- Mohammed (6.5): No, I loved English and I wanted to learn it and work using it.
- Lubna (8): My parents always encourage learning all new things.
- Asma (7.5): They gave me the right to choose whatever I want to study.
- Khaled (6.5): My study it has nothing to do with my family support.
- Ahmad (6.5): It was my own choice.
- Shahad (6.5): No I wanted to study it be my own will not forcing only encouragements.

Strongly Agree:

- Shahenaz (6.5): All my brothers, sisters, relatives, and friends speak, read, and write English fluently.

14 My parents believed that I must study English to be an educated person.

- Ohood (6.5): They believed that bachelor degree is important whether it is English certificate or other.
- Shahad (6.5): They encouraged me because they believe English is important nowadays to be a better educated person.

Strongly Disagree:

- Abdullah (7): Never happened.
- Ahmad (6.5): It was my own choice.

Strongly Agree:

- Mohammed (6.5): Not for education maybe for career paths.

- Shahenaz (6.5): To be able to read English books, articles, and published papers. To be able to study abroad any rare major this is not available in Arabic countries.

15 Studying English was important to me in order to gain the approval of my peers/teachers/family.

Strongly Disagree:

- Mohammed (6.5): No, I am not interested in approvals from others.
- Lubna (8): I liked my teachers and they liked me and I never sought anyone's approval but I was jealous one of my cousins spoke English fluently.
- Fawzia (6.5): Studying English is not a way to scale my approval.
- Ahmad (6.5): It was my own choice.
- Shahad (6.5): It was important for me and I did not need the approval of any person.

Strongly Agree:

- Shahenaz (6.5): All my brothers, sisters, relatives, and friends speak, read, and write English fluently. To be able to read English books, articles, and published papers. To be able to study abroad any rare major this is not available in Arabic countries.

16 It thought it would have had a negative impact on my life if I didn't learn English.

- Ohood (6.5): It depends on my choice of studying English itself not before that.
- Shahad (6.5): For me yeah as I mentioned before because it is my major and I believe it would have negative impact on people who ignore learning English because it is a world language.

Strongly Agree:

- Fatmah (6.5): Definitely if would have had an impact. Because the person who I am now wouldn't be if I did not learn English.
- Ahmad (6.5): Yes, because I only wanted English.
- Shahenaz (6.5): If I didn't learn English, I wouldn't have had a good job in my country.

Strongly Disagree:

- Alanoud (6.5): Because learning English is not all my life, there more things more important than learning English.

17 Studying English was important to me because an educated person is supposed to be able to speak English.

- Abdullah (7): when I decided to specialize in English, I thought it was a recommendation, now I strongly agree.
- Shahad (6.5): Not necessarily, it depends on their major. But learning English open you to a new cutlers and customs and it is important and I guess it helps you be more opening minded and accept or understand others.

Strongly Disagree:

- Asma (7.5): Any one can be educated in any field.
- Ahmad (6.5): Not a must.

Strongly Agree:

- Hind (7): Absolutely, because I am English teacher. I supposed to master skills in English.
- Fatmah (6.5): Actually, nowadays, a person needs to learn more than one language, English is one of them.
- Abdullah (7): When I decided to specialize in English, I thought it was a recommendation, now I strongly agree.
- Khaled (6.5): Everything now is in English such as media, books, internet (information sources).
- Samar (6.5): Yes, especially in my job.
- Shahenaz (6.5): To be able to read English books, articles, and published papers. To be able to study abroad any rare major which is not available in Arabic countries

18 My motivation for studying English has gained strength during my school years in Saudi.

- Abdullah (7): it depends on the teacher of each level.

Strongly Agree:

- Fatmah (6.5): The more I learn, the more my desire and motivation grows.
- Haya (6.5): If teachers teach me in a perfect way, this will help me to be more motivated to learn English.
- Reem (6.5): Because I like to study English.
- Shahad (6.5): I was blessed with amazing English teachers who motivated me.
- Shahenaz (6.5): To be able to understand my family members when they speak English. To be able to understand English stories, songs, and movies.

19 I had to keep myself motivated at all times to improve my English Language skills.

- Lubna (8): I was mainly a personal passion. So, I wanted to and not had to.

Strongly Agree:

- Omar (6.5): I believe in the intrinsic motivation more than the extrinsic motivation.
- Hind (7): As I believe in motivation and how it could affect the way that students study.
- Weam (6.5): Language requires practice.
- Yazeed (6.5): Motivation is a key for success.
- Reem (6.5): Without being motivated, we can't improve in English.
- Shahad (6.5): I always want to learn more and not stop on one level.
- Shahenaz (6.5): To be able to publish researches in English.

Strongly Disagree:

- Mohammed (6.5): It was too easy for me.
- Ahmad (6.5): Because that would help me.

20 There were times when my motivation declined and others when they ascended.

- Shahad (6.5): (Who are they?) Sometimes I feel disappointed with myself when I don't understand a piece of text or a person with unfamiliar accent. It is like if did not do my best but I never gave up or hesitated about learning more

Strongly Agree:

- Fatmah (6.5): When I have too many responsibilities and obligations for long periods (months).

Strongly Disagree:

- Mohammed (6.5): Not in English language.
- Lubna (8): My drive to acquire English never declined and I invested personal effort.

If you were motivated to study English for other reasons, please mention them below (ranking not required):

- Omar (6.5): Easier to find a job, prestige.
- Mohammed (6.5): Liking and simplicity of the language, general interest in languages.
- Lubna (8): I am always inquisitive about other cultures and thus love to learn or know more about their languages.

- Fatmah (6.5): Learning English opens the window to explore more than the actual environment I live in. it has shape my interest to explore the outer world. So everything out there in my motivation.

- Huda (6.5): The strong reason behind learning English was 1- to get a better chance to find a job, 2- to understand technology more and more.

- Adwa (7): for my job, myself and my children.

- Nuha (7): Loved the major, 2- Market need for English translator.

- Reem (6.5): My job as an English teacher.

- Alanoud (6.5): I am learning English to assist me when I travel anywhere as it is a global language worldwide.

- Khaled (6.5): I am going to be a translator so I need to improve my language; all the information sources now are in English.

- Samar (6.5): The main reason is to be able to understand and communicate easily and fluently with English speakers. Besides being excellent in my job.

Looking at all of the statements above (including your own), which two factors do you believe were the most influential in your decision to begin your English studies in your home country?

- Omar (6.5): No. 7 '*I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.).*' and finding a job.

- Hind (7): In my home country to be honest there are no factors that motivate me to study English in my home country.

- Mohammed M (6.5): Statement 4 '*The field of work I was interested in pursuing required English language skills.*' 19 '*I had to keep myself motivated at all times to improve my English Language skills.*'

- Khlood (6.5): Statement 4 '*The field of work I was interested in pursuing required English language skills.*' 18 '*My motivation for studying English has gained strength during my school years in Saudi.*'

- Amal (6.5): statement 6 '*I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement.*' 8 '*It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English.*'

- Lubna (8): Personal drive, future plans and concerns.

- Manal (7.5): (1) I wanted to be able to understand and participate in conversation around English media. (2) I wanted to push myself further in my studies.

- Fatmah (6.5): The most influential factors were: (1) since childhood, the curiosity and desire to explore the western world, (2) to find people from my environment (family, friends) to share this interest and engaged in activities where we practice the language.

- Abdulah (7): I decided to specialize in English due to the encouragement I received from my teachers of English at the last years of secondary school.

- Fawzia (6.5): Factors that are most influential in my decision to begin studying English at my home country are 3 *'I had aspirations to study abroad or live in an English speaking country.'*, 6 *'I wanted a challenge and wanted to push myself further in my studies, mastering the English language is a great academic achievement.'*, 7 *'I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.).'* and 8 *'It was an expectation in my community that students moving on to higher education are fluent English speakers, or at least have the ability to read/write in English.'*

- Huda (6.5): Getting better job.

- Osama (6.5): Statement 4 *'The field of work I was interested in pursuing required English language skills.'* 7 *'I wanted to be able to understand and participate in conversations around English/Western media (e.g., movies, music, news, literature, etc.).'*

- Haya (6.5): statement 4 *'The field of work I was interested in pursuing required English language skills.'* 18 *'My motivation for studying English has gained strength during my school years in Saudi.'*

- Hanadi (6.5): the most influential thing was my mum. She forced me to study English and now I'm grateful to her.

- Aziza (6.5): My English teacher at secondary school.

- Weam (6.5): To impress myself.

- Adwa (7): Statement 3 *'I had aspirations to study abroad or live in an English speaking country.'* 4 *'The field of work I was interested in pursuing required English language skills.'*

- Asma (7.5): My sister was a factor who wants to understand movies.

- Reem (6.5): Statement 2 *'English studies were a requirement at my school (it was part of the school's standard curriculum).'*,4 *'The field of work I was interested in pursuing required English language skills.'*,6 *'I wanted a challenge and wanted to*

push myself further in my studies, mastering the English language is a great academic achievement.',10 *'I would get nervous/ anxious if I had to speak with a native English speaker.'*,14 *'My parents believed that I must study English to be an educated person.'*

- Alanoud (6.5): (1) to gain a good job, (2) it is a gate for my mind to see other cultures.

- Ohood (6.5): (1) Because English is a universal language, everything is written in English, (2) to find my future job in various kinds of places, so that my choice is varied.

- Khaled (6.5): Getting job and information easily.

- Samar (6.5): (1) My desire to understand English easily, (2) Finding a good job in the future.

- Shahenaz (6.5): Gaining the approval of my parents, siblings, cousins, relatives, and friend's approval. Getting a good job.

Section Two

1 I really enjoyed my English classes and learning English.
Strongly Agree:
- Hind (7): They add to my ability as English teacher.

- Mohammed (6.5): It's a mean for development.

- Fawzia (6.5): Different teaching methodology keeps me motivated.

- Haya (6.5): Because of the way of their teaching.

- Reem (6.5): Because I have a strong desire to learn.

- Shahad (6.5): There is always something new to learn no matter how boring the lesson is.

- Shahenaz (6.5): My ability to understand different English accents and dialects is improving.

2 I am very interested in English-speaking countries' culture.
Strongly Agree:
- Hind (7): As an English teacher in general and translator in particular I should be aware of that.

- Mohammed (6.5): I'm interested in cultures in general.

- Lubna (8): I'm inquisitive in nature and am interested in anything different than me.

- Fatmah (6.5): Rare chance to practice in real environment.
- Nuha (7): To acquire the culture knowledge as well.
- Reem (6.5): Because it helps me to improve my English language.
- Ahmad (6.5): That would help me learn the language.
- Shahad (6.5): In my culture we always had these ideas that Western has a perfect life but as I started learning English I know it is not always the case.

3 I am always keen on participating in class discussions in English class.
- Shahad (6.5): It depends on the tutor, classmates, mood, the environment around you in general either encourage you or discourage you.

Strongly Agree:
- Mohammed (6.5): I enjoy and learn from it.
- Lubna (8): It seemed like I always had something to say and it didn't matter if my answer was wrong.
- Amani (7): It improves my conversation skills and the way I express myself and convince others of my views.

4 I am a high-achiever and always got high marks in my English classes.
- Shahad (6.5): Most of the time high grades but not always full mark.

Strongly Agree:
- Mohammed (6.5): Due to how easy was it.
- Lubna (8): I enjoyed studying English, learned from my mistakes.
- Haya (6.5): I am doing my best.

5 I want to put my English language skills to use outside of the classroom, with native English speakers.

Strongly Agree:
- Hind (7): Because learning outcomes get strength by practice.
- Mohammed (6.5): I enjoy socializing with them.
- Lubna (8): I have non-Arab friends with whom I speak English.
- Yazeed (6.5): I do this to test my English.
- Ahmad (6.5): I wanted to learn the language properly.
- Shahad (6.5): If I had the chance I would be happy, but unfortunately almost all my classmates are not native speakers of English and I did not have the chance to spend time interacting with natives.

6 I want my English language skills to improve so that I am more comfortable speaking to English speakers.

- Lubna (8): Skills in general never stop improving.

Strongly Agree:

- Hind (7): Because learning outcomes get strength by practice.
- Mohammed (6.5): I am already comfortable.
- Fatmah (6.5): I still feel insecure with my level in English language.
- Fawzia (6.5): To achieve fluent or proficiency- like speaking.
- Hanadi (6.5): To be able to speak with natives is like putting all your skills at practice.
- Yazeed (6.5): Everyone wants to improve. I don't want to stop and rest my laurels.
- Reem (6.5): I need to speak to English speakers to improve my language.
- Ahmad (6.5): I wanted to learn the language properly.
- Shahad (6.5): Sure it is important for me to deliver what I want to say and not to have others misunderstand me.
- Shahenaz (6.5): Because I don't feel comfortable enough when native English speakers use slang English, idioms, and some strange accents or dialects.

7 My parents and friends encouraged me to study English abroad.

- Shahad: There is a trend to go and study abroad and many people encourage it.

Strongly Agree:

- Fatmah (6.5): As all the people surrounding me do.
- Haya (6.5): To have a good job.
- Shahenaz (6.5): To be able to study abroad any rare major, which is not available in Arabic countries.

8 My English teacher encouraged me to study English abroad.

- Shahad (6.5): They did not suggest it or encourage it as I mentioned above it is a trend and people are positive about it.

Strongly Agree:

- Fawzia (6.5): To have more opportunities to practice the language.
- Reem (6.5): Because she understands what means if we study English abroad.
- Alanoud (6.5): My job encouraged me to study English abroad.
- Ohood (6.5): Because they see me as a hard working student.

Strongly Disagree:

- Mohammed (6.5): No one did.

9 I make a point of trying to understand all of the English I see and hear.

- Shahad (6.5): Sometimes I do it depends on the topic and its importance to me.

Strongly Agree:

- Hind (7): To master my English skills.

- Mohammed (6.5): I get curious to know new vocabulary.

- Lubna (8): I must know what is new whether a word or a structure.

- Osama (6.5): Whenever I find chance to read or listen English I do.

- Yazeed (6.5): That is enjoyable and a good practice.

- Reem (6.5): To increase my English vocabulary.

- Ahmad (6.5): I wanted to speak the language.

- Shahenaz (6.5): To be able to study abroad any rare major which is not available in Arabic countries.

10 I will need to speak English for my chosen career.

Strongly Agree:

- Omar (6.5): English is the core of my career.

- Hind (7): Actually, I am working as a teacher assistant of English language.

- Mohammed (6.5): Since I am English teacher.

- Mohammed M (6.5): English is my major.

- Lubna (8): I am a lecturer of linguistics.

- Abdullah (7): I am an English language teacher.

- Huda (6.5): As a teacher assistant in the university.

- Haya (6.5): Because I am a lecturer at a university.

- Weam (6.5): Because I am teacher to be.

- Adwa (7): I am an English instructor.

- Amani (7): I am an instructor in a university.

- Reem (6.5): Because I am already an English teacher.

- Alanoud (6.5): I am a teacher assistant at the university.

- Ohood (6.5): As I teach students English language subject.

- Samar (6.5): I'm sponsored to study an English language field.

- Shahad (6.5): Of course since I will be an English lecturer or teacher.

- Shahenaz (6.5): I teach Business English at ***** University.

11 It is important to gain a better position or job later on.

Strongly Agree:

- Hind (7): And to get that I believe in improving my abilities.
- Mohammed (6.5): Could be.
- Huda (6.5): Based on the above reason.
- Haya (6.5): English becomes a very important language.
- Yazeed (6.5): For self-satisfaction and more money.
- Shahad (6.5): Sure.
- Sahenaz (6.5): I am a lecturer, but I want to be an assistant professor.

12 One of my goals in life is to be a fluent English second language speaker.

Strongly Agree:

- Hind (7): Because it's one of the requirements of my current career.
- Mohammed (6.5): Hopefully.
- Weam (6.5): That is my childhood aim.
- Reem (6.5): To help me in my career.
- Ahmad (6.5): Yes.
- Shahad (6.5): Not necessarily fluent but be the best I can.
- Shahenaz (6.5): To be able to publish researches in English.

13 I find pleasure in knowing more about English literature and culture.

Strongly Agree:

- Omar (6.5): It helps to be successful in my career.
- Mohammed (6.5): Maybe not literature but cultures fascinate me.
- Lubna (8): I enjoy reading about them and reading novels.
- Amani (7): It is related to my major.
- Ahmad (6.5): Yes, because that would help me learn the language.
- Shahad (6.5): Knowing about other cultures open your mind and improve your thinking.

14 I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members.

- Hind (7): As an English teacher I am supposed to communicate easily by English.
- Lubna (8): There could be communication breakdowns because of cultural differences but not of language.

- Shahad (6.5): At first I did, but because they do not care about my language mistakes which made it more comfortable.

Strongly Agree:

- Omar (6.5): Only if I am a beginner.

- Osama (6.5): I feel myself not educated in this case.

- Reem (6.5): Yes, because that's making me disappointed.

15 I want to be someone who speaks more than one language.

Strongly Agree:

- Mohammed (6.5): My dream.

- Fatmah (6.5): Yes, I have broader interest in other languages too.

- Yazeed (6.5): It is a dream.

- Reem (6.5): To help me learn and know about more cultures.

- Ahmad (6.5): I like learning different languages.

- Shahad (6.5): Hopefully in the near future, I could attend foreign languages that the University gives.

- Shahenaz (6.5): To Gain the approval of my parents, siblings, cousins, relatives, and friends approval. To get a good job.

16 I never felt sure of myself when speaking in English class.

- Shahad (6.5): I do not really think about it like that if you want to participate or ask a question do not think a lot about it.

Strongly Disagree:

- Mohammed (6.5): I am confident in my English.

- Lubna (8): I was always sure and never minded making mistakes.

- Ahmad (6.5): I always wanted to use the language.

17 My parents have stressed the importance of learning English.

Strongly Agree:

- Shahad (6.5): Yes, they did for reasons I mentioned above.

- Shahenaz (6.5): To be able to study abroad any rare major, which is not available in Arabic countries.

Strongly Disagree:

- Ahmad (6.5): English is not valued in my family.

18 Studying English is important because it will enable me to better understand and appreciate the English way of life.

Strongly Disagree:

- Mohammed (6.5): I'm curious about it, but don't look at it as a way of my life.

Strongly Agree:

- Hind (7): My current job makes that on the top of my responsibility.
- Alanoud (6.5): Everything is written in English. Nothing is away from English even our cell phones.
- Samar (6.5): Sure in every field or career. It's important.

19 I want to learn English so fluently that it's natural to me.

Strongly Agree:

- Mohammed (6.5): I would love to get better and better.
- Fawzia (6.5): To be able to communicate well in English with any speakers around the world.
- Yazeed (6.5): That is the perfect learner; I want to be like that.
- Reem (6.5): To help me to contact with my student easily.
- Ahmad (6.5): I want to be an English speaker.
- Shahenaz (6.5): To present my future researches and papers in international conferences.

Strongly Disagree:

- Lubna (8): I speak it fluently and it sounds natural.

20 I want to settle in an English speaking country so it's essential to learn the language.

Strongly Agree:

- Hind (7): Because I believe that the most effective way to gain foreign language is to live in a country in which that language is spoken as a native language.
- Alanoud (6.5): To get your language from native speakers is easier and faster than from any other place.
- Ohood (6.5): To learn how to speak some words in a right way.
- Ahmad (6.5): That would help me.

Strongly Disagree:

- Reem (6.5): Just to learn not to settle in an English speaking country.
- Shahad (6.5): No it is not essential to settle in English speaking. You can learn English anywhere if you have the right equipment.

- Shahenaz (6.5): I just want to study in an English speaking country.

If you were motivated to study English for other reasons, please mention them below (ranking is not required):

- Maha (6.5): I want to strength my English because I work as a teaching assistant at a university

- Mohammed (6.5): it's simple and I enjoy it.

- Lubna (8): Inquisitive nature, a passion for languages, concerns about future life plans.

- Abdullah (7): I believe that English is language of knowledge and science; I could visit many countries where English is not the first language but I found people speaking English everywhere.

- Aziza (6.5): I am motivated to study English for my future job.

- Adwa (7): (1) For my job, (2) So I can help my children in their education.

- Asma (7.5): I wanted a better job and to know more than one language.

- Reem (6.5): To help me to communicate easily in hospitals and other place that requires using English.

- Alanoud (6.5): Helps in my travel, (2) reading foreign books and websites, (3) helps with health issues so I can understand medical prescriptions in my country as it is all written in English in KSA.

Looking at all of the statements above (including your own), which factors do you believe were the most influential in your decision to begin your English studies in UK)?

- Omar (6.5): Statement 9 *'I make a point of trying to understand all of the English I see and hear.'* 10 *'I will need to speak English for my chosen career.'*

- Hind (7): In my home country to be honest there are no factors that motivate me to study English in my home country.

- Mohammed M (6.5): Statement 9 *'I make a point of trying to understand all of the English I see and hear.'* 10 *'I will need to speak English for my chosen career.'*

- Khlood (6.5): Statement 10 *'I will need to speak English for my chosen career.'*, 4 *'I am a high-achiever and always got high marks in my English classes.'*

- Maha (6.5): (1) the field of work. (2) I am interested in learning English and to teach my daughters too.

- Mohammed (6.5): Compulsory at the beginning, liking the subject.

- Amal (6.5): Statement 10 *'I will need to speak English for my chosen career.'*, 12 *'One of my goals in life is to be a fluent English second language speaker.'*, 14 *'I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members.'*

- Lubna (8): A fluent English speaking cousin (jealousy) spending time learning spelling with the Philippines maid since young age, Aramco channel and its propagation of English language and culture.

- Deemah (6.5): (1) my own desire to learn English, (2) to get better job, (3) my family.

- Manal (7.5): For me, the most important reason to study English was to be able to speak two languages and use both languages to communicate and understand all the information presented in the 2 languages.

- Fatmah (6.5): The most important factors that influenced my study are: (1) to have the chance to have real interactions with native speakers of the language and other nationalities, (2) to socializing and make friendships with other nationalities.

- Abdullah (7): I started at the age of 12 as a compulsory subject at school.

- Huda (6.5): It is essential in my work.

- Osama (6.5): Statement 12 *'One of my goals in life is to be a fluent English second language speaker.'* 14 *'I would feel embarrassed if I couldn't communicate in English with my professors, friends and English speaking family members.'*

- Haya (6.5): Statement 7 *'My parents and friends encouraged me to study English abroad.'* 10 *'I will need to speak English for my chosen career.'* 11 *'It is important to gain a better position or job later on.'*

- Aziza (6.5): To get a decent job in the future and to speak English fluently.

- Weam (6.5): Childhood aim to impress my family.

- Adwa (7): Statement 10 *'I will need to speak English for my chosen career.'* and for my children.

- Reem (6.5): Statement 5 *'I want to put my English language skills to use outside of the classroom, with native English speakers.'*, 6 *'I want my English language skills to improve so that I am more comfortable speaking to English speakers.'*,10 *'I will need to speak English for my chosen career.'*,15 *'I want to be someone who speaks more than one language.'*,18 *'Studying English is important because it will enable me to better understand and appreciate the English way of life.'*

- Alanoud (6.5): To become open minded. By learning English, I can read whatever I want.

- Ohood (6.5): They consider the English language as an important thing to learn, and the job opportunity.

- Shahad (6.5): I guess age; when you are a kid you can't make your decisions what to learn, when or where. Gender; most Saudi females have a lot of limitations on studying abroad. Social; it is not socially right for young people to spend a lot of time away from their home. I guess people think the more time you spend abroad the more you become westernize and have ideas that are against your culture. Finance; studying abroad cost a lot of money and it is not affordable for everyone.

- Shahenaz (6.5): Gaining the approval of my parents, siblings, cousins, relatives, and friends approval Presenting my future papers and researches in international conferences.

Phase Two

1 I really enjoy my English classes and learning English.
Strongly Agree:
- Khaled (6.5): The teaching methods and techniques here are different and more effective and enjoyable.
- Shahad (6.5): I enjoy learning other languages.
- Shahnaz (6.5): Learning and teaching methods are interesting.
- Mohammed (6.5): Because I really enjoy it.
- Khlood (6.5): Tutors are very helpful
- Maha (6.5): English teacher have a motivated method in teaching
- Fawzia (6.5): As I progress in my English classes, I became more confident when speaking to foreigners.
- Yazeed (6.5): I like it and want to be better at it.
- Hanadi (6.5): It is better to have native speakers of the language.
- Aziza (6.5): Since I found it very useful to learn new words.
- Lubna (8): I take specialist linguistic modules currently.

Strongly Disagree:
- Amani (7): Learning English is enjoyable but the classes are not very dull and the traditional teaching strategies are used.

2 I am very interested in British culture.

Undecided:

- Shahad (6.5): I enjoy learning about other cultures not necessary English.

Strongly Agree:

- Mohammed (6.5): Yes. Because it is part of the language.
- Maha (6.5): I became interested in it because I have lived in it same time.
- Hanadi (6.5): I think it is a part of the language.

Strongly Disagree:

Weam (6.5): I am not a person who likes to know anything

3 I am always keen on participating in class discussions in English class.

Strongly Agree:

- Shahad (6.5): Most of the times I like to express my ideas.
- Shahenaz (6.5): To improve my English and personalities.
- Mohammed (6.5): To enrich the class discussions and give new horizons.
- Osama (6.5): This is the best way to practice English.
- Weam (6.5): To build up a better confidence.
- Manal (7.5): Because I would like to express my opinion and practice my English.

4 I am a high-achiever and always get high marks in my English class.

Strongly Agree:

- Shahad (6.5): Yeah. Usually my highest marks are in English.

5 I am putting my English language skills to use outside of the classroom, with native English speakers.

Strongly Agree:

- Shahenaz (6.5): To practice English all the time.
- Mohammed (6.5): I enjoy the social mixture of cultural differences.
- Khlood (6.5): to improve my English as much as possible.
- Reem (6.5): to improve my English language.
- Lubna (8): I live in the foreign country and use English to communicate inside and outside university.

Strongly Disagree:

- Shahad (6.5): Not really I don't meet native speakers a lot.
- Ahmad (6.5): I wish I would do so, but not enough chances.

6 My English language skills are improving and I am more comfortable speaking to native English speakers.

Strongly Agree:

- Shahenaz (6.5): I became more fluent than before.
- Mohammed (6.5): I think my skills are becoming automatic.
- Khlood (6.5): Because I get used to cultural expressions.
- Maha (6.5): Of course all my skills in learning English improved especially reading and writing.
- Alanoud (6.5): Livings with native speakers improve my communication skills.
- Lubna (8): I live in the foreign country and use English to communicate inside and outside university.
- Asma (7.5): I have no choice but to speak English here.

Strongly Disagree:

- Shahad (6.5): Not 100%, I still sometimes feel nervous.

7 My family and friends encourage my English studies.

Strongly Agree:

- Fatmah (6.5): Because we believe in the importance of continuing learning in what you are good at and also family and friends moral support is very to me as well as it is the same for them too.
- Shahenaz (6.5): They all speak English.
- Mohammed (6.5): They have high expectations of me.
- Khlood (6.5): Because it is a top requirement in employment in KSA.
- Fawzia (6.5): My family does always support me and we spend most of the time communicating in English.
- Yazeed (6.5): They encourage me because I am studying something good.
- Aziza (6.5): They often encourage my motivation in learning English.

Strongly Disagree:

- Shahad (6.5): Only my mother she encourages us to do well in our studies.
- Amani (7): Most of my family members do not speak English and my friends use Arabic all the time.

8 My English teacher encourages me in my studies.

Strongly Agree:

- Mohammed (6.5): They push constantly to active better.

- Khlood (6.5): As professionals, they are always enriching our classes with their experience L2.
- Aziza (6.5): They always give me more homework to do to improve.
- Lubna (8): My professors encourage me in linguistic studies.

9 I can understand all of the English I see and hear.

Strongly Agree:

- Khlood (6.5): Because my English has been improved.
- Ohood (6.5): Because I am interested in studying English language and its branches.
- Nuha (7): After all these years of study, I am now fluent in the language use.

Strongly Disagree:

- Shahad (6.5): Not yet I sometimes hear words that I am not familiar with.

10 I'm worried other students in my class speak English better than I do.

Strongly Agree:

- Aziza (6.5): Some of them have jobs and they practice their English frequently.

Strongly Disagree:

- Shahenaz (6.5): Not worried about it.
- Mohammed (6.5): I'm comfortable about my speaking skills.
- Ohood (6.5): I don't care because I am capable of speaking English well and the abilities are different.
- Yazeed (6.5): I am not worried; it encourages me in a way.
- Ahmad (6.5): I would take that as a motivation.
- Alanoud (6.5): Everyone has different skills and can communicate easily.
- Lubna (8): All colleagues speak English fluently.
- Asma (7.5): I can learn from them.

11 I'm passionate about learning English.

Strongly Agree:

- Shahad (6.5): I was and I still want to achieve more.
- Shahenaz (6.5): All my friends and family speaks English.
- Mohammed (6.5): Because of its usefulness around the world and simple.
- Khlood (6.5): Because it is an international language.
- Maha (6.5): Because it became part of me and my daily life.
- Osama (6.5): To be up to date about a lot of things.

- Aziza (6.5): Because it was my dream since I was a child.
- Lubna (8): I've always been so about my studies.
- Asma (7.5): I want to be a native speaker.

12 One of my main life goals is to be a fluent English second language speaker.

Strongly Agree:

- Fatmah (6.5): It is my dream!!
- Khaled (6.5): To understand and deal with all difficult situations in various fields of knowledge.
- Shahad (6.5): Although some people say it is impossible but I will keep trying.
- Shahenaz (6.5): To do well in my postgraduate studies.
- Omar (6.5): It is a minor objective in life, whether you are fluent person or not, you can communicate with other speaker as you can speak English.
- Mohammed (6.5): I am almost fluent and happy to achieve.
- Khlood (6.5): Because I am so passionate about it.
- Deemah (6.5): Because English is the 1st language of the world.
- Maha (6.5): It is weird to spend years learning a language then you do not speak it
- Osama (6.5): For my study.
- Ahmad (6.5): That is the aim of using the language.
- Hanadi (6.5): This is an advantage to pursue a career in education.
- Aziza (6.5): So, I can speak freely without any restrictions and understanding English people.
- Weam (6.5): This is my childhood dream.
- Lubna (8): It once was and achieved.
- Asma (7.5): To translate perfectly
- Hind (7): Because of the necessity of it for my job.

13 I look forward to my English classes.

Strongly Agree:

- Shahenaz (6.5): To improve my English skills.
- Mohammed (6.5): I enjoy the lectures and classes.
- Khlood (6.5): They are very useful.
- Aziza (6.5): Because I am so interested in these classes
- Shahad (6.5): I do enjoy them.
- Lubna (8): I used to as a student.

Strongly Disagree:

Amani (7): Because they are not interesting at all

14 I'm relaxed enough to order food, give street directions and talk to British residents.

Strongly Agree:

- Mohammed (6.5): I think my level is way over that.
- Khaled (6.5): Because I am speaking it very well
- Ohood (6.5): Competent in speaking English.
- Fawzia (6.5): As I progress in my English classes, I became more confident when speaking to foreigners.
- Osama (6.5): As I am confident with my English.
- Yazeed (6.5): I did it many times.
- Ahmad (6.5): I have been learning English for more than 5 years.
- Lubna (8): I am in England.

Strongly Disagree:

- Shahad (6.5): Again not 100%

15 I don't understand why other students are nervous to speak English in our class.

Strongly Disagree:

- Shahad (6.5): I do understand but the thing that I don't understand why they are not trying.
- Shahenaz (6.5): I knew they need to improve their English skills.
- Mohammed (6.5): Shyness, public fear, cultural differences.
- Yazeed (6.5): I do, it is another language, it is normal at the beginning.

16 I am trying to get to know as many native English speakers as possible.

Strongly Agree:

- Mohammed (6.5): I enjoy the diverse conversation from my colleagues.
- Khlood (6.5): To improve my English.
- Maha (6.5): Yes, because I want to learn everything about English language and people too.
- Aziza (6.5): To practice my English with them all the time and make my English more natural.
- Reem (6.5): May it will help to improve and practice the language.
- Hind (7): This will help me to improve my English.

Strongly Disagree:

- Shahad (6.5): I wish but I feel there is a barrier (religious) between us.

17 My parents always ask me what I'm learning in my English classes.

Strongly Agree:

- Mohammed (6.5): They concern about me, for me they are a motivator factor.
- Aziza (6.5): They are so interested in English and they always keep asking about my progress in English classes.

Strongly Disagree:

- Shahad (6.5): They don't but they are happy about my progress.
- Reem (6.5): Sometimes, just to know my progress in my study.
- Manal (7.5): My parents never ask me about my study.

18 I would be nervous speaking English outside of my classroom.

Strongly Disagree:

- Fatmah (6.5): Not really, it is the same. I wouldn't feel nervous.
- Shahad (6.5): No I don't.
- Khaled (6.5): Because I can speak English very well.
- Shahenaz (6.5): I am doing this all the time in an easy way.
- Mohammed (6.5): I think I enjoy speaking outside more.
- Khlood (6.5): I have enough confidence to do it.
- Maha (6.5): why? If I do not practice the language outside the classroom, it will be useless.
- Osama (6.5): No need for being nervous.
- Yazeed (6.5): I was, not anymore.
- Ahmad (6.5): I have to speak so I can learn.
- Reem (6.5): It is good to speak English outside the class.
- Weam (6.5): It is more comfortable. Nobody would assess me.
- Asma (7.5): It is a chance to be better.
- Manal (7.5): I never feel nervous speaking English.
- Nuha (7): I feel totally comfortable.
- Hind (7): I consider it as a golden opportunity to improve my English language.

19 I want to learn English so fluently that it's natural to me.

Strongly Agree:

- Fatmah (6.5): As I said before, it is my dream.
- Shahnaz (6.5): So I can participate in international conferences in the future.
- Mohammed (6.5): Not to be arrogance, but I think I am at this level.
- Samar (6.5): Because in my opinion it's the main goal for me studying abroad.
- Maha (6.5): This is why I am here.
- Fawzia (6.5): When speaking to British sometimes it is hard to understand what they say. So, that is why I would like to speak fluently therefore others can understand me and I will sound familiar to them.
- Yazeed (6.5): That's every learner target.
- Khaled (6.5): This is the main goal and why I am here now.
- Hanadi (6.5): Because it is better for my career.
- Aziza (6.5): To talk freely and other people can understand me so easily.
- Reem (6.5): To help me in my work as an English teacher.
- Weam (6.5): It is important for my life and career.
- Hind (7.5): I can see my highly improvement in speaking.

Strongly Disagree:

- Alanoud (6.5): Fluently is not important than speaking with no grammar mistakes.
- Lubna (8): I speak English naturally.

20 I want to settle in an English speaking country.

Strongly Disagree:

- Shahad (6.5): No I don't feel that I will fit in or they will accept me.
- Shahnaz (6.5): I want to go back home after finishing my study.
- Ohood (6.5): I come just for studying and I am not interested in the country.
- Omar (6.5): Due to other reasons but language is not among them.
- Reem (6.5): I never think about this, I don't like to live outside my country.
- Weam (6.5): Nothing better than my home country.
- Mohammed (6.5): I got a job in Saudi Arabia and I do not intend to stay in UK
- Lubna (8): I live there for my PhD.
- Manal (7.5): No, I don't like living in a foreign country.
- Hind (7): As I am sponsored student and I have a job in my country − I am here to complete my education.

21 My motivation for learning English is still the same even after spending some time in the UK.

Strongly Agree:

- Fatmah (6.5): And that won't change inshallah, also I am planning to learn another language too (Japanese).
- Khlood (6.5): The more I learn, the more I get enthusiastic
- Maha (6.5): Because every time I learn something new I think that there are so many things left to be learned.

Strongly Disagree:

- Shahnaz (6.5): The level of my motivation becomes higher.
- Ohood (6.5): It is changing and developed every day.
- Fawzia (6.5): My motivation increases.

22 My interest in learning English has increased.

Strongly Agree:

- Shahnaz (6.5): To be able to do well in my postgraduate studies.
- Khlood (6.5): Because it is very competitive.
- Maha (6.5): Yes, I am getting forward to mastering English.
- Fawzia (6.5): My motivation increases.

Undecided:

- Manal (7.5): It is the same.

23 I am more motivated to study English now more than I was in Saudi.

Strongly Agree:

- Shahnaz (6.5): To do well in my postgraduate studies and researches.
- Omar (6.5): Because I can practice my language skills, especially speaking.
- Khlood (6.5): Because the competition is high in the class.
- Deemah (6.5): Studying at UK motivates me to increase my knowledge in English.
- Maha (6.5): Because it is a rare chance, I do not want to miss it here in UK.
- Fawzia (6.5): I am looking forward to my classes so I can transfer all the knowledge and ideas to my students.
- Hanadi (6.5): The culture and my postgraduate studies motivate me.
- Asma (7.5): It is a chance to be better.
- Hind (7): The environment motivates me or there are more chances to practice English.

Strongly Disagree:

- Mohammed (6.5): At first yes, but now I am fluent in the languages, but motivated for my own study.
- Ahmad (6.5): I feel now that I am good enough, so that may lead me to not be that motivated.
- Lubna (8): That is not true but application and practice are more possible here to understand culture motivations and what is appropriate
- Manal (7.5): No, I think it still the same.

24 I exert more effort now to keep motivated than I used to do in Saudi.

Strongly Agree:

- Mohammed (6.5): Because in the UK the ma is pressured and focus of.
- Khlood (6.5): As mentioned, the competition is so high.
- Maha (6.5): Because I have left Saudi to learn English. I came through many difficulties in my journey. So, that, I want to obtain my goals.
- Fawzia (6.5): I am looking forward to my classes so I can transfer all the knowledge and ideas to my students.
- Khaled (6.5): I am a postgraduate student now and to study at this level I need to be motivated.
- Aziza (6.5): To know more English as I can.

Strongly Disagree:

- Manal (7.5): No, my motivation is the same.

25 My improving competency of the language granted me more acceptance in the new community and pushed me to achieve more.

Strongly Agree:

- Shahad (6.5): Yeah especially now I am in the UK so everyone expects me to be perfect.
- Mohammed (6.5): ex-natives get impressed sometimes with my spoken ability.
- Khaled (6.5): I think native speakers prefer to talk with fluent speaker, so that help you to break the ice with them and encourage you to learn more about their culture.
- Hind (7): I feel more confident now when communicating with native speakers.

If you would like to expand on any of the above statements, please use the space provided below:

- Fatmah (6.5): One thing I want to try is when I am studying Japanese after finishing my degree, I want to see if it will help to improve my English even more. I want to test if learning L3 by means of L2 will improve L2 proficiency.
- Aziza (6.5): According to the statement 14 *'I'm relaxed enough to order food, give street directions and talk to British residents.'* I sometimes face a problem in understanding the British accent. Now, I try to overcome this problem by watching English shows and cartoons to help me more.

Phase 3

1 I enjoy learning the English language.

Strongly Agree:

- Omar (6.5): It's my career's core.
- Mohammed (6.5): It is an interesting process to keep learning English.
- Yazeed (6.5): Because it is improvement.
- Deemah (6.5): I love learning new languages.
- Nuha (7): Love learning a second language.
- Amani (7): It is an interesting language which includes varieties.
- Reem (6.5): I want to speak English as a second language.
- Khlood (6.5): The atmosphere is very motivating.
- Maha (6.5): It is easy and interesting and very useful.
- Aziza (6.5): It was my ambitious to talk in English.
- Shahenaz (6.5): All the members of my family speak English.

2 I appreciate and understand British culture.

Undecided:

Mohammed (6.5): I enjoy learning experiencing it. However, compared to other cultures I've seen, I'm not very impressed.

Strongly Agree:

- Reem (6.5): Because I contact with different people in schools, hospitals and outside home.
- Ahmad (6.5): My interest grows further in understanding the culture.

3 I feel very confident in my ability to speak and write English.

Strongly Agree:

- Nuha (7): Because I am competent enough.
- Ahmad (6.5): Because I have tested myself in real situation.
- Osama (6.5): I believe that my English is very good as I have studied it for many years and got my MA in English.
- Aziza (6.5): Because I know how to speak correctly.
- Mohammed (6.5): I feel my ability to speak becomes automatized.
- Khaled (6.5): Because I have learned English language in a good school and deal with native speakers every day.
- Reem (6.5): I learn more than before.
- Fawzia (6.5): Because I spent most of my time learning English and develop my skills in writing and speaking which help me a lot.
- Amani (7): I have been exposed to English for years.
- Ohood (6.5): Because I am sure I can use the language very well.
- Haya (6.5): Because until this moment I feel confident because I love abroad and mix with people who gave me this kind of confidence before I come over.

4 I got very high marks in my English class.

Strongly Agree:

- Mohammed (6.5): It was a delightful and motivating experience. However, I still need proofreading services to check my work.
- Nuha (7): Got distinction in most of the classes.
- Reem (6.5): Because I feel that my English skills is improved.

5 I have many native English speaking friends outside of my course.

Strongly Agree:

- Mohammed (6.5): Yeah and I enjoy socializing with them and the others.
- Shahenaz (6.5): Sometimes I go with them I am open to new relationships. Going out when it feels right.

Undecided:

- Reem (6.5): Some teachers in my daughters' school sometimes contact with them.

Strongly Disagree:

- Ahmad (6.5): The only bad thing is that British people are different to be friends with.

- Maha (6.5): Because my course is about translation, I did not have a great chance to meet native speakers.

6 I am comfortable speaking to native English speakers.

Strongly Agree:

- Osama (6.5): Yes, I can see that when meet them in streets, sports facilities, shops and public transportation.
- Nuha (7): Because my English still are perfect.
- Ahmad (6.5): Because I have tested myself.
- Reem (6.5): My English language is better than before.
- Mohd (6.5): Very, Actually I try to find chances more to speak with them.
- Weam (6.5): Because they know and appreciate we learn English but not native speakers yet.
- Mohammed M (6.5): Because sometimes I think they are stupid and you have to use what they think it is right.
- Yazeed (6.5): I am studying MA level; I should be confident speaking English.

7 My family and friends are encouraging me to continue my English studies.

Strongly Agree:

- Samar (6.5): Because they want me to complete masters and PhD in the future.
- Nuha (7): To pursue a career as an academic.
- Amani (7): My family and friends do not have any role in promoting my studies.
- Reem (6.5): Because they know that my job depends on English language.
- Khlood (6.5): To get better opportunities.
- Fawzia (6.5): Because this is my future, because they know that everything related to me will depend on my learning English.
- Aziza (6.5): because they know how I am ambitious to learn a foreign language.
- Maha (6.5): Thus, I can help them with the language.

Undecided:

- Mohammed (6.5): At this stage not really. In the past there was little encouragement.

8 My English teacher is encouraging me to continue my English studies.

Strongly Agree:

- Mohammed (6.5): Most of the times. However, the encouragement was mostly for the whole class.

- Khlood (6.5): Very helpful.
- Aziza (6.5): Because I like furthering my higher studies and I want to learn new things.

9 I can understand all of the English I see and hear.

Strongly Agree:

- Mohammed (6.5): It is rare occasion to come across something new. Based on the context of the words and places.
- Nuha (7): Because I am competent.
- Ahmad (6.5): I have become more confident and competent in using the language.
- Asma (7.5): I watch a lot of movies.
- Reem (6.5): Sometimes there are some people speak very fast.

10 I'm worried I haven't learned as much as I should have in my course.

Strongly Agree:

- Fawzia (6.5): My motivation is down I am bored.
- Aziza (6.5): Because I don't speak so much in my class and sometimes I do not interact with others.

Strongly Disagree:

- Mohammed (6.5): I don't think so; we are encouraged to be selective.

11 I don't want to continue studying English.

Strongly Agree:

- Mohammed (6.5): I would like to if you mean in PhD level, but not in a sense that I need to study grammar and tenses. It can be revised easily.
- Amani (7): My career as a teacher encourages me continue learning.

Strongly Disagree:

- Weam (6.5): We should continue whatever we start to be able to master the major and have good positions.
- Khaled (6.5): I plan to get a job related to English language so I need to improve and learn English as much as I can.
- Alanoud (6.5): I want to do PhD.
- Aziza (6.5): It is my goal to further my higher studies.
- Reem (6.5): I want to learn more English to improve my language.
- Yazeed (6.5): I still need to improve.

- Nuha (7): To work as an instructor back home.

- Lubna (8): I like to study it. It is my major.

- Manal (7.5): I still want to continue studying English.

- Ahmad (6.5): I am still interested.

- Asma (7.5): I feel I used to improve my language more.

12 One of my main life goals is to be a fluent English second language speaker.

Strongly agree:

- Samar (6.5): Because this is the main reason for my study abroad.

- Mohammed (6.5): Yes, but I don't consider having an accent as a disadvantage against being fluent since the word fluent is a big word which can cover many aspect of the language.

- Khaled (6.5): As I mentioned before I need to be perfect in English to get my dream job.

- Deemah (6.5): Because it is the first language in the world.

- Nuha (7): Because I work with natives in hospital and want to work as an instructor.

- Lubna (8): I speak English fluently.

- Aziza (6.5): So, I can speak and write fluently.

- Maha (6.5): Because I have spent years studying English.

- Asma (7.5): I want to be able to speak more than one language.

- Ahmad (6.5): That is the basic goal of learning the language.

- Reem (6.5): To improve myself as an English teacher.

- Khlood (6.5): Its international language.

Strongly Disagree

Mohammed M (6.5): Life is full of many issues, not English one of them of course, although I have to have some degree in English language because it is my major.

13 I am continuing my English studies.

Strongly Agree:

- Mohammed (6.5): Yes, to a certain extent. I check dictionaries for synonyms.

- Khaled (6.5): There are many aspects in English language that I need to learn about them.

- Alanoud (6.5): For my job.

- Yazeed (6.5): English changes through time, I would like to keep it up.

- Amani (7): My career as a teacher encourages me continue learning.

- Asma (7.5): To have job.
- Khlood (6.5): To get better job.
- Reem (6.5): I am still studying my master degree.

14 I am ready to return to my home country.

Strongly Agree:

- Mohammed (6.5): Unfortunately, yes.
- Ohood (6.5): This is the only thing I am waiting for.

Strongly Disagree:

- Lubna (8): Still first year in my PhD.
- Reem (6.5): I will complete my PhD.
- Haya (6.5): Because I didn't do my PhD and I need more time to achieve that so it is not time to go back home yet.

15 I see how important English language skills are to my future.

Strongly Agree:

- Mohammed (6.5): Yeah since I teach the language.
- Yazeed (6.5): It is a requirement in most of the job vacancies.
- Nuha (7): Because my goal is to be an instructor.
- Amani (7): Because they are related to my career.
- Asma (7.5): For the job.
- Aziza (6.5): It will help me in my future career.
- Khlood (6.5): It is the language of the world so learning it is very essential.
- Fawzia (6.5): I learnt new things, new learning things and I am trying to apply them when back home.
- Ohood (6.5): Because I am a university staff member.
- Haya (6.5): Language skills like speaking, writing and listening are important to me.

16 I feel anxious if someone asks me a question or starts talking to me in English.

Strongly Disagree:

- Mohammed (6.5): Not at all.
- Ohood (6.5): Never, but before yes.
- Weam (6.5): I can always ask for explanation.
- Amal (6.5): It depends on accent.

- Khalid (6.5): No, I actually do not feel like that. However, I would say there are some accents in the UK I am not familiar with them.
- Nuha (7): I feel confident of my English language.
- Manal (7.5): No, I don't feel anxious at all. I like use my English language and practice it.
- Asma (7.5): I believe I am good.
- Ahmad (6.5): I am very capable of using the language.
- Reem (6.5): Because I want to practice more English.
- Fawzia (6.5): Confident understanding very well what they say.

17 My parents are very interested in my studies.

Strongly Agree:

- Mohammed (6.5): There interesting on how am I doing without needing to know much detail.
- Asma (7.5): Because my father wants me a successful person.
- Reem (6.5): Because they like my job and want to improve my language.
- Aziza (6.5): They always encourage me to study hard and get high scores.
- Maha (6.5): I can see this through their support and prayers.
- Haya (6.5): Because they know it is the most important target for me and therefore they are encouraging me a lot.

18 I am nervous speaking English outside of my classroom.

Strongly Disagree:

- Mohammed (6.5): Never.
- Khaled (6.5): I think this may be true in the first weeks in UK but not now.
- Nuha (7): I feel confident of my English language.
- Amani (7): Because I live in the UK so I have to speak outside the class.
- Manal (7.5): No, I feel confident using my English language.
- Reem (6.5): I prefer to speak English a long time to improve my language.
- Ahmad (6.5): Most of the time I speak English outside.
- Ohood (6.5): No I don't have a problem.
- Haya (6.5): Because when I talk in English with Arabs I don't feel stressed.

19 I want to learn English so fluently that it's natural to me.

Strongly Agree:

- Mohammed (6.5): Yeah, also a third language (hopefully).
- Hanadi (6.5): This is very important because I want to have a career in interpreter.
- Ahmad (6.5): That is the goal of learning the language.
- Yazeed (6.5): That is the target for learning new languages.
- Nuha (7): To master the language and become a good candidature to work as an academic.
- Asma (7.5): To speak more than one language.
- Maha (6.5): Because English is used in almost all aspects in Saudi Arabia.
- Khlood (6.5): International language.
- Ohood (6.5): I make sure to improve myself but my problem is the fast speech.

Strongly Disagree:

- Reem (6.5): Because my job required me to speak English.
- Lubna (8): I speak English naturally. I only have a problem with the variety of British accents.

20 I want to settle in an English speaking country.

Strongly Agree:

- Khlood (6.5): To more improve my English language.

Undecided:

- Mohammed (6.5): I can't say for sure, but I'm thinking to continue PhD Insha'Allah and I want it in a time where I have children to give them an appropriate opportunity to be bilingual or have a high quality education.

Strongly Disagree:

- Weam (6.5): I just want to benefit my own home country with my English experience.
- Mohammed M (6.5): Never, ever.
- Yazeed (6.5): I have a life and a family in my home country.
- Amani (7): Nothing like home.
- Manal (7.5): No, I will like to go back to my country.
- Reem (6.5): I like to study only. Not settle here.

21 I still have the same level of motivation to learn English since I came to the UK.

Strongly Agree:

- Haya (6.5): Because the motivation is getting the degree and being able to use the language.

Undecided:

- Mohammed (6.5): Maybe decreased because the focus now is on postgraduate level.

Strongly Disagree:

- Lubna (8): I have the passion to learn English since was a kid. It never ceased.

22 My interest in studying English is increasing all the time.

Strongly Agree:

- Khaled (6.5): I think learning about the English culture as important as learning English language, it is considered as a key of understanding the language itself as most of concepts come from English culture.
- Asma (7.5): Because every day I come through new words.
- Alanoud (6.5): Because every time my interest increased I like it more.
- Ohood (6.5): Of course especially when I am in a native speaking country.

Strongly Disagree:

- Mohammed (6.5): I don't' think so, I feel that I need to work on my weaknesses.
- Lubna (8): I am not studying English. I am studying about English and language in general.

23 I have more reasons to study English now than before.

Undecided:

- Mohammed (6.5): Maybe high level, such as critical writing or academic style more.

Strongly Agree:

- Reem (6.5): To complete my PhD, I have to learn and study English more and more.
- Khlood (6.5): A better job, go further into PhD which needs good command of English.
- Fawzia (6.5): I expand my knowledge in English in different fields and this fired my intense to have more English knowledge.

Strongly Disagree:

- Ahmad (6.5): I have always wanted to learn English.

24 I don't have to do any extra effort to be motivated in my new environment.

Strongly Disagree:

- Mohammed (6.5): I think of myself as a motivated person regardless of the environment, but such motivation fluctuated and need to be increased for time by doing extra effort.
- Weam (6.5): I have to read and learn more to compete in job labour.

25 Being more welcomed in social life in the UK depends on my language skills that motivated me to excel my language skills.

Strongly Disagree:

- Mohammed (6.5): Could be, but I think the personality and type of character may determine the social life aspect. I've seen people with less language skills, but very social and this help them improve their language skill.
- Weam (6.5): It depends on how kind and/or understanding are the people you meet.
- Manal (7.5): Well, maybe language skills are important but it is not my goal to be welcomed in the UK.

If you would like to expand on any of the above statement, please use the space provided below;

Fatmah (6.5): I believe the more you are able to speak fluently in any language, let alone your mother tongue, the more creative you could become. It is a matter like exploring a new horizon with all the things that are waiting to be discovered. Keep learning a language, especially English, or new languages, are key tools to equip yourself with when you want to go beyond just learning something, i.e., exploring any aspect of knowledge.

APPENDIX K– Interviews Transcripts

Interview Questions Phase 1

Abdullah (IELTS: 7)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Um AlQura. My father is a teacher, head master of school and my mother is a house wife.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

At that time, when I started learning, it was not that important (a big issue). But for these days, the importance of English for my family has changed. It is becoming more important than before.

Do any of your family members speak English (what level)? No.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I came through 3 or 4 teachers taught me at school, everyone had different personality, different characteristics different ways of teaching. So, what I like most maybe some of them were using more teaching aids you know. It depends on the teaching methods some of them were well prepared in teaching their students and I think it still need improvement in our country.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

No, I have been in the UK 3- 4 times before. Most of them are for tourist. It is harder than I expected but I enjoy it so far. I mean the kind of study here in terms of that you need to work for longer times which I am not used to in my country. But after a long time of

studying, I feel that I am learning a lot. That's the good thing about it. studying here for sure needs more efforts from your side

5. When did you realise the importance of English language in your life and/or career?

In my career, I am an English language teacher. So, from my first day of my career, I think it is important.

6. What was your first motivation for learning English language?

Well, at the end of the university level, when I decided to join the English language department, was not maybe at that time. It was prestigious to speak another language. This is one of the motivations at that time but later on, I am convinced that it is important. It is the language of knowledge in general.

7. Have you ever faced a situation that demotivated you from learning English?

Again, some of the teachers, the way they react with the students. Sometimes, e.g. when correcting some students' mistakes, some teachers take it very serious. Some mistakes in grammar for example and their response to your mistakes is sometimes shocking or unexpected this way of response.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Shortest period of time if compared with Canada and America.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Here Yes of course, sometimes because of differences of the educational systems. Our educated system is different. Here, they evaluate more your criticality. As Saudi students we are lack of this way of researching. So, every time here they told us that 'we are here to support you, to help you'. This motivates us to work more to try to.

10. With time did your learning motivation increase or decrease? Can you explain?

Yes, sometimes it depends on your circumstances of learning.

11. What do you think is the main reason behind your interest in English?

For now, it is knowledge. Knowledge is written in English mainly.

Adwa (IELTS: 7)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Saudi Arabia. I worked as an instructor. I teach English. I taught several courses which is grammar, writing and speaking. I live in Riyadh. My father is professor in KSU my mother is a teacher.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

It is highly important.

Do any of your family members speak English (what level)? All of them speak English high level.

Have your family ever worked/lived in an English-speaking country since you began your studies? Yes, my father worked in London for 2 years.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I had several classes but the teachers were a bit poor. It wasn't high proficient to be honest with you. It wasn't that good even though I studied in private schools. I dislike the fact that the instructors were not good enough. Some of them made a lot of errors during the class and refused to be corrected by the students which were unfortunate.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

No, not the 1st time, Expected? More or less yah. I mean I lived in the USA for 6 months so, I was a quite surprised by the way people are. They are not friendly at all.

5. When did you realise the importance of English language in your life and/or career?

I realised it like the minute I started looking for job. Everybody was asking about an English speaker 2nd language speaker.

6. What was your first motivation for learning English language?

I honestly can't remember because I learned the language when I was young. So, I don't have the motivation to learn it.

7. Have you ever faced a situation that demotivated you from learning English?

No, I don't think that I will ever face such a demotivated me

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Due to my job I guess. We are forced to do it outside KSA, UK because it is the nearest place I guess. And because it is a one-year program.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

UK I don't think so. No

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, I think when you see the grades; it is a self-motivating to continue and do more.

11. What do you think is the main reason behind your interest in English?

It is important for me to speak English for me especially for my children because I want them to speak English and to be able like ahhh perfectly so if I don't speak English, I don't expect them to speak it. So, most of the time I am communicating with them in English and they are perfect now in English and faster in acquiring the language.

Ahmad (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I live in Riyadh and my family live in Riyadh as well. I was born in Riyadh and lived all my life in Riyadh in Saudi Arabia. My father used to be a security guard and my mother did not work**.**

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Well, actually I am the oldest of my brothers and sisters and am the only one who practices English. It doesn't have an importance in my family.

Do any of your family members speak English (what level)? Couple of my sisters speak English but not very fluently. They are still studying and they are trying to learn.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

They were fine, good classes but actually during my study in Saudi Arabia, only the university period was important, were helpful actually for me learning English but secondary school and intermediate school and primary school actually English was zero. Not because the teachers were not good enough but the environment was not ok, though I was interested in English. But it wasn't really helpful. I enjoyed since I joined the university, I started to learn more about English and I started really feel it enjoyable. The more I learn, I more I use the language, the more I am satisfying, the more confident I feel. And also because I wanted to speak the language, so, every time I speak or use the language, so that gives me huge push.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

No, second time, first time as a tourist. **Is it how you expected?** Well to an extent yes. Especially about using the language and the people, I thought they are more friendly than

they are at the moment but still they are quite good but I think it is really different of a kind of friends with an English person. With only some talks with shops, banks university maybe but would not last more than 3-4 minutes but I expected Britain the same as I told you

5. When did you realise the importance of English language in your life and/or career?

Actually I learned English because I was interested in English not because it was important for me to be a worker or use it in my career I mean. I am interested in English because it is getting more and more important in my country. Almost it is all in English at the moment. So, it is a worldwide language. So, actually it is strike both sides I am interested and because it is an important language.

6. What was your first motivation for learning English language?

This could be silly, but I supported Manchester united club. So, I used to read a lot in English about the players, the club. So, that was also a kind really push me to learn the language.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Actually, my work sent me to study in Britain. I don't have the choice. It was a kind of force to study in Britain.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Somehow yah, they give opportunities, they give chances to speak but not really because actually because the way they deal with us is as if we are competitive English speakers. I mean if I was studying to be speaker that would be a different. We are only talking about knowledge. Not really too much chances to speak but they give. If I was studying English to be only speaking, I think the chances will be more because they want you to speak the language but right now I am translating so they expect me to speak the language the right way.

10. With time did your learning motivation increase or decrease? Can you explain?

Decrease, you know at the beginning, anything you learn is a new thing. If you learn a book,

it is a new thing at the beginning but right now I am not showing off. I think I am in a level I speak the language well, so nothing more than I can get. Stopped.

11. What do you think is the main reason behind your interest in English?

As I told you. For Manchester united club. So, I had to read a lot in English and also because it is getting more and more important the language itself. I have no accent to French, Italian; it is the only language I was introduced to it in my country after Arabic. Just a kind of grow up with me.

Amal (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Saudi Arabia from Riyadh. My mother is a house wife and my dad is working in one of the governmental section, he is an administrator in Ministry of Environment, Water and Agriculture

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not that important, they kept telling us it is good to speak and learn English language but they never push us or encourage us to learn English.

Do any of your family members speak English (what level)? Yes, my eldest brother, level? Proficient English speaker. He is a surgeon.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I started learning English in secondary school but I didn't consider it at all as a learning period because I didn't get any benefit so during the first six years of my learning English as a second language , I didn't get any improvement or slight improvement then during the bachelor degree which was the English language and translation , the most parts that I like or show I saw improvement was mainly the through subjects that use communicative practice like after learning some of the roles do practice.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, **is it how you expected?** No actually, I thought it going to be better. For example, I thought the learning process will be easier a little bit, it will be controlled by the teaching staff, little bit help, support.

5. When did you realise the importance of English language in your life and/or career?

In my second year of learning English when I was in the university doing my bachelor degree in the middle of it. And that is because I have touched an improvement in my language and that was a motivation for me to continue and to realize the importance of it.

6. What was your first motivation for learning English language?

To be able to communicate with others use this language during high school.

7. Have you ever faced a situation that demotivated you from learning English?

Yes, the situation was on my first year university, there were many students in the classroom, there were in a higher level than me in English and that disappointed me or demotivated me

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Well, I like to learn English from its original sources.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Yes, when I see like my prof who are non-natives but they are reached a nativelike level and they are using the language proficiency can explain their lessons, they can communicate with their students in perfect English language although they are non-native, that give me motivation to be like them.

10. With time did your learning motivation increase or decrease? Can you explain?

I can't tell really, decreased whenever I face any structure in English when I am learning any structure or like any grammatical pattern or anything that I could not master it, then the motivation well goes down or whenever I master something and could not express myself in English it decreases.

11. What do you think is the main reason behind your interest in English?

Because it is the most common language that the person learns it after their 1st language.

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I live in alkhobar. And work in Jubail. My father is working with x-ray. My mum is not working

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

It is quite important although most of my family are not speaking English apart from my father of course. He is fluent in English as it is one of his job requirements.

Do any of your family members speak English (what level)? My father excellent because of Aramco.

Have your family ever worked/lived in an English-speaking country since you began your studies? No, they send him to US. He spent there 2 years studying

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

When I was studying, in general, they were not satisfactory. They were boring except for some teachers who were really qualified and make the English learning very enjoyable and fruitful. Dislike: most of my members in my family are not speaking the language. That is what I dislike. Enjoy: maybe when watching TV and trying to translate in my discipline which was good

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, first time in the UK, I went to the US for about 3 months for tourist purposes. **Is it how you expected?** Life here is easy; you can get whatever you like with no limit of time. Apartments are very available, shopping around you, transportation are good. Universities are all over the world. The country itself this is one of the advantageous. What I don't like, people here are not friendly. Most of them let's say the university is to some extent satisfactory but it does not meet my expectations at all.

5. When did you realise the importance of English language in your life and/or career?

Well, when I have started my secondary school, my teachers appraise me. So, I found that going to be a good way or a good choice for me to learn English in the college. So, I choose English department. I spent there 4 years. Amm I graduated with good grade level. I have appointed a teaching assistant in the university. So it has become part of my life.

6. What was your first motivation for learning English language?

One of my teachers. She really encouraged me (secondary school). After that I have attracted to thought about studying English. E.g. my teacher was really creative. She used to make the English class really fun. It was amazing and her effort was really fruitful, usually you know when the students disappointed to her effectively, and she encouraged them and you know you see the developments in some of the students .at the beginning of the term, they were shy, disappointed in somehow and then you can't imagine the improvement that she made. They were by the end of the semester really a good, improved and the good students were really motivated by her.

7. Have you ever faced a situation that demotivated you from learning English?

Yes, of course. This is the beginning when I started the bachelor degree. The beginning was really tough. The teachers were expecting us to know everything about English. So, they started to give us very tough lessons and where our level was not that you know ready for such kind of teaching. It was really disappointing. The 1st exam was really harmful. You came from a secondary school where you used to get high marks and then when you come to the bachelor degree and then you surprised you get really low marks. This is really disappointing. I know this is the nature of everything. Everything at the beginning is really different but with time, when we got to the atmosphere itself and when we started to learn it, it became easier. Also, some teachers usually discourage us from teaching because they usually say 'NO, you don't deserve to be in the place. We expected you to know to do that, you have to do this'

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

in Britain, first of all there is academic reason and personal reason as well. You know British English accent I like British accent and this is from the academic side. Personal side it is near to KSA so it is a kind of to be easier for me to come and go and also for my parents. Also, the duration of the programme itself. It is short relatively to USA.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Here, somehow not that much. They did not give us things that really motivated us to express ourselves; they don't have presentations, seminars. They depend on written assignments and print it out and bring it. One of my friends is in Canada and you can't imagine how her level has improved because of the seminars feedback. Here, we have only our assignment by the end of the semester. So, you can't trace your Improvement. This is really one of the disadvantageous.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, yah because I am working at the university. So It is really encouraging me to increase my motivation to the best. I wanna be an ideal teacher so. I need to be really perfect in English.

11. What do you think is the main reason behind your interest in English?

Maybe my teacher and because it is the language of the world. It is the main way of communication. So, I realized that I need to be perfect in English. Also, English makes the jobs opportunities more for you because now all jobs in companies require English.

Asma (IELTS: 7.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Riyadh, instructor in *****. My father is in Saudi guard, my mother is house wife

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not that much, they want me to do something that I love. I love English and it is not an influence by my parents

Do any of your family members speak English (what level)? My brothers and my sister (good to advanced)
Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

They are talking most of the time Arabic not English which was a problem for me but yah they were helpful but not that much. Mostly they are not talking Arabic all the time. Maybe it is good to talk Arabic and bad the same time. They talk Arabic and I can't understand more but at the same time, I want to experience in English. So two sides I dislike the switching of the 2 languages. I enjoyed not fear to make mistakes. The teachers were friendly**.**

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, I went to USA 2 years ago for summer course, here, no they are not so friendly as the Americans, I want to make friends here but AHH non/no. they are very formal.

5. When did you realise the importance of English language in your life and/or career?

When I started to study English as a major.

6. What was your first motivation for learning English language?

Movies.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Mainly because translation major is only here in the UK not in USA or any other places. Only here and Australia because it is closer than Australia.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Here, yah, in KSA, not much no, most of the teachers not talking Arabic much, so, I intend to talk in Arabic because most of the time we translate in Arabic not English and not as here.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase a lot, because I want to get better in my job. And I want to work hard in that language.

11. What do you think is the main reason behind your interest in English?

For now, to get a better job, I wana teach perfectly in the university. That's why.

Aziza (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from western region. My father is business man. My mother is a teacher until now for 30 years in teaching. My father is now retired.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

I think English language is the most important thing in my life or my family life. Actually, they don't like to speak English very much. For me I like it and I think it is the most important thing for me because when I was in secondary school, I was liking my teacher, she encouraged me to continue to studying English language in KSA as a major.

Do any of your family members speak English (what level) Yah, they speak the language but not fluently. They are now studying abroad.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

In secondary school, it was a basic one. We don't have much materials to use or facilities in rooms. But when I went to university, we have much facilities and materials to use like projectors. Teachers use projectors to explain more about English and we have English clubs at the universities, this is what I like. I dislike the way or the method of teaching especially in Arabic. They tried to make Arabic and English together. The Arab teachers didn't convey the message of teaching English. Sometimes it is confusing to make Arabic and English together.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

I was in Ireland. **Is it how you expected?** Yes, because I have been before, so used to it.

5. When did you realise the importance of English language in your life and/or career?

After graduated from the university. I was looking for a job and I faced a problem that my English was not fluent. Now, I am trying to push up my English fluency so, I can get a job in the future.

6. What was your first motivation for learning English language?

My English teacher in secondary school motivated me a lot.

7. Have you ever faced a situation that demotivated you from learning English?

Yah, when I was in my first year in **** University. My English teachers was very strict, I could not understand anything from her as it was my first year and she demotivated us because she said move to another major. In the first year she said to us if you want to learn English this is not the right place to do so. Our main focus here is linguistics and literature and most girls are not fitting into this major. That was the first year at university and they stated that again if you want to learn English you have to go looking for language institutes outside the university for that and my father encouraged me to go on with it even if it is not the ideal thing to do.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Because I think it is a native English speaking country and for me I like the American accent more than the British one but I like being in the UK more than the States.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Here, most of them yes. The competition between the students motivates you the most. In SA, no, they teach us as any other subject. It was not that important.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, I started thinking about the job and in the last two years my motivation has improved and especially after getting my Bachelor degree and started to think about the job and the best jobs in my country are offered to Masters and PhD holders and here am I perusing this dream.

11. What do you think is the main reason behind your interest in English?

As I told you before, my secondary teacher was the first reason to encourage me to learn English and then watching movies in English language. Also with my friends I think speaking with my friends in English is woow it gives us a little prestige.

Deemah (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

From Taif, I am working as a teacher assistant in ****University. In Taif and moved to Qasim one year ago. My mum is a principal in one of the schools in Taif. My father passed away.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

It is important and they pushed me to study here. They are one of my supporters.

Do any of your family members speak English (what level)? A little bit not that much level? Maybe above the beginners.

Have your family ever worked/lived in an English-speaking country since you began your studies? Yah, they lived one year in the past because my grandma was sick. She was admitted in the hospital and they were with her.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

Actually, I started my learning English with myself first because I started learning that later at school. Before being at school, I was motivated to start learning English with myself. Enjoy? One of the most important things that there is no practise of English outside the class. I dislike that there is no practise outside just inside the class and no motivation to use English outside the class. I tried to speak English with my friends but they prefer to speak in Arabic even if they know English.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Not my 1st time. I came three times before for tourist. **Is it how you expected?** Yes, as I expected.

5. When did you realise the importance of English language in your life and/or career?

In my life at the beginning when I was a child, I realized that all written in modern life is in English. Everything is in English from the media, magazines. So, I realized when I was a child and tried to learn English by myself.

6. What was your first motivation for learning English language?

My first motivation is learning the language in general. I love English language.

7. Have you ever faced a situation that demotivated you from learning English?

No. because my internal motivation is the love of language

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Actually my specialized as translation. Also, it was my dream to study in UK. It was my dream since I was a child. Not because my job required me to go through continuing my study here in the UK.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Not in KSA, here also.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, as you know that everything is now is written in English. English is the 1st language. By time learn of English becomes increasing to apply.

11. What do you think is the main reason behind your interest in English?

Is my love to learn the languages especially English.

Fatmah (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Saudi and was born in Taif and then moved to Najran. My dad is retired and my mom is a housewife, before retiring my dad was a banker.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

English is very important for my family. They have different interests in different fields and most of their knowledge is acquired mostly in English more than Arabic in all levels.

Do any of your family members speak English (what level) 5 members can speak English but their levels are not the same.

Have your family ever worked/lived in an English-speaking country since you began your studies? Absolutely not, this is my first experience to live and study in an English native speaking country.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I started studying English in the first year of intermediate school until I finished university. Teachers or most of them had great effect in improving my grammar and enriching the vocabulary and the right usage for forming sentences and language skills of English. No there isn't dislike when it comes to English. Anything related to English language is interesting because I consider it a window overlooking the outside world where you learn new information and about new cultures and characters.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

As I mentioned in the beginning, this is the first time any member of my family studies abroad. **Is it how you expected?** So far yes. The first time I come to UK especially **** I had a great cultural shock but the impact of this shock has gradually decreased, usually I am more conservative in the beginning. I started to adopt the cultural and get familiar with the differences and even my language has improved a lot or else why did I come from Saudi. In general, I became more understanding of speaking and the environment around me.

5. When did you realise the importance of English language in your life and/or career?

Started when I was 9 years old about realising the importance of English language. It started when I was 9 and it was a real passion and interest about the language. I wanted to learn English. When I was young I used to watch Saudi English Channel with my younger brothers which used to broadcast very interesting programs. That channel used to raise our interest in the language more and more and I started to love the language.

6. What was your first motivation for learning English language?

My main motivation until now is getting to know new cultures and learning new language that get me through the gates of other cultures and getting benefit from them without affecting my own identity (Islamic/Arab identity). I am a big believer of culture universality; everyone should keep his identity and be proud of his cultural, religious, civilization heritage but in the same time be willing to understand and deal with others' cultures peacefully.

7. Have you ever faced a situation that demotivated you from learning English?

No, for me nothing happened that can contradict. I wouldn't have this enthusiasm to learn English language because this motivation is forged inside me and it is very difficult to be reached and rooted out from me. As long as the person is having this eagerness he will continue his way regardless the obstacles that might stop or delay him from reaching his goal. As long as the internal motivation is still there nothing can stop the person from achieving his goals. This is the most important thing.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Actually there was no choice, I was hoping for the UK or the USA and since I received the approval from the UK first and because of the time restriction I chose the UK. For the experience I don't think there would be a great difference as long as it is a native speaking country but I prefer the UK after all the origin of English language is the UK but I think for the specialties like the literature and efficiency of the universities it wouldn't make a big difference.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

As I mentioned in the beginning whatever the obstacles or distractors on the way they wouldn't mean much for me in learning English language. This is because I am pursuing

this based on my own will. Our teachers in high school used to encourage us to be better in the language especially the students who show language capabilities which added a lot to our motivation to be good at the language. This of course has a very positive impact on children in that age that keep growing throughout the rest of the study years. I can't deny their good deed to us who motivated our progress to carry on with our English studying.

10. With time did your learning motivation increase or decrease? Can you explain?

That's a smart question. Since I was young I had no other responsibilities so my motivation for learning English was at its maximum till I got a job and got added household responsibilities and too many engagements. These engagements distracted me from developing my English language even more and that can definitely decrease my motivation. So in brief I can say that my improvement has slowed down than it used to be but the motivation is still there though it has faded away a little bit.

11. What do you think is the main reason behind your interest in English?

The main reason is my love for learning languages. Now I am not only interested in English language but also I started getting interested in learning other languages I guess this stated 10 years ago but as I said due to the too many responsibilities I am having right now I had to postpone learning other languages like Japanese, Korean, Spanish and French. That's too many I know …. But I have the motivation to learn them because I love being open to other languages and cultures and languages are the key to that new world for me. Also I love observing people living in other places from other cultures which I find fascinating and when I retire I will sure go back to my passion in learning new languages and especially English language.

Fawzia (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Saudi Arabia. From the southern region. From Abha. My father is retired now. He was a soldier and my mother didn't work.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

It is not that important.

Do any of your family members speak English (what level) No.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

While, when I was at high school, it was normal classes and my teachers as well but in the university, different teachers from different nationalities taught me. I think that encouraged me more to learn more about English language. Different teachers have different teaching methodologies and that encouraged me more to be at least an English teacher. I disliked the lack of practice and don't have one to practice with. This is the big issue which I was struggling. I don't have anyone to practice with

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

No, second time. **Is it how you expected?** No, better, I learnt different things. Not only the English language practice but for my whole life e.g. I learnt to be more economic, to do physical exercises, to work a lot and to not to waste my time.

5. When did you realise the importance of English language in your life and/or career?

When I got my job, I realized it is important, I mean when I first enrolled in the university, I don't have a plan of being a teacher assistant in the university. But after the university offered me the position to be one of its teaching staff, I realized the importance of my choice.

6. What was your first motivation for learning English language?

One of my teachers when I was at high school. She used to encourage me a lot. She gave me the opportunity to speak to do different exercises and when I was scared about anything, she used to explain more.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Because it provides the best environment to learn the English as a second foreign language because I read a lot before I came here e.g. it provides the best educational environment, different facilities, if I go to the library, I found many resources that I couldn't find in my country. It provides high quality of life for all the family members.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Yes, a lot. Because I am taking different courses, everyone has advantages and disadvantages. When it comes to research or a background of any subjects, everyone has different resources and different study background that encourage me more to read about this subject, to do research about this subject.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, because every day gives new subjects and new insights for different topics so become more motivated and encourage me more to read about this subject, to do research about this subject.

11. What do you think is the main reason behind your interest in English?

People around me especially my husband and my colleagues.

Haya (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

Northern region

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

It was not important for them because they can't force it. I can learn Arabic or English it is up to you really.

Do any of your family members speak English (what level)? Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

We started from the intermediate school and university according to the level. If you are not taking English as a major it becomes a minor interest and is limited to one or two hours a week each term and the number increases if your major is English. The bottom line there was not enough attention paid to it.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes. **Is it how you expected?** No there was not any kind of practice in Saudi because my husband is not a bilingual and my little kids know only common words in English. The only opportunity for practicing English was when one of my friends visits me at home and even then there are a lot of switch between Arabic and English. Nowadays in the globalization era the world has become a small village and you know everything happening anywhere north or south. I didn't think about living the same way after travelling and things are sometimes unexpected.

5. When did you realise the importance of English language in your life and/or career?

After my graduation I started to realize its importance and it is becoming a must to learn English.

6. What was your first motivation for learning English language?

In my university, especially when your department asks you to continue in my academic path and achieve my goal. I started learning English with no specific purpose but things changed after becoming a lecturer. My top ambition was to be a normal English teacher but I got more motivated after my graduation and being nominated as a faculty in the English Department.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

You know, more Saudi people come here and the environment here will be familiar with me.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Tutors here always motivate us to research and to do things on our own which sparks our motivation more and more to achieve better performance. In Saudi there weren't enough attention paid to English in the past when we were little and the best thing they can use at classrooms was blackboards. But nowadays things started to change to the better. Now they have better classes, projectors and modern syllabuses.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, the motivation pushes you to do something new.

11. What do you think is the main reason behind your interest in English?

It becomes easier with me and that's why I am interested in the language.

Huda (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Taif. My mom is a housewife and my dad is retired military personal.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not that important. No.

Do any of your family members speak English (what level)? Only my father. With practices of course because he was practicing the language with the natives or not only the native speakers also from different nationalities as Philippines. Especially he travelled abroad for work training courses and not language courses. It was in the US for a small period of time perhaps 6 months.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

As the system goes at that time it was 4 times a week (4 hours) and it was very inefficient. It was just reciting information without any kind of productive communication between the student and the teacher. What makes me interested in the language then was my self-study. I liked listening and doing more work on my own but to be honest there were no pressure on me in Saudi to learn the language.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, **is it how you expected?** I was expecting it would be harder than this but it wasn't that hard. If we talked about the language, I have gained more benefit the reason for this might be the chance you have for communicating with people around you using the language. Also, back home I didn't use to get out of my house very often which is the opposite here where I go out a lot and communicate more with people. In other words being able to interact with others all the time has positively impacted my English level. The main concepts of learning are there but the way of implementing them is different. I was worried about the lifestyle here: how is life like? The culture, the traditions. But to my surprise

everything was much better than I expected people are very friendly and they accept you for what you are.

5. When did you realise the importance of English language in your life and/or career?

When I entered English Dept. I thought that this will be my path in life and I have to give more effort and this is why I applied for the scholarship which is very important for me. After my graduation I started to realize its importance and it is becoming a must to learn English.

6. What was your first motivation for learning English language?

When I was 12 years every time I changed TV channel to an English speaking program I got frustrated that I couldn't understand what they are saying. SO I decided to learn the language to be able to understand everything they say and this goes in the same way for other languages not only English.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

to be honest it wasn't optional because they told me if you want to complete your studies you have to go abroad. And based on my friends' experiences who went to Australia, US and UK I chose to come to the UK because most of my friends gave me this advice because they were more adoptable here.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Saudi Arabia, No. Here, No, you only have to do what is being asked from you.

10. With time did your learning motivation increase or decrease? Can you explain?

For me I feel the level of my learning motivation hasn't changed at all.

11. What do you think is the main reason behind your interest in English?

Internal motivation to know what is happening around me. Technology is all being used in English and life in a whole is using English all the time this is my main motive to learn English and my job is the second biggest motive for sure.

Khlood (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Jeddah. My father is a businessman and my mom does not work.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not important.

Do any of your family members speak English (what level) No. Mostly all of them, level intermediate to advanced.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I studied English at school as a compulsory subject and it was nothing than memorizing for the exam. But in university it was different I worked to improve myself in English and I used to gather more knowledge and this made me more interested. So though it wasn't compulsory, I worked hard to improve myself voluntarily. It was so bad. No practices. I studied literature in King Abdul-Aziz university and it was mainly reading and preparing for the final exam and the study wasn't practical at all.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Not the first time. This is the 3rd time two times before as a tourist. I have been in USA for tourist also. It was different environment like interpreting course. I thought that we will start from the scratch because our background from Saudi was very poor, but later it appeared that I have to improve myself and listen to audio files and speeches and a lot of other practice. **Is it how you expected?** To be honest it was more hectic than I expected earlier.

5. When did you realise the importance of English language in your life and/or career?

English is an international language. We need it in hospitals, shops and travelling because it is the only way of communicating with others.

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6. What was your first motivation for learning English language?

I might have chosen randomly in the beginning but later I loved the language and started reading novels and watching movies especially when I was in university. And once I learned English I became very interested in it.

7. Have you ever faced a situation that demotivated you from learning English?

Nothing.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Because this program only exists in the UK (instant translation/interpreting) and it is not available in the USA, so coming here was the only option I had.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

No. I don't recall a situation where we received an encouragement in the class. Here they just give the information and leave.

10. With time did your learning motivation increase or decrease? Can you explain?

Increasing. Thanks god, when I excel in one field I get more motivated and become better and better and I use this same way in all my courses.

11. What do you think is the main reason behind your interest in English?

International language.

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

From Dammam. My mother is a house wife and my father is a businessman. He travels a lot.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not really significant but I always like to watch ARAMCO channels. We had Pilipino maids. When my father speaks to the maids or workers outside or in my home that is interested I guess. I wanted to understand my father speak the language that I don't know or don't know what he is saying so, I started learning from the Pilipino lady and not really learn words but it was mainly spelling.

Do any of your family members speak English (what level) Just my father, not learned, he only studied till secondary school-level basic, only giving orders to the workers.

Have your family ever worked/lived in an English-speaking country since you began your studies? Never.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I didn't dislike much about them because you know, maybe at that time when I was at school (20 years ago). So, at my time, studying old curriculum where you have passage and then questions and it divide this structure and then you will learn grammatical point here and grammatical point there and I think it was much better if we have more pictures and more dialogues like that but I didn't depend on that book to watch series on the television and then I would correlate between the new words that I hear and the translation that were on the subtitle and try to learn words through them and listen to English songs and learn accents and try to imitate and I knew that in hearing things is one of the ways of learning English.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

I came on 2009 to the UK and was my first time to visit an English speaking country. I came for a visit. My brother was working in ARAMCO here and came to visit him. That is why I

got to knew Reading. And when it was times to come for study, I choose Reading because I was familiar with this city. Expected? Yah, it is a bit rigid but I guess I expected that ahhh what I didn't expected was the democracy. There is too much democracy here you know I know of always thought that democracy was back of the Arab world but I know now it is more here.

5. When did you realise the importance of English language in your life and/or career?

Well, for me everything that I didn't know was important because I have to learn something new every time. well English itself as I told you maybe because I was raised in a house where there is a maid she was speaking English and there was Aramco channel playing all the time so I was exposed to the language. all Aramco was flourishing the people were thinking of working there and wanted to work in a mixed or in an international environment where I will mix with people international

6. What was your first motivation for learning English language?

Just what I explained the environment.

7. Have you ever faced a situation that demotivated you from learning English?

Never.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

It was a closer home.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

We are not learning English here I am a PhD student we are learning more about research methodology, writing research and so on, make choices about collections of data analysis and the methodology that you want to do and so on I don't think so its learning an English here.

10. With time did your learning motivation increase or decrease? Can you explain?

I can't say I am learning English per sake, I am learning culture because if any breakdown actually happens between English speakers here not because the lack of the language it's more about you know what appropriate and what's not appropriate at a certain context. It is not really about the English language.

11. What do you think is the main reason behind your interest in English?

It is the international language almost. People communicate using English.

Manal (IELTS: 7.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Dammam which is from the eastern region of Saudi Arabia. My father is a governmental officer and my mum is a teacher. She worked as a teacher for 15 years and now principal.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Do any of your family members speak English (what level)? My parents don't speak English but it is very important for them to have their kids speak English.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I started learning English at the age of 10 years when I was in the 1st year of intermediate school which was only 1 hour daily. After I am graduated from the high school, I joined the English literature department.

Well, I enjoyed translation classes, at school; I had good teachers who like their subjects, motivating us to learn and listen to English media, to expose ourselves to English to improve our language. I completely agree that the teacher plays a great role in learning English motivation

4. is this the first time you've been to the UK and/or an English-speaking country? Yes. **Is it how you expected?** Yes.

5. When did you realise the importance of English language in your life and/or career?

I realize the importance of English from the beginning like, I always want it to know what people are saying in that language which is used frequently in that country. So, it is very important for me when I watch English TV channels to know what people are saying and this start quite early in my life. So, I was really interested in knowing and understanding

people speaking in a different language because English was the common second language in our country.

6. What was your first motivation for learning English language?

That was my 1st motivation. My 1st motivation to learn English is to understand people who speak English and I know that when I know English, I can read more in English and so I am not limiting myself to my language which is Arabic. I can get boarder knowledge by reading English, watching TV in English so I have 2 options Arabic and English.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

1st of all I came to Britain for my PhD. And I know that people here are having a well establishing system of doing the PhD. That is one thing. Another thing is that I got the opportunity to come here and I didn't have this opportunity in my country. So, it is a good to come to a different country or to the country where the language is the mother tongue and exposed myself to a different education system, different teaching methods, different resources like libraries and books

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Yes. I remember once, when I had a teacher who asked us to translate all the reading passages we have it in the English text and I think this is very encouraging because I can show a balance between the 2 languages and that was a very motivating things to me

10. With time did your learning motivation increase or decrease? Can you explain?

it didn't decrease but it change, at the beginning my motivation was to learn the language in order to understand what people speak or when I read something in English. Now I am able to do that. Not perfectly but at least I can read and comprehend what people are saying. My motivation now is not only to understand English. I also want to learn more about languages.

11. What do you think is the main reason behind your interest in English?

The language itself and that is why I was specialized in English and I am interested to learn other languages because I already know how languages are structured.

Mohammed (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Saudi Arabia, from the western coast. Jeddah. Parents: mother is house maid and father airbase military and he is retired now

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

For my family I don't think it is important for them maybe as a career path or career choice.

Do any of your family members speak English (what level)? Yes, my sister and also my other brothers but not fluently as them.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

Well, I enjoyed most of it, it was fun because for me it started as an easy language because of the relation of Arabic but it was an easy language for me and for my sister and that is why we choose it as a career path, but maybe what I dislike most is the teachers themselves. Some of them not all of them. Some are strict and do some physical punishment which demotivates the students. But for me I hated their acting this way not a way they represent the subject so I didn't hate the English language.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, because it was my first time to be in an English speaking language. I expected it more difficult in a way but I really enjoy it, I really enjoy going to the classes and even if I have a chance to meet with my colleagues or to go to meet some professors, I take the initial to go regardless of the world that we do outside, the interaction between students and professors is really something and experience that I think I will miss after the MA so I am really looking forward to classes.

5. When did you realise the importance of English language in your life and/or career?

Maybe from the beginning because one of the subjects that I score high grades beside the other subjects or something like that so I build an interest in learning the English language and somewhere in my secondary school levels ok I want to be working with this language as a teacher or something else but mainly with a language maybe translator or something else but I linked my career path with the English language.

6. What was your first motivation for learning English language?

Maybe I don't have a certain thing to learn the language maybe because we started to learn it as a compulsory so we first at the primary school I introduced the English language I like it or I loved it maybe we can say something that can help to motivate me the exposure to western movies.

7. Have you ever faced a situation that demotivated you from learning English?

I didn't face a thing that demotivate me I think the demotivation is a physical or a state of mind, if you allow anything to demotivate me it means that you are affected by things like that so you should try to obtain a positive mind towards everything and this will help you to raise your motivation in any aspect.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Well for me I came here as a companion to my sister and I thought I will not go back empty handed so I thought getting my MA degree is really something important to me and may open the door for me to do PhD studies.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

In the MA level I think of everything the teacher may do or my colleague can motivate me, I don't think they demotivate me no matter what the say because if they have difficult time, it does not mean I have difficult times. But if a teacher is encouraging someone or trying to act as someone who is doing a really good job will be motivated and the teachers try to repeat some measurement or some good examples of students to be motivated but I am motivated to do that.

10. With time did your learning motivation increase or decrease? Can you explain?

I could say it is increased because for, I try to look at things from a positive point of view and this point of view can make my motivation be more and more and because I am blessed by very good colleagues and very good teachers, I really enjoy being with them and learning from them, no matter someone think of themselves. For myself from the beginning I am thinking I am here to learn from everyone. I didn't think of myself as equal to my learners in that state, but now you can feel confident that maybe you are better in some ways but they are better in other ways. maybe but you are now equals before you get introduced to the modules itself but no matter what you think inside, but you can always find motivation.

11. What do you think is the main reason behind your interest in English?

I am interested in cultures in general in languages in general not only English, but maybe because it is simple and I enjoy it and easy to use it. English has a very wild world usage in all around the world. It can help you in your work, it can help you in travel, and it can help you in aspects you are not familiar with. So English for you is just to open the gate. English here helps me to know about cultures that I did not aware of. And it is the only way to communicate with international students and their fascinating cultures and backgrounds and for me it is an enjoyable experience.

Reem (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I think yes, the U.K. Is the mother language of English different from, not like Saudi Arabia, this is one of the most important reasons what I researched for**?**

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

Not important, but when I come I felt that it is at least for my daughters who started contacting their friends at school. It is not important with my family.

Do any of your family members speak English (what level)? Two of my brothers. One is a master degree in linguistics. The second one is an officer but took training in America. My sister is 4th level in the university English department.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

As you know English language in Saudi Arabia is not very good because we don't need English as a language in our country. We only know how to read, how to write, how to talk, fluently. There is no one speak English outside the classroom. The English is not on use. This is the thing which I dislike.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, first time. **Is it how you expected?** I think it is good but I need more time to practice English. Our speciality in translation gives us the option to speak to our colleagues in Arabic and this is the thing I don't like at all.

5. When did you realise the importance of English language in your life and/or career?

When I had my job as a teacher assistant.

6. What was your first motivation for learning English language?

When I go to see my daughter who suffers from glaucoma I needed English to contact the doctors and nurses. She used to have many visits to the hospital and then I started to realize

how important it is for me to learn English in order to understand what they are saying about my daughter's case.

7. Have you ever faced a situation that demotivated you from learning English?

No.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

Because my job requires me to complete my higher education.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Some teachers not all, teachers in Saudi don't encourage us to work more they just explain the lessons and leave the classes but here they do all they can including giving us lots of encouragements to improve our levels.

10. With time did your learning motivation increase or decrease? Can you explain?

Increase, here I am more motivated because I can speak with the staff but in Saudi I didn't have the ability to approach them in anyway even in gestures but here I have to speak in English.

11. What do you think is the main reason behind your interest in English?

My job.

Shahad (IELTS: 6.5)

1. Can you tell me a bit about where you are from and your home life in Saudi Arabia? Where did you live? What type of jobs did your parents do?

I am from Riyadh my father is retired and I am a lecturer in **** University.

2. How important was English in your family life? Do any of your family members speak English (what level) and/or has your family ever worked/lived in an English-speaking country?

it is very important. My mum is always encouraging us all the time. She followed up with our study till high school. She used to study for us and make us memorize stuff and especially English she was very strict with it. She is not very good at speaking but she is brilliant in reading and writing because she used to read lots of researches and speaking was her weakness because she doesn't listen to English programs.

Do any of your family members speak English (what level)? High intermediate. She studied in Riyadh all stages including MA and PhD and my dad worked in university as well but she took all responsibility for our study more than dad. I owe my study abroad to my mom my family is very conservative they didn't want me to travel abroad but because my mom has seen other faculty girls at university suffering from the same problem she helped me out and insisted that I should travel abroad and get my higher studies done saying that if she got married her husband won't allow her to travel. Most of my brothers speak English.

I am the only girl in my family, one of my brothers is an engineer and his English is perfect and another one who is a doctor with perfect English as well. My third brother is specialized in IT and his English is not that good and he accepts that and works on it, the forth one is in high school and doing fine there with my mother's encouragement and the last one hates the language so much because of his primary school teachers who were very bad to him and he tried hard to take courses and get tuition but all went in vain because he hates the language and my mother is still encouraging them to be better and better Encourage, encourage, encourage.

Have your family ever worked/lived in an English-speaking country since you began your studies? No. Recently, my brother went to USA and now back.

3. Can you tell me about your English language classes and teachers in Saudi Arabia? What did you enjoy or dislike most about your English learning experiences at home?

I started learning English from my kindergarten and I started loving English from third grade elementary school. The main reason is my mother who used to teach me English so my English level was always better than my friends and all my teachers used to praise me for that and this made me feel that English is my way and I started to improve myself in English, for example I started buying children's stories and read them starting from the primary school till university. For classes, I used to take 4 hours a week starting from the third grade till high school. I didn't do anything extra for school I didn't take private tuition at all.

4. Is this the first time you've been to the UK and/or an English-speaking country? Is it how you expected?

Yes, my first time to the United Kingdom. Last summer I went to the USA and also the first time I have been to the United States for tourist purposes. I want to see my brother. **Is it how you expected?** Let's start with the life in general. I was not expected to be very welcomed. I didn't expect them to welcome us. Outside university in the supermarket they deal arrogantly with us perhaps because we are Muslims but in university and accommodation they welcome us and are very friendly starting from the security guards and ending with the teaching staff which makes me sometimes surprised. When it comes to explanation they do a very good job and they explain everything well.

5. When did you realise the importance of English language in your life and/or career?

Since I was kid. My mum was always telling us the importance of English yah. I usually told myself my qualification is the only thing that could make me survive and I should have language to get a good job in addition to IT skills as well.

6. What was your first motivation for learning English language?

I answered it previously

7. Have you ever faced a situation that demotivated you from learning English?

Not really. I hated math lessons and other subjects too except for English it was the only subject I used to enjoy and feel free in its class.

8. Why did you decide to continue your English studies in Britain? (Keep completely open-ended, no leading).

This answer could be funny. Because my parents told me it is UK or nothing as it is a safer place and nearer to Saudi plus it will save one year of the study time. In my scholarship they asked me to get a quick approval and travel fast and at that time the US scholarships were closed and UK was really my only choice because it was still accepting students and faster in process than the US who have additional requirements harder than the UK.

9. Does teachers' encouragement in the classroom ignite your motivation? Can you explain?

Here actually no. You delivered the message. Because in Saudi any tiny mistake you do they offend you and correct it right in front of everyone and you feel like a loser and they correct your pronunciation in a bad way in front of everyone but in UK they don't give enough weigh to mistakes we do in presentation as long as we can correct them later so you don't feel under pressure they only care about what you want to say the message of your talk or presentation. In Saudi they only care about the grammar rules and pronunciation and not the ideas which put you under pressure all the time. This is something nice.

10. With time did your learning motivation increase or decrease? Can you explain?

Of course increases especially there are people around you who have achieved great things and when you look back at yourself you feel tiny next to them and you feel like achieving the same things in life. I don't know because now the opportunities are getting less and only smart people can get it and I noticed that. So now this motivates me, improve yourself you should learn more.

11. What do you think is the main reason behind your interest in English?

First, English is like the world language and yah this is what we taught since we are brought in schools. It is the language of education, research everything is in English and if you learn English, you will get everywhere and Because if you talk in English everyone will understand you but other languages like French, Spanish is not understood by everyone. If you ask me are you interested to learn a third language yes, I am interested.

Interview Questions Phase 2

Abdullah (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

I think yes, I came here to improve my knowledge for my job. So definitely yes.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

Yes, I think so.

Do any of your family members speak English at an increased level since you have begun your studies? Nothing has changed.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

The whole system is totally different than in Saudi Arabia in terms of disciplines, Because I believe in the educational system here. They have like a strong educational background and since my language is English language, I prefer to go to a native speaking country. So, I am not going to Malaysia e.g. I have three choices Australia, UK or USA. I prefer especially to come here because the program is only for one year. It is rarely to find such a program in one year in another country.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

I think it is ok but the master degree is all by myself. No not as I expected because, the master degree is not straight forward, regarding the study it is much better than my expectation and regarding the culture it was different than my expectation such as being very cold with strangers not everyone but some are. And they rarely ask about each other or have social life which is normal practice in Saudi. Here every individual is responsible for himself.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

The first time when I came to the UK, I could not remember.

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation is to get a better job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

It was difficult in the beginning the way of collecting marks and evaluation is good but there is no verbal encouragement. Here they just accept the idea without any encouragement whatever your work is good. You feel like they don't want your work even if there are no marks for it. I work and work and get nothing in return.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I am looking for an offer for my PhD.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I don't think that there is an encouragement. I think they don't make any difference. They only force to go on searching so.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Of course increase, I took many years to come here, I am learning everything in UK, so, the learning is increasing because I am doing a lot of reading and reading makes a difference, that why it is increasing.

11. What do you think is the main reason behind your current interest in English?

I am of course more interested in learning English as a second language. Now I am interested more than before because we all almost at the end now after around one year. After doing all these sessions, everything is now more than before, so for doing the PhD. In the future, everything now is to get the offer for the PhD. I am not more involved actually, I

met only in the university the natives and it's the only way to interact with them and most of the students are from different countries like China, and this makes me unable to mix with them a lot.

Adwa (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes of course because I am pursuing my education in order to go back to my old job and perform much better.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

Yes, of course,

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my brother, **What level?** High level
Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

What I like the most about our classes we do them as workshops, we work in groups, and we produce in translating texts. With help with my colleagues and the professors as well and what I hate about it is we don't perform in order to achieve something in the exams, we just doing it for fun. In the exam we work individually. Workshops are not reflecting the exam.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving 5. When you first came to the UK and/or an English speaking country, was it how you expected?

More and less yes. I was expecting the people to be more friendly, I was expecting to give some help from the people by engaging with them somehow but I did not see that.

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation is to pursue my education, to start doing my PhD as soon as I can.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Some of my grades. I was a kind of surprised of one or two grades but most of my grades are up to the level.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I think it is my best choice to pursue my education in the UK, because the programs are shorter and we have taught programs or research programs not as you USA you have to do both.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yah, yah because when they ask us to do formative assessment, we work harder to show them that we have improved, how much we have know.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Of course increased, because we started to do some research, know how at least begin our research, ready to do our dissertations not like before.

11. What do you think is the main reason behind your current interest in English?

My job.

Ahmad (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

I think Yes; of course because I work as a translator in Saudi so, the environment requires that I continue learning English.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? I think it is getting important yes especially my sisters are getting all to starting to learn English in their schools and universities but it is not that important, I mean they don't speak it but they are getting more and more learning it. Their language has improved since I started the masters.

Do any of your family members speak English at an increased level since you have begun your studies? No I don't think so.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

That was good, helpful, the classes are quite interesting, what I like is business communicating interpreting class , a lot of factors and career here life situations where you get an intervention and then you interpret it at the same moment, the other classes the specialized translation for example it is a routine class you come and go on translate a text , one or two things when you get out of it when you discuss your choice and intervention but generally that was good but still not as I expected , I expected better.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving 5. When you first came to the UK and/or an English speaking country, was it how you expected?

Changed a lot actually, I was expecting big things, and even, maybe it depends on the English people, I was expecting more involvement, was expecting them more friendly but it is not like I was expected, it was a kind disappointing in a way.

6. What is your motive for learning English now? Is it the same as when you first started?

May be it is still the same, because to learn the language, now it is a good level but because my work are asking me to complete my studies that's why I am studying masters,

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I can't say one or two situations. Generally, there is nothing more to learn about the language itself, now I am learning translation not about English as an English language in itself, so, that in a way demotivated me in a way because there is nothing more to learn, I mean you can get out of any situation easily.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

It is quite positive; I would like to continue my studies. I prefer Britain; I don't want to go to America. If have the chance, I would like to continue. I prefer Britain because I like the British English. The environment here is about petulant and I am a petulant guy. So that's why maybe I liked Britain.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Fifty fifty I think, I mean they do give good feedback and really interested in your thought and sometimes they just move away as they have to change your way of thinking.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increase a lot of course, I studied English literature in my BA and now translation so, so many things unknown for me in translation studies, so, that why I think I am getting really more and more benefit and knowledge.

11. What do you think is the main reason behind your current interest in English?

At the moment because my work are asking me to continue my study, I myself want to continue my study as a personal knowledge like English, but I mean as I told you I am at a good level of learning English, it is about translation (other aspect of the language) so, I am interested. In that aspect of knowledge (translation).

Amal (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, of course, because the main reason for me to come here is still there. Work was the main reason, and is still the only motive for completing my study.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? I think the same importance; they still see learning English is an important thing.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my young sisters because they are studying English in Saudi Arabia and I believe that their learning is increasing, they are studying ahhh their major in the university is English.

Have your family ever worked/lived in an English-speaking country since you began your studies? Yes, my father and mother living with me here. My father is here now and now he can go to the supermarket and run errands on his own. When he first came his language was very poor and gradually it has improved even without joining a language course.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

What I like the most regarding teachers, I like the supportive teachers that help to learn more, to motivate me more. I like the supportive teacher unlike the module teacher who likes to scare us all the time and that we are required to do a lot of things a lot of demands, to make things difficult for us that's make the motivation low but I don't know what to say. There is a motivation but it is low, because I feel that I work a lot but the motivation is not improving. What I didn't like is observing that when I talk with natives here I become confused and hesitant, unlike the US where I used to talk with Americans normally and get them reacting to my talk which improved my language and fluency. But here I don't know why (the teacher is always funny and laughs as my American friends though he is British).

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Changed. I thought it is much easier. I expected researches and papers only but when the assignments submitting comes I feel that I am under a lot of pressure and this makes me feel it is difficult and if we add the weather that affects my psychology it gets worse.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes.

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation is getting stronger now to improve my language in order to carry on with my PhD

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

The demanding of the teacher in the module.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I am thinking not to do my studies in the future here in the UK. I am thinking to continue my studies in my country

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Of course, yes of course it will encourage anybody not only learning English. Some teachers encourage other explicitly or sometimes impressive, e.g. I like the way how she taught, I like the way how she presents her slides and as a teacher, she gives me a motivation to be able to be a teacher as her, to speak fluently and to be able to deliver the information to students exact like her. This is one of the motivation.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Not really. No it didn't increase a lot. Maybe The research skills and writing have improved a lot though.

11. What do you think is the main reason behind your current interest in English?

Because I have reached a stage that it does not pay me to do more efforts to go behind it. That is enough. The stage that I currently reach is currently enough. No need to do more.

Amani (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

I think it does in some extent in the way that we in Saudi Arabia I mean all the things in terms of hospitals, when it comes to reference, to be English, English is the main language or is the international language or the main language that they have so this really I think encourage me to continue my study in the UK.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Nothing.

Have your family ever worked/lived in an English-speaking country since you began your studies? Not at all.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

They are more or less fine. Some of them are really fruitful but the others are not for one reason "students have not been involved in the learning process". Really I don't think that my experience of learning here had met my expectation. I expected we would do more involvement in the learning process, we would do more presentations, seminars, we would do more readings but I didn't have had this really.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving 5. When you first came to the UK and/or an English speaking country, was it how you expected?

I think in my social life it really had not met my expectations, everything is quite obtainable, only the expectations regarding the university did not met like what I have said " I expected we would do more involvement in the learning process, we would do more presentations, seminars, we would do more readings but I didn't has have this really.

6. What is your motive for learning English now? Is it the same as when you first started?

I think the same, my primary motivation is my job and teaching in the college and this is really my motivation to improve myself to get benefit for my home and my students when I go back to my country.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Nothing really, UK is something that encourage you and motivate you in learning English.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

If I had the chance, I would change the UK really, because the learning system here seems to be different from the USA and Canada because the system is really different in terms of the assessment. My colleagues in America and Canada they have really different things to do, they have more practical things to do, they do presentations and seminars and also they do some practice in colleges they teach English in some cases. Here it seems that they depends more on the teachers, they only come to the lectures and the students are only as listeners, So, if I have the opportunity, I think I would change. Otherwise, what my prevent me from doing this is my major (translation), it is not familiar in either America or Canada.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I don't think so; they are maybe not encouraging me. The teachers themselves are not natives, I don't know I think they are upset because it is the last year in our department, I don't know why exactly. Maybe Some of them are not encouraging because sometimes they when some students make mistakes, they laugh or something like this, or they say something harsh to them, may be this encourages them in somehow but I don't like being such a way of encouraging the student. Also, Arab tutors don't believe in Arabs if they do something wonderful. Maybe, their experience with other Arab students let them disbelieve.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, because when live here you don't have the opportunity to deal with other languages other than English which is really encouraging. Doing research, doing assignment also.

11. What do you think is the main reason behind your current interest in English?

I think my interest in English is the same, nothing has changed, because I was extremely interested in learning English and this has not decreased.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

No, in a way, because I can't be dependent in my family but you wana be changed a little bit by being independent here.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

No **Do any of your family members speak English at an increased level since you have begun your studies?** No, my sister, **What level?** medium

Have your family ever worked/lived in an English-speaking country since you began your studies? No they didn't work or live.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I do have classes mostly in translation. Our classes where we speak English all the time. I like that. I don't like speaking Arabic in classes.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It changed a bit because the first time I came here I expected it was everyone is friendly and we can speak English everywhere but now no.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

I always hear that the British people are not friendly as the American.

6. What is your motive for learning English now? Is it the same as when you first started?

To get a job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

The accent I think, sometimes it a bit hard sometimes I just a kind I give up because I am used to the American accent. I am here trying to keep up when they speak because they speak fast and not clear. So, say the accent maybe.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

It's a bit short not like those who have 2 years programs. I would not recommend it to be honest to someone who wants to really learn really cross the whole subject.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I am being giving objective criticism. They don't give judgement or send subjective opinions. They do have reasons on their judgement or criticism and that a kind motivated me more because they do have like knowledgeable base they are talking for.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

It is the same. They give you key points and you have to look for yourself, learn by yourself. And It is more challenging, more assignments, more work to do just like B, A's Level.

11. What do you think is the main reason behind your current interest in English?

Getting a job.

Aziza (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, for sure, my parents always encourage me to continue my higher studies especially to abroad UK or USA and from now my dad is encouraging me to do my PhD and he asked me for an offer

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

Actually my parents don't care about English but they care about me to continue my studies in English because they see I am good in English I don't know why. They ask me for assistance if they need anything to know about English.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, one of my sisters because she is studying abroad like me in Ireland. She is studying preparatory before masters and always asks me if she find difficulties in English study.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I dislike the English classes because they are boring. Because it is a mix of languages Arabic, English. I don't like that. I would like to focus in English for the whole class. If Arabic ok but not the whole class along. I know that our speciality is translation but I guess that the amount of Arabic should be less and to be more focused on English. I like English more than Arabic even though it is a part of my speciality.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Actually I have six experiences in living in an English country. The first one was 2 years ago when I was in Ireland. In Ireland, I was speaking English all the time because the people were so friendly and like to talk like the American people. Even if you get a taxi, they ask about the weather and how your life in Saudi Arabia, but here I can feel the difference, people don't like to speak with me. Less practice of English than there.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes, the same as I expected

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation now is to make friends with British friends so that I can improve my language and speak fluently. I have only one friend. She is British and doing translation. I don't meet her a lot but I see her from time to time.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Speaking Arabic with my colleagues and not practicing English in my life. There was a kind of disagreement between the professors in my department about how to present a proposal and that disagreement has disappointed me a lot.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I will do my PhD and will continue my major in the same field. But I will change the university.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

In some cases, yes and in some cases no. For example, when they try to answer. For example, when the professor ask about the meaning of a vocabulary, he only wants the meaning in his head even if we get very close to that meaning. And some other times he just

says all your answers are correct and leaves us confused about which one to use. So not all professors are efficient in their subject matters.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

I think, ok if I am in another university, I think it will be increasing but here not increasing not decreasing

11. What do you think is the main reason behind your current interest in English?

Maybe to learn English in different aspects. I need to learn it and use it in different contexts like politics and medical field and so on. In the beginning I liked English because my English teacher was very good, but in university I studied more and enriched my language and I would love to work in an embassy or the diplomatic field and this is why I enrolled in interpreting field.

Deemah (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, my job and my own desire are my motivation in continuing my study in the UK.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? Yes

Do any of your family members speak English at an increased level since you have begun your studies? Of course has Increased. My mum started to talk a little bit because they are living with me here.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Studying here is better than my country because it is a native country so it is supposed to be the language of the native English speakers, so, we will get the British accent, so here you have more opportunities to improve yourself. But I don't like the pressure here for one year a master degree and its major but it is achievement here, you got the master degree in just a one year

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is the same as I expected which helped me to get more knowledge of the culture faster. I also learned about their usage of some specific words which expresses different things so I wouldn't be able to know these things unless I was involved in the culture and use the language on a daily basis.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

No, it is the same expectation maybe because I came here before I study here for tourism purposes, I lived in London for one month so, I knew how the life in UK. Yes. Life style and study were as I expected before come.

6. What is your motive for learning English now? Is it the same as when you first started?

My own desire to complete my study for my job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I don't know, nothing

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

Actually, I am planning to complete my PhD here, I am kept looking for an offer in UK universities here.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

No I don't think so, because it is my desire not the teacher, in increasing my motivation

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased actually, you know in your masters you face ahhh you do research papers, so you get accordingly more knowledge, so when I began I was not the same person, so increased of course.

11. What do you think is the main reason behind your current interest in English?

Because studying doesn't finish, science is a river that doesn't come to an end every time you take from it increases.

Fatmah (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, because the plan I have in my life includes getting masters and PhD and in any case this didn't happen I will get benefit from what I learned in terms of productivity and study.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

The importance of English is increasing in my family and will continue to increase in the future. When I went for a vacation in Saudi I felt the difference because the improvement is faster here. And when in Saudi I think my level retreated a little bit because I felt confused when I came back and started lectures again but all in all I am getting better.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my sister's level has improved from intermediate to upper intermediate though she doesn't study the language but she just try to improve herself. And my brother's level has improved from beginner to advance as he studies medicine.

Have your family ever worked/lived in an English-speaking country since you began your studies? No, but they are planning to come.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

First when it comes to lectures it don't give enough improvement in English but still advancing routinely and some of them are not fun at all such as *****'s lectures which have no interactive at all. And we only attend as listeners. There is another lecture which was great because of its content about children.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Yes, at the beginning there was a cultural shock though I have some background about the culture because I always watch movies. It was difficult in the beginning to cope with the

difference but when I went to Saudi for vacation and come back to the UK I felt that it is much better and I am more acceptable to the difference.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

When it comes to living in the UK it is much better than I expected, but the academic life was below average. It is more related to your skills improvement and working hard. Of course I didn't have any idea about the study especially our background at school wasn't similar to here. Also I am back to school after seven years of not studying at all and I didn't have an idea about linguistics and everything we studies at university was about literature and novels and prose and that was challenging. I was expecting better guidance than what I just used to. I don't know about the reason; is it this university's standard in general and it could be better in another stronger university like ***** or *****. The methodology here is not too strong at first I thought it was my personal problem but when I asked other Saudi colleagues they gave me the same feedback and when I asked other foreign colleagues I found them agreeing with my view point.

6. What is your motive for learning English now? Is it the same as when you first started?

To get better communication with English speaking people not necessarily native speakers

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Sometimes at class I found it challenging to use academic language. And how to express my ideas clearer using more appropriate English terms and that makes me tired and challenged.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

To be honest I enrolled in linguistics study because I had to and it wasn't my choice, I wanted to study translation because I like it and especially legal translation and I made an enquiry to see if I can carry on with my PhD in translation but found out that I must study linguistics first. But now after starting with linguistics I started to change my mind because I found more things that can be explored in linguistics. Next time for sure I will do my PhD abroad and I wish to come back to the UK unless there is anything to stop me and take me to another native speaking country UK will be my first choice.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

They don't have that much motivation but may be Dr **** has it and motivated us all the time but generally speaking they don't have any motivation. Although I am a teacher and I know the impact of motivation on students, they think otherwise that everyone must express his opinion which positively affects the motivation. But when it comes to a methodology they think brain storming will motivate students to learn

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased definitely. I am capable now to think better. It was explained to me by my colleagues who study business. At first when you come and have no idea about anything everything seems difficult. One of the concepts I could reach when I was working as a teacher is that when you give a lot of tasks to a person it sometimes becomes annoying when many things are required from you. But once I finished all these requirements I felt with the achievement I have accomplished my motivation increased a lot. At first when I was lost and don't know how to deal with lectures and curriculums and how am I supposed to do my assignments and do all that reading I got scared. But when I actually do them and receive good scores I feel good. I also used to have a lot of engagement but with time you become more confident and I now believe that pressure can polish our skills and I feel that I am a different person now.

11. What do you think is the main reason behind your current interest in English?

This is the only thing I can't lose. I can be demotivated when it comes to study but when it comes to knowledge of other cultures I was always fascinated with this idea. I would like to communicate with other nationalities and cultures and introduce my own culture to them because of the man wrong ideas they have about my culture. For example, I met a Nigerian student in business dept. through other friends and she had wrong ideas about Arabs, Islam and Hijab because she is Christian, but when I explained to her the rationale behind this from a cultural point of view and how there is a misconception in the western world about it she got the idea and changed her image about my culture and religion. And once she understood she started talking to others like her friends and family about these misconceptions. She now realizes that these things are emerging mostly from our culture and we as women are not forced to do it.

Fawzia (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, for sure because in Saudi Arabia my job is teaching assistant and therefore I have to do my masters

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

Not really no.

Do any of your family members speak English at an increased level since you have begun your studies? 2 of my brothers because they are in universities and their universities required them to do in English, they speak well in English but I am not sure about their level. I think they are high average or something like that because they have examinations.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Well, this semester I have 4 courses, one of them is research methods in linguistics. To be honest with you I didn't benefit from this course so much because the lecture is a repetition of the previous one so there is no work on how to collect data or analyse data or for example the different sources to collect your data, the other courses (introduction to grammar), it was good I had access to theoretical linguistics, the other course was good because it is connected on how we acquire the language and the mind and how they express the language in a linguistic thing, the last one is introduction to meaning it is not bad.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Yes, I do feel different now like more confident when speaking to others. I do enjoy my time here, I have my family here, I taught things that I like to do. I do have lots of neighbours,

Saudi neighbours, we do meet almost weekly and we walk sometimes and I have social attractives.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Well, it's better than I had expected because it is safe and I'm doing things better than I do in my country. I can go alone, walk alone, and go to transportation alone. I can rely on myself more.

6. What is your motive for learning English now? Is it the same as when you first started?

Well, I would like to have knowledgeable background regarding English. Psycholinguistic field.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

being a mother and having a baby to take care of him, and difficult to manage between work and home

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

It is a good experience.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I don't like the different bases, theories, ideas in classes. This increase my curiosity to learn the new subjects.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Of course increase, because I have rich knowledge. The libraries are rich and you have access to online resources.

11. What do you think is the main reason behind your current interest in English?

Well maybe because it is the most important language in the world. And anyone can understand me.

Haya (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Being lecturer or being teacher in the university, this is the main factor we have to come here and continue our studies.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? Not my family life, there is no relationships between my studies and my family life.

Do any of your family members speak English at an increased level since you have begun your studies? Yah, my elder sister, she is an English supervisor and doing masters in methodology.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Actually in general the staff here deals with us as if we are native speakers, or we have studies here before in UK, e.g. writing proposal because we reach the final stage here, they never tell us and we don't know the way of writing proposals compared to native speakers who studied here in UK. They do courses on how they write proposals for example where in their undergraduate level but we don't have such courses in Saudi that's why we face some difficulties in such stage. About other things everything is ok. We benefit much from language acquisition and bilingualism because for me I would like to research on to such issue.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Actually after 8 months after being here in the UK, I think my language, my accent improved, I do better when I speak with English people when they talk I understand better although they have different accents because in Saudi we study in only one accent the

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American accent. With experience and practicing the language, I do better understand the British accent very well.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yahhh, because actually we read about the culture before we came here and everything was as what we have expected because we need to know about the country, the environment before coming here especially because I have a family

6. What is your motive for learning English now? Is it the same as when you first started?

Actually doing research in what you are interested in, motivated you to continue your studying here. So, I am interested in language acquisition and issues related to it, this is why you are studying here.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Nothing, everything is ok with me. Nothing is demotivating me from learning English.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

For me and for others if you want to study a foreign language, you need to go to the source or the environment where the language is the first... So it is a good idea when you learn it from its place.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Actually the university here, they are not teachers, they only post the headlines of the lecture and they leave. So, we are not interested in the lecture in the classroom because you must do it by yourself.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, because we explore many things, we learn many things related for example to language acquisition; I learnt many theories related to this field. We didn't learn much about

it in Saudi Arabia but here I much explore many things in my lecture, this makes you explore what you want to search about.

11. What do you think is the main reason behind your current interest in English?

Because I am interested in a specific field (language acquision), this makes me more motivated but if you are not interested in the language, we may not continue our studies or we may have low level of interest and grades.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

My work field is the main reason not my social life. Work is the main factor that pushed me to continue my study here- Pure professional motivation- Of course my family was hoping for that but the main reason is work.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

Do any of your family members speak English at an increased level since you have begun your studies? My father.

Have your family ever worked/lived in an English-speaking country since you began your studies? No, only for visits

As for my family it is normal but because my kids live here now and it is totally different atmosphere and English is the main language here so we are using it intensively even at home. The way I used English with my kids is totally different now than before I come to the UK and because my kids spend most of their time at school they started using English for everything even naming things in English not in Arabic. My kids are 5 and 7 years old and they are using English more and more since they come here so I can say yes my family is speaking English now.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

As a language I feel that there is no change but as knowledge yes there is a big change. I didn't get a lot of benefit from the teachers in terms of language but through the assignments there was an improvement in the language because we had to work hard on the assignments but this wasn't directly related to the teachers but to be fair it is different from one teacher to another according to the feedback I get from others. The feedback we are getting in general is improving us when we receive them in the right way which is again different from one teacher to another.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

In the beginning there were some disappointments which is natural for any new experience but now when approach the end of the final semester I believe that there was a lot of benefit and our psychological factor has also impacted that the same factor which played against our improvement in the very start.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

After all this time no. I expected better than this especially in the knowledge side.

6. What is your motive for learning English now? Is it the same as when you first started?

Just to complete my study and because of my work.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

No.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I prefer to complete my PhD in Saudi but I am studying here now because I was forced to do so by my employer. Studying in Saudi is excellent especially with the co-supervision. The knowledge we get here is different from the one we get in Saudi and the studying style is also different. If I completed in Saudi, I would be more comfortable because I would be familiar with the study style I am using since primary school and in turn if I completed all my study here I would be more familiar with higher studies in universities here.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

In language, they don't work in developing your language they only care about the knowledge side, they are only interested to know how you reached your ideas and how do you think regardless your language level.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

It has increased due to the fact that I am living in a whole community that speaks only English. And the vocabulary has increased too not only the academic vocabulary but even the slang language which wasn't there at all in my vocabulary background.

11. What do you think is the main reason behind your current interest in English?

The professional side.

Khlood (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

I complete my study to find a better job.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? No it is the same its importance hasn't changed. English language was important to me and still is.

 Do any of your family members speak English at an increased level since you have begun your studies? No.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I have an interpreting class. It is instant application and our professors stick with us from the beginning till the end and this is what I liked about the classes. It is more practical and the professors keep following up with us until we reached what we have now which is more advanced than the very beginning.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is the same as I expected which helped me to get more knowledge of the culture faster. I also learned about their usage of some specific words which expresses different things so I wouldn't be able to know these things unless I was involved in the culture and use the language on a daily basis.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes, I expected the same because before I came I was reading about it a lot; I was reading a lot about the study methods.

6. What is your motive for learning English now? Is it the same as when you first started?

My motive has changed. The first time I started to learn interpreting it was new for me I mean the translation theories. For my masters I try to link the practicality with the theories and try to find topics that appeals to me and make me curious to study more.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

There is nothing specific but mostly it is due to some personal issues that affects my enthusiasm and psychology but in general there is nothing else.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

Yes, I am very eager to complete my PhD and if I have the chance sure I will do it.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes of course a lot. It is different from one teacher to another. There are some teachers who wouldn't care of you attend the class or not and there are other teachers who try to involve everyone in the class activities which ignite us as students to excel.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

As I mentioned before there are things I didn't know about before I come here but now I do. There are things that make me curious to know about so I start searching for the answers. For example, I am curious to know if the BA or MA in interpreting can positively impact the quality of the translation, to get the answer I start reading more to find it.

11. What do you think is the main reason behind your current interest in English?

To be honest when I came first I didn't use to understand and I used to ask for a lot of explanations but now I can understand faster and I stopped asking for explanations and become more involved in the culture.

Lubna (IELTS: 8)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Of course, because I have a job to go back to it. I keep my students and my department in my mind.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

You know my father always encourages us on knowledge, learning languages and everything. I can say it is important in my family life.

Do any of your family members speak English at an increased level since you have begun your studies? No

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I see them much different from the experiences that we have back home. Although I have a limited time experience 6 months until now, I still feel the impact of this experience is a kind of shaping my personality, my attitudes again and I don't know why but maybe because the methods of teaching, having such a resource, libraries, having such a rich library, this is some we missed actually in our country. But I have not been into a class of English in my PhD because I am doing my PhD modules. I can't tell what is like in EFL language classes

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It has not changed. I think I have the cultural shock right at the beginning. It started with not finding a proper apartment to live in immediately and I just settle that this thing will become available and it is really expensive. The expenses here are really high compared to my country and I really missed living with my family the most.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

I think I was too busy writing proposals, doing work, getting ready to move to the UK that I had not so many expectations, but in general dust life was glamorous to us before moving. When it came to practices which is actually happened, it was different, is was the same and we have struggle to live day by day

6. What is your motive for learning English now? Is it the same as when you first started?

Yah, my job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

The marks that you get from your assignment. That does not feel good. You are coming from a background where you are used to have A and come here and get a 65 OR 60. That was quite shocking and demotivating me. It is like disrupting me too much. However, we know that we were good. So, we are struggling with the effective of such fact that to struggle with to accepted it that it is ok a perfect work. That even if I do I perfect work, I have to accept that it is perfect in my point of view but not perfect in their view.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I am doing it.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

No., it is very academic, strictly academic. You have to do 1, 2, 3, and 4. It is academic I don't think it is like much encouraging me. I am passive in the feedback and the feedback is usually on the assignments or if there is any group work to help with. And the feedback is e.g. what are your methodology, do you think this is good to measure this question and so on. So, it is strictly academic.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, I read more, the idea in my initial proposal was changed, developed more, clearer, I am giving feedback because I am constructive, constructive feedback. I know more about reliability, how to make your work more reliable, valid and so on. And the ethical considerations. All of these are perhaps not things that I have in my mind before.

11. What do you think is the main reason behind your current interest in English?

I am not learning the language anymore. I am more into thinking about a third language actually. English now is becoming part of me. I am more bilingual than learning with English.

Manal (IELTS: 7.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, sure.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

For my family no it does not affect my family. It is more important for me.
Do any of your family members speak English at an increased level since you have begun your studies? No
Have your family ever worked/lived in an English-speaking country since you began your studies? No, they just come to visit me for one week

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Well I had one class and this is my second class. What I like most about them ahhh my previous course which is about corpus linguistic. So I liked this course because we have the chance to work with the corpus tools which is very much beneficial for my PhD. We get to practice with the software and we also got to do an assignments and which was a good chance because I like this kind of practise. I also was offered a password to the system. For this course we are just starting and I don't know if it is really, I didn't get the advantages yet.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is not as I expected. But it is getting better because I am getting used to life in here, to people, attitudes, on how to deal with people, like how to speak to them. Everything I am getting more used to it. I have friends in here (colleagues and classmates and we speak English most of the time and not native speakers. we have same lectures together.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes.

6. What is your motive for learning English now? Is it the same as when you first started?

I came here actually to finish my degree, and still this is my aim, nothing has changed

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Not really demotivated me but sometimes you think that you know much of English but then when I came here, I started to realize that there are other aspects of the language that I am not really familiar with like with being in Saudi Arabia Reading and Writing we don't know about the pragmatic use of the language like we don't know if they are joking or they are really serious about with this issue. we don't know metaphorical language. So, sometimes, I would hear people talking and laughing, Though I can hear it and understand what they are saying but I can't realize that it is actually funny. So the metaphorical language and the pragmatical aspect of the language is a quite missing in our knowledge of the language.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

Because this year, I will finish my course so, coming to here, I don't need to stay. I am thinking of not of staying because I am very much attached to my country. I am really thinking of going back. And because I am forced to stay, so I have to stay.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

It is not in the classroom as much as when I submit my work and that I get feedback on my work. I feel much more motivated. Sometimes I get negative feedback but still I get very good work like very supportive kind of feedbacks especially from my supervisor. So, I am not very much demotivated but quite motivated

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased unconsciously. Yes, let's talk about my PhD, when I started reading about my topic, it was completely like vague. But after I have taking the course last term, and I have different meetings with my supervisors, I started to understand my topic more and then when I read the same article I read at the beginning, I understand more.

11. What do you think is the main reason behind your current interest in English?

My interest didn't change, going back to the point I mentioned before, I realized that there is an aspect of the language I am not familiar with and I need to have more contact with native speakers so I can acquire more pragmatical sense of the language.

Mohammed (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

My family maybe yes, other people no because my job does not know about this and when I go back they might not accept my certificate when I finish, my job has nothing to do with it, it was my decision but when my family saw I insist to it, they agreed.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies? If I am married and has a family here, it could have an impact but my family there, it could be because my sister she is also in the same discipline as well and also, I Can say for sure that ahhh I think the same importance as in phase 1.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my sister and I think also my little brothers and sisters; I think their level has increased in English. **What Level**? I can't say it is medium or intermediate because what does it mean if medium or beginner. Must be criteria to know that but I think speaking wise they become a better good especially my youngest brother. He is always playing games and speaking with English people, because when I try to talk with him, he try to show off his speaking skills and it was impressive.

Have your family ever worked/lived in an English-speaking country since you began your studies? No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I enjoy everything in it and I don't think that I dislike something in particular. maybe the boarder (he means boring) in the last classes that we had with this module but there are some aspects that I find and enjoy it, that class even though it is boring, I am e.g. Enjoying it. If I go to Saudi Arabia and came back, I will miss nothing and this is a good thing. For my English, I think I am developing in reading and writing and in some part of vocabulary so

and I think this will not stop unless I stop reading articles or writing assignment which will not really assumed.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

I did not have much of impression at the beginning, to tell you the truth, I was excited to it and I am still excited to it and I am thinking that in 4 months, I will be very sad because I will be finished at that time so I don't want to be finished. Hence the meaning at that time I am very enjoying every aspect of it and I wish I will have the opportunity to continue PhD and I will continue it right away.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

I expected it is a developed country and it is a developed country. I expected there will be ordered and they are good with their time and appointments and so they are really well organized and have a very good order. better than my expectations in many things but also there are some negative sides to it. I didn't like not here but I didn't like e.g. my fellow countrymen look at them like that they emphasize everything good that they do and take the negative things and they do that in the opposite way when they look at that in Saudi Arabia. They are not holy.

6. What is your motive for learning English now? Is it the same as when you first started?

It is hard to answer this question with yes or there is motivation or not, I think I am in a bit better great area. Because we are at a postgraduate level, we are masters students and now we are nearly at the end so this means that since we started our skills are developed and still developing but now the development is not concrete, is not obvious , so maybe from time to time, I will find a vocabulary or a word that I don't know so I try to learn, that's it, but the other style of writing it has to changing it , the style of reading , it has to changing it because we are creature of habit so I can't say we are still motivated because I think I accomplished a lot and knowing the English as a language.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I don't think that there is a situation where I was demotivated maybe at the beginning or some people or especially native who talked with you in a disrespectful way just like someone who just come out from the plane, does not know any type of English so they either speak slowly or they raised their voice to make sure that you understand. This has nothing to do with learning the language, and has no link to motivations so I don't think I faced any demotivation. Maybe I am motivated to learn another language now not English. I think English I am at a good level.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

If I think about the question like English as a discipline yah I have an idea to complete my PhD especially the study here or even any other place, I am open to the chances, and that sometimes make me think that I need to have some ideas or some ideas that I can write in my proposal which is I have nothing but this I thought that come to my mind from time to time so I am motivated to go to the next level.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Actually I don't think teachers are encouraging us anymore since we are in the last term. We are already motivated because we need to finish we need to do our own work and finish and now most of us have a clear idea about what they want to do, so we motivate our owns, the teacher has nothing to do, if you are talking the teachers, the supervisors, supervisors tries to push you but not to motivate you, they try to give you more work that's it. my supervisor last time most probably want my idea to be more narrow e.g. in order to show my effort potential as a master student and I think she is just used this impression just to trick me in order to motivate me, just as a trick not just she make it as a whole. Just a nice way to show that your idea is not developed enough.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Yes, increased, my speaking become more automatic, the hesitation I think lesser now so I am just focusing on speaking. Also in listening now, I started to distinguish between the British accent, and the Irish and the other accents that are here in Britain, in general, there

must be a link between my skills from the first time I came and now understand better and also culture now becomes more clear to me. This is because the link of the stay so there must be a development.

11. What do you think is the main reason behind your current interest in English?

The certificate, the MA diploma, mostly learning languages is fun and I enjoy this part and if I have the time I will try to learn another language. So the idea of learning language take English e.g. it is really amazing and interesting idea.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

I think yes, the U.K. Is the mother language of English different from, not like Saudi Arabia, this is one of the most important reasons what I researched for

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

Yes of course, the same importance.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my brother and my sister, my brother master degree in applied linguistics in Saudi Arabia and my sister is on her last year in the bachelor degree.

Have your family ever worked/lived in an English-speaking country since you began your studies? Yes, one of my brothers lived in America for one year and half

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I like learning the language from the native speakers, I hope speaking English as them. The dislike is our group is Arab. I used to speak in Arabic with my friends and never speak in English so what is the use of learning English if you don't practice it.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is like what I expected before, to improve my speaking and English skills in general.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes, I was expecting improvement in my English skills in general and now I am feeling I am improved but not that much.

6. What is your motive for learning English now? Is it the same as when you first started?

It is the same as first started, to achieve the master degree in UK.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Being with Arab group students in my study. This is the most demotivated thing, they don't master the language all the time, and there is no practice of English in social life here. ***** city is full of Arabs which makes it improper for studying English.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I am still thinking of continuing my English study here in UK. Because education here is easier than my country. The people here are cooperative than my country. This is my thought and the environment here is educational environment.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes of course, they give us feedback and from their feedback, we can improve ourselves, improve our achievement, we can do in the exams better than before.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Learning increased because here the references for my specialization is more than my country. The translation to English is more effective here than in my country I think.

11. What do you think is the main reason behind your current interest in English?

Yes, my interest is more effective than before because now I am near a native speaker and the country, the environment is different than my country, I can learn more from the sign, signature, from everything and anything I can improve my language here.

Shahad (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes of course, especially the master here is like if it is almost one year and yah you cannot do and learn a lot of things in one year. So, you should have a good base and thankfully I have the good base and it makes my life easier and studying and understanding the classes and even doing the homeworks, yes we are not used to do much write much research papers in Saudi Arabia but I have quite a good base that I started from so yah.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies? Have your family ever worked/lived in an English-speaking country since you began your studies?

Yes, they do especially now my mum and my sibling. My mum used in the past to teach everything in Arabic but now they changed the system and they made all their classes in English and even my siblings most of them are involved in computer science, engineering, or medicine. All these scientific majors involved English and dealing with sometimes native speakers or people of non-Arabic. Which is now English is a lingua franca, the language of communication so yahh it plays a huge huge role.

Do any of your family members speak English at an increased level since you have begun your studies? Yahh , one of siblings went to USA and now back home working with a project where the manager is a French person. All the time speaking English, communicating in English.

Have your family ever worked/lived in an English-speaking country since you began your studies? One of my sibling just I told you about, he is now finished with his studies went back home from his studies.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

last semester and even this semester, I do have work classes and the number of hours and this semester sometimes I guess it depend on your course, sometimes you have workshops other weeks you don't have

The teachers are ok very relaxed and lovely but they are horrible when they correct our assignment. They are very harsh and strict. I feel like she might cheat us because in the class they are sweet and lovely but when they correct they are not sweet and lovely at all and the system of the university is very strict when you submitted late even one minute late, you will have the latest penalty so this is one thing I hate about here. That they are not flexible at all when we are talked with the tutor when we have an excuse and everything would be ok but here they don't take any excuse this is one thing that I hate but the content of the lecture , it depends sometimes it is nice , lovely and active but some classes which I remember like the 2nd language acquisition class, we used to have sometimes a lot of theories and just like animals like hundreds of theories in one hour and at the end of the class you would have headache. Here they try to give as much information as they can in one class, they don't care if we understand or not because we don't have to. Later on, our assignments are not going to be necessarily driven from those lectures. So, this is a good thing and a bad thing at the same time. That I hate.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Well, I was expecting that I am not going to involved not necessarily I would say native speakers or the English people I would say. this is what I am expected and this is what I am having, not interacting much with them , I guess because they are not very welcoming people and yah it is just as an execution but I think we have involved or interact with other people but they are not English like the Chinese of my classmates .I involved them and it was very helpful because I was able to practice my language and they did not involve much to Saudis or Arab speakers so which is I guess a balance of not much of the Saudis , no native but I have other people who are can use my language with me. Getting in contact with other nationalities such as Chinese is better for practising the language more than other Saudis or British.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Nothing changed, yes the same expectations

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation. Well, first when I came, I was like a bit selfish, I think of myself I want to get this degree for my own self but later when I talked with my family even with my uncles and aunts and so, they say that we want to be proud of you, so I felt like a pressure like oh my god I am not doing this only for me, I am doing this for all my family, my friends, my country I don't want this disappointment and so e.g. I didn't fail.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I guess my motivation it is not continues. Sometimes I feel very down when I am stressed out or did not receive a good e.g. score in one particular course and I will be down for a while but then I guess I leave it off when I get up in the morning, I change it, and this thing happened to me before Easter, before Easter my motivation have like zero motivation I would cry before I submit of my assignments. And I guess one reason why? because I was so stressed out, so sick of all the studying, and I miss home, it was like 6 months in the UK and l have not like seeing my family my mum, and this is the first time away from home and it was extremely difficult but when I went home during Easter, I am refreshed and I came here as the first time again so yah it is not a continuous as high. sometimes it get highs and lows in your studies.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

We are struggling especially with time. The time here, in, the masters is very limited, I kindly like the environment and I wish if I can complete my PhD study hopefully. So, yes I am looking for forward to the future.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Well, it depends, I guess, at first when we meet most of the teachers would have positive attitudes. So, yes but when you see your grades after their criticism, it was not all the time. Sometimes you feel discouraged.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Well it is increased. I wished it would increase higher than I have and of course because the time limit. Honestly, it is increased in some areas and not much in other areas like e.g. in the research areas like now when I read papers I read them faster than when I first came in and when I came in, I don't know how actually to read papers but now I can get through the paper quickly because here everything is based on research papers reading them and writing about them and so on. So, yes in some areas, it is increased that I hoped and in other areas not much.

11. What do you think is the main reason behind your current interest in English?

Yah of course, especially now when we started talking about the dissertation and at first before I picked my topic I was very lost and I thought that I cannot do anything or right about everything because all other topics have been invested before me but when I picked my topic and I had a meeting with my supervisor and we talked a little bit. Then I sat with my classmates and we all of us discussed our topics and like WOW I like yours, I like yours. I think yah it opened my mind to new things in your areas of research. So, yes it motivated me to look more and search more and hopefully in the future I would like combining those areas or look even further in other things.

Interview Questions Phase 3

Abdullah (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, because I am looking to have another better job.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

In my family life, it is should change, **do any of your family members speak English at an increased level since you have begun your studies?** They are learning; continue their learning (some of them), brothers and sisters. I always talk with them about the importance of English and they believe in that.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I like that most of my experiences are in the university, I like the experience of being here in the UK, the punctuality, and how they are caring about the quality, all these things which I like most.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

The experience is totally different than what I expected.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

I had previous experience for tourist before, so I didn't find something new to it. I am used to the British culture before.

6. What is your motive for learning English now? Is it the same as when you first started?

Again, to have a better choice, job, and also the social prestige, it makes difference

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Make the main focus during the last four months here, I am not concerned about the language as much as focus on more on research itself, so it could be a reason maybe

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

As I told you I am thinking to complete my PhD

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I don't think they have too much encouragement, because at this level we don't need any encouragement. Of course, anyone needs some kind of encouragement, but at this level I think we are aware about why he or she is here. And they don't need that much encouragement as their previous level of study, so it is not that importance even if you don't get any encouragement from your teachers 'You Know Why Are Here! Working for yourself.'

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

I came through different stages, at the beginning, I was excited to learn, but later on I came through sometimes when I am not sure about the expectations and sometimes my expectation are higher than reality, but now I think I am on the same level of excitement, because I am happy about what I gained in learning.

11. What do you think is the main reason behind your current interest in English?

Because I believe it is like a passport to everything because I believe it is the language of knowledge, language of communication.

Adwa (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes of course it does, because my job depends on it, to pursue my education until a PhD phase in order to continue with my job.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

More or less yah because it is important to have a second language in my family.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, a brother and 2 sisters.

Have your family ever worked/lived in an English-speaking country since you began your studies? One of my sisters stayed in the United States for one year.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

What I like the most is translation workshops, I enjoyed them very much because that's why I am actually here for and I dislike the theoretical classes, I don't enjoy them very much.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is a wonderful experience. It taught me a lot about communicating the English culture, being face to face to people from English backgrounds.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

More or less yes but I did not accept the people to act this way to Arabs.

6. What is your motive for learning English now? Is it the same as when you first started?

My job, my children, I would like to be a mother with the second language in order to motivate them to become the same.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I haven't actually faced a situation that have demotivated me

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I really wished to come here for my PhD but I will see what the future devotes for me.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

I think yes. Because they were asking all the time if what we are doing now is the right thing for you. Are you sure that translation is the thing that you should continue with. And in its so, they would help us in our idea, in our PhDs and so.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

increased, especially with the libraries and the data bases online and everything. It made learning English easier than we were in Saudi.

11. What do you think is the main reason behind your current interest in English?

My job. This is the first reason. The second reason is my children. I would speak the English in order to allow my children to learn it the right way.

Ahmad (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, I think it continues to play a part because I have been sent by my work so, so still it plays a part in why I am doing my master's degree.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

I think it is remaining of the same importance.

Do any of your family members speak English at an increased level since you have begun your studies? They are speaking but not fluently, they are trying to speak actually

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

They are good, they are trying to teach us good but the only bad thing was studying translation, lots of Arabic language is used and apparently it has been used (The Arabic language)' the other classes which is mainly English, it is good there is nothing bad about it, it is more interesting more practical (interpreting classes).

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It was not, I expected better, e.g. I was hoping and expecting people are were friendly, and any kind of exchange I just exchange. It is always a question and answer; it was an easy small talk. I tried to make friendship? To be honest I didn't try because I didn't have the chance with my neighbors. They didn't give me the chance as well.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

It is so and so, I didn't expect that it is going to be much enjoyable, and the thing that I wished, is the social use of English, so, it is a very good experience and the only bad is about communication.

6. What is your motive for learning English now? Is it the same as when you first started?

I am very interesting about learning English and knowing English since an earlier age and specially now my work it has motivated me more to finish my masters. So, it is more personal and for my work

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

There is no one situation in particular but the whole experience is that really show out in communication that a lot demotivated me in Britain

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

If I have the chance yeah, but I didn't try for an offer because my work is asking me after the masters to go to Saudi to continue my work

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes. The way they respond, the way they entitle engage us to interaction and conversation, I think this gives you hints that you are doing well and it is good if you keep working this way.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Both actually, increase and decrease, increase in a way I feel more confident and more clear of using the language, decrease on the other way, I mean of I know a lot about the language but it was not as at the beginning

11. What do you think is the main reason behind your current interest in English?

It a personal interest from an early age and also I follow all the clubs all in England, very much reading about and following English football clubs.

Amal (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, it does, career.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

I think it's the same, not less or more important.

Do any of your family members speak English at an increased level since you have begun your studies? My parents are living here and their speaking skills improved a little bit.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

The supervisor is so supportive, **what did you enjoy or dislike most?** Yeah, the friendly atmosphere, the department and the supervisor

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Well, yes it is very good experience in general, informative, taught English in a native speaking country, e.g. to communicate in this native country, give you the chance to get the accent, my children learn English appropriately and they acquire the language and its accent. Maybe learning the language from the native speaking country let them imitate the language of course. **Is it how you expected/changed since first arriving?** No, I don't think that the experience is like a culture shock. I know that my expectation will well answered from the moment I came here unlike my sister who was like wow amazing everything from the moment we came and every time she talked with my family she said they have this they have that, amazed by it, for me I am amazed, shocked I was maybe preferred.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yeah, it is a kind of different because I thought that I will have more time to communicate, to socialise with people in the society but unfortunately that was not happened due to different circumstances like I was completely involved in my masters and I could not have time and I was not really in a good mood in socialise with people and to communicate in the language and to improve my language.

6. What is your motive for learning English now? Is it the same as when you first started?

Actually to improve myself in my major, to know more about it, to keep in my experience, and of course to improve my situation to my job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

The pressing the master in one year which is one of the biggest obstacle, one of the biggest difficulty, we could not find enough break, so it was too much, this was the most demotivating thing in my master degree programme

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

Yah, of course but because of the master's pressure, I think I didn't have time to look for a PhD offer, but yah the experience is exciting and I would think to do the PhD in the UK again.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes, it does, if they do, it does a lot here because they make you feel that you are a master's student and not a normal student who came to take information and leave. They are looking for your ideas and your debates. Your answers are not about being true or false they just make you get used to it. It is not always true and not always false they are just ideas and this give you a new way of studying not like the old days when you have to memorize things and use them only for the test. Here you have to improve your way of thinking and discussing your ideas.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

The level of my English and my learning increased, like for example the critical thinking in my stuff in writing, my language skills and involvement in the culture itself

11. What do you think is the main reason behind your current interest in English?

I love learning languages, and I am thinking to learn another language but I started with English and I am concerned with English, so, later I will learn another language of course.

Amani (IELTS: 7)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

You know my life is totally related to my career, I always play at this point so yes.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

Not really, as I highlighted also previously, my family didn't contribute to my learning process at all.

Do any of your family members speak English at an increased level since you have begun your studies? No, as I told you also previously only father.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Nothing has changed, we usually has typical classes, which hold the same paradigm, the lecturer come, give the lectures and the learners are passive students who don't participate in the process. The thing which I don't like is this point. We had not contributed to the learning process, we had not presented seminars, and we had not done presentations. The presentations were optional. I choose to do it but the others did not, I really dislike the system criteria which depend to only to the final exam as we had to during the semester. So, even if you are a hard working during your semester and then you failed or didn't work hard in the exam, all your efforts have gone. This is really also a third point which I did it like here which is really the assessment criteria because the assessment should be reflective which mean teachers should show her or his opinion regarding my work which does not exist here, you submit the work and they give us the mark without the discussion why or this is what happened exactly in semester 2 , so ok we could have some discussions but on semester 2 , we left the country for vacation no discussion , only the marks have sent to us

without any comments or discussion. So this you know does not contribute to the learning process. If you give me this mark, you should tell me why I got this mark or why I am not eligible for higher mark something like that.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It has not changed unfortunately. I could not build friendships with native speakers so that it could improve my social English for the reasons I told you I was expecting to have more social relations with them but unfortunately this didn't happen for various reasons.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Regardless the social matters, yes, the same as I expected, everything is easy and accessible but regarding the educational system, I expected something better.

6. What is your motive for learning English now? Is it the same as when you first started?

Two things, my first thing is my career. The second one is grade, I got great in the course work, so this may be motivating.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Nothing.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

If I have the opportunity to continue my studies in the USA, I will prefer to go there. For many reasons, from my experience of my friends, they treat students much better, people are more sociable, so they would help you to be exposed better to the English language, also, life there would be easier in terms of rental contract, water

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes, it does, usually although even the less teachers here are not really expressive, so, if they like something, they don't say that they like it. You hardly listen to or hear some words like 'I like very what you did is perfect '. Nothing is perfect, but it is good you been listen to this

actually in a big improvement. At this time ok for example my meeting with my supervisor, he is low excited to read my work and this is a discouragement.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased of course, because you want to gain good marks, to build your studies with maybe a valuable research, so this you know promotes you to read more, to do research, to make the best of you can.

11. What do you think is the main reason behind your current interest in English?

My career.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, because I am not employed yet so it is a kind to push me to come here and study

2. Is English any more or less important in your family life at this stage of your studies? No. **Do any of your family members speak English at an increased level since you have begun your studies (what level)?** No. **and/or have your family ever worked/lived in an English-speaking country since you began your studies?** No.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

No courses right now. I can enjoy at the end because we are like started to know more about the field. That's why I enjoyed this more at the end. Yah a kind of enjoying it.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

First, I thought they were friendly but they are not**.**

5. When you first came to the UK and/or an English speaking country, was it how you expected?

No. everything is different here. e.g. bank and lease contract is totally different, transportation of course.

6. What is your motive for learning English now? Is it the same as when you first started?

To get a job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

None.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

PhD. I would like to continue my studies. I don't know. I would like to change the country Australia e.g. different cultures and different people.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

They expect more from you. They always to expect more from you. That is a kind to motivate me to do more and learn more

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, because I have to read more now because before I did not like reading a role I just like listening I am a kind pushed to read nowadays.

11. What do you think is the main reason behind your current interest in English?

Getting a job.

Aziza (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, for sure, because my parents want me to study English and they want me to get a job in the future.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

For my family, yes and they see me as a good example for them.

Do any of your family members speak English at an increased level since you have begun your studies? No but, my sister speak English a bit better than the others in Saudi but less than me.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I like that I am in an English language culture but I don't like when the teachers speak Arabic in the class, more in Arabic language because I am studying translation. Now, I don't have classes anymore so, I am using English with doctors, sending emails to her, I am using Arabic with my colleagues.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

My life in UK changed more since I arrived, I because I used to speak English with my friends, and also with my foreign friends, if I meet someone Who is a native speaker, I tried to speak with him or her,

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes, because I was here 6 years ago for tourist so I used to know what is life here, I feel that I know everything you know, it was not a shock for me' I used to it.

6. What is your motive for learning English now? Is it the same as when you first started?

First motivation is to get a job in Saudi Arabia as I want to be a lecturer in a university

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

When I meet with fluent English speakers, they ask me or they speak about something that I don't know about it, so I can't talk or stop and this could demotivate me a lot

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I think I will look forward to study for my PhD.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

They sometimes increase my motivation but they sometimes use Arabic and at another time they speak English. By using Arabic my motivation becomes decreased.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, for example, this is my first study of translation, when I studied my Ba degree, it was about language and literature but now I studied translation and I knew new things about translation, it gives me a chance to think about new topics like medical topics,

11. What do you think is the main reason behind your current interest in English?

As I told you, I want to follow my higher study my PhD.

Deemah (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

My job and life in Saudi affected my need to do this study in a positive way.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

Yes. Maybe because my mom wants to learn and her language has improved a bit.

Do any of your family members speak English at an increased level since you have begun your studies? No.

Have your family ever worked/lived in an English-speaking country since you began your studies? My mother

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I am happy because we are taught by natives and I got a lot of benefit from that. The MA in interpreting is good especially when applying Arabic/English translation and interpreting.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

I like the experience here, and it is of the same expectation.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Yes. Life style and study were as I expected before I come.

6. What is your motive for learning English now? Is it the same as when you first started?

My inner motivation and the promotion in my country.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

No.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I want to continue my PhD; I don't want to go back home before finishing the PhD here.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

They don't motivate or demotivate it is the same for them.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, increased especially the situations outside in the street, meeting people, studying also in the classroom.

11. What do you think is the main reason behind your current interest in English?

I like to learn more languages, I am looking forward to study another language other than English but in the meanwhile just English, I want to be fluent in English.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, but the influence here is a motivation more than my country**.** Here I got greater motivation to carry on. Knowledge and reading has a great impact because in Saudi most of the time is wasted in the job.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies? In my family life when in Saudi I try not to use English a lot when speaking to them, but once here I use English more often.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, they are improved due to their nature of their work; one of my brothers is a doctor.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Most of the classes were not interesting to me but most classes contain discussions. I feel interested when I we study something new to me but sometimes I feel lost because I don't have enough background about what they are discussing, some of my friends have through idea about the discussions because their major was linguistics unlike me as I studied literature so it is sometimes exhausting to cope with the classes.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Now I feel more comfortable and I enjoy life more than before. If I can stay longer I think about getting a job here and stay.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Organization and organized life. Moreover, things are simple here and when I arrived I found the UK is better than my expectation. Before I come I thought that people will be very conservative with me but on contrary they are very welcoming once you speak to them they start talking to you. I found out that communication is very good for improving my language.

6. What is your motive for learning English now? Is it the same as when you first started?

I am looking you know to be as a native speaker because it is an international language, I am always doing lots of discussions and communication with other people outside the university because they are native speakers and others have native like levels which I don't have but I try to find the right words to use I try to be like them in the language level I want to express my ideas in a better context and be more expressive.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I motivate myself to cope up with them I feel encouraged and I am able to do be like them. But sometimes when you find the others speaking their own language and you can't understand and they aren't aware of that I feel depressed this happen to me when natives speak together very fast using slang languages that you don't understand and you are not able to cope up with them.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I would like to change this university and join another one. I would like to continue in the UK because I liked it as a country and I am motivated to get my PhD but I wish to select a supervisor carefully. I would like to try another university in the UK to get more experiences. My university is in a small town and most people here are old age and they are very conservative with strangers so if I have the chance to live in a bigger city I can make more friends with natives in my age and expand my social relations.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Their encouragement is the discussion itself. They ask questions in different ways and observe the reactions and sometimes the questions are deliberately not clear to ignite the discussion and start asking questions. This is mainly their way of encouraging us as students. Another way is joking about a certain topic or issue which make us relax and become more interactive.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Yes, it has increased because when you answer the questions and assignments about a certain topic you pay extra care to your writing style and that increases your learning and knowledge.

11. What do you think is the main reason behind your current interest in English?

Learn more, be able to understand more, and be able to interact better.

Fawzia (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, I feel that I have to improve and get better because I am a faculty at university and I must be better than my students.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies? Yes.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my brother, in Saudi Arabia universities where the medium is English.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

I like the discussion during lectures, different ideas and opinions about different topics for example. Different teachers, different teaching methodologies which make the class more enjoyable. It is a self-dependent and I have to depend on myself more. My supervisor always advises me to count on myself and somehow I like it.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Life is great here.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

It was better than I expected. I found it safe

6. What is your motive for learning English now? Is it the same as when you first started?

To have a better career level.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I am so tired especially when I got my kids with me. My circumstances are hindering me from progress especially with my kids studying at schools but mainly my motivation is still high.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I hope to do the PhD after finishing the masters.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes, because for example during the discussion in the class, for example, it brings new ideas, new topics that we need to read about it, they give us for example some main books of different linguists of different books which can help

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased. Because I linked some fields of the language, I have different resources for example in online resources, the university library which helped me a lot. So, instead of going to the library, I can look at it online which is a good thing that increased my language learning

11. What do you think is the main reason behind your current interest in English?

I don't know, because it is the most used language, whenever you go, you use this language.

Haya (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Family life no it has no effect at all but job yes it is the main reason I am still studying here.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

My parents were very encouraging for me to come and study here

Do any of your family members speak English at an increased level since you have begun your studies? One of my sisters only.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Everything in UK, I would say I like the way of learning English and enjoy their strategies in teaching like process of presenting your thoughts, critical thinking.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving 5. When you first came to the UK and/or an English speaking country, was it how you expected?

I was afraid of how would the people deal with me and if they will accept me being among them because of the different culture and nationality, but I found them very friendly.

6. What is your motive for learning English now? Is it the same as when you first started?

To achieve my qualification /degree.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Nothing. I didn't face any demotivating situation.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

They make you expand with your language abilities and so if you have a degree you become more motivated to carry on and get a higher one and when it comes to English there is nothing better than learning the language in its own country.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

For myself, they don't have a role, if you mean in your question, during my higher education, actually in my master degree, only one teacher encourages me. It was only one who encouraged me to continue me researches and get the PhD degree.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, they make us do things in the right way. So there are a lot of improvements since the first day especially in writing and speaking.

11. What do you think is the main reason behind your current interest in English?

Just to get my degree which is the main reason I am here.

Huda (IELTS: 6.5)

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

For sure because it is an essential need for my job. So, my job in Saudi is the main reason behind completing my study. **2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?** English is very important in my family's life right now and all my family has learned English before I started my study here.

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

The study style is based on lecturing and was seldom interactive.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It has added some benefit to me through communication and speaking to native speakers but I don't go out a lot and this need to change in order to communicate with native speakers more often.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

The case may have changed a little bit, because unlike the past I am not hesitant any more.

6. What is your motive for learning English now? Is it the same as when you first started?

Yes, it is still the same motivation, and it is my job back in Saudi.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

No.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I would like to complete my study in another country maybe because I want to live new experiences in the teaching field other than the one I already experienced in the UK.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

UK (not that much) they are not evaluating my level of language. And it is not only the language but the knowledge and how this knowledge is used to improve the subject. We are supposed to learn the subject.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Of course it has increased because of the amount of reading we are doing and the acquired knowledge was very intense which in turn increased our cognitive level.

11. What do you think is the main reason behind your current interest in English?

English is my major because I studied English linguistics in university. Learning the language at the BA graduation level is not the end of it I want to complete my post graduate studies in the same field so the first qualification was not the end.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

It is not my life in Saudi that affected me but it is my personal desire to get a better job.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

The same importance. It is the same nothing has changed.

Do any of your family members speak English at an increased level since you have begun your studies? At the same level.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

They are helpful and help you to find references and in selecting your research topic or whenever you encounter a problem. For example, when I was confused about the thesis topic my teacher suggested references and books for me to read.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It is the same expectations. I used to hear that I will find difficulties finding a flat and that some people like bus drivers may be aggressive when they answer me back but when I landed here I didn't find any of that to be true.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

The same.

6. What is your motive for learning English now? Is it the same as when you first started?

My motivation will continue to learn because regardless the amount I learned I still need improvement because I am not a native speaker and in order to do my PhD my English should be advanced.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

My marks were very low and that has discouraged me and decreased my self-esteem.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

It is a very nice fruitful experiences and I would like to try it all over again.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Some lecturers make us very motivated and be ready for them with extra reading and preparation beforehand and some others don't encourage us and so we skip preparing for their lectures because their lectures don't have any kind of interaction.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased, Because I read more in my specialization and so my level is improving.

11. What do you think is the main reason behind your current interest in English?

As I mentioned before because I want a better job opportunity that fulfil my ambitious.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, because I am a faculty member.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

I think it is more because my family have to come and visit me so they are more interested in learning more English.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

We stopped taking courses. only on first year and the courses are linguistic based. This semester we take more like training for your PhD. I found them useless last year and I keep of mind thinking of learning other languages.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

5. When you first came to the UK and/or an English speaking country, was it how you expected?

No, I expected a more opened culture, more welcoming culture. Going back home is like a dream now. Because the other way around ahhh yah I missed home this is not possible now

6. What is your motive for learning English now? Is it the same as when you first started?

My job.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Learning in general it is the unwelcoming acts. Is important even from amm this. Not the supervisors but the people were in try to add most. they are also not bad

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

My job.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

They upset plus this doesn't work with me. It was the other way around, you know becomes too propel. They make me feel imbricates, and this make my job my work difficult.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Of course it has increased in the area of my study because I am doing my reading on my field so let's say e.g. physical discourse analysis, communication through computers, twitter and its usage, female and male gender device, so these things I got more reads interest.

11. What do you think is the main reason behind your current interest in English?

Whiting assess, so I can use that expectations with class dissertation.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes, it does, because I am a lecturer and my job demands me to go to UK for my studies, my family still encourages me.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

English as a language is not important at all for my family. They live in Saudi Arabia and they speak Arabic and don't use English at all.

Do any of your family members speak English at an increased level since you have begun your studies? Three of my brothers, one of them is living with me now and became good in English.

Have your family ever worked/lived in an English-speaking country since you began your studies? My brother

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

No, I don't have classes anymore. No more classes now. It is only the meeting with my supervisors and enjoyable experience as much as its usefulness because it will give me feedback about my work, what I have to do and I have not to do, well, I like it, I also attended some courses like computer courses, I found them very useful. Well, I dislike having courses with undergraduates because it is annoying, too much students, I feel it is not practical at all

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

To be honest, No, it was not as I have expected because I found that we don't use the language a lot, the English language here, If I don't make an effort to use it, I will not have

to use it. I might spend the week at home, by going to shopping and going back home, without using the language at all. You have to make an effort, like to go with people to the gym or invite them for a coffee, you have to do an effort to use the language, otherwise, maybe because I m a PhD student so I don't have a chance to meet with others.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Since I came here at the end of September. Almost a year, it was not as I expected, so many differences like finding a house, was not easy' sometimes there is a lot of rules and regulations, being woman in a country like UK is different than at home where I depend on someone who take me to, negotiate with someone; it was not an easy thing

6. What is your motive for learning English now? Is it the same as when you first started?

To finish my PhD.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Nothing.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I am continuing my degree, so once I finish my degree, I will go back home.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes, I don't go to classes a lot but I met my supervisors and it was fine. I have to meet my supervisor monthly but every week ensure give me feedback and this feedback is a combination of positive and negative feedback, so you know it could increase my motivation.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased. Especially in writing, now my writing is more than before. I was a teacher and it was not as now at all.

11. What do you think is the main reason behind your current interest in English?

To finish my degree.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

The simple answer is yes, but I think it is a complex because my Saudi life has many aspects. There is career aspect, there is family aspect, and there is social aspect. So I can say e.g. I study because of my self but I like to think that it will help my career. So we can say yes.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies?

I can say yes because my sister teaches and speaks English and she studied here before me and also the other two sisters and brother are still in university and they are subjects to teach English so a lot of time they come and ask us to translate of something yah.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

They are very very interesting I enjoy attending them and I enjoy the atmosphere in these classes and having a dialogue and conversation as well. I don't think I dislike something in particular, but I like every part of it, I like the group work when they divided the work in group. I really enjoy that to the maximum because especially because they tell you how they look into specific details. The way I enjoy that very much. I try to participate but most of the time I stuck being in the third wheel maybe, I just enjoy the conversation and I just try to put an input from time to time. But I enjoy group work and I enjoy when the teacher asks us like an open question when she wants us to talk. Sometimes I have things to say but I don't speak it because it is a very high level and I like to be 100% sure but with times go, I began to talk and talk more and more with the class, engaged with the teacher from time to time. Many times I got it wrong but it opens like a dialogue to look to the topic from a different angle.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

Amazing. Amazing I like it. Not English country. Any other country. I like to live the culture of other countries. Here, I enjoy it but I start ahhh you know ok, because from the moment I came here in my mind that I will come back, so this is to prevent you from enjoying some other parts of the culture knowing that you will have ahhh. this is like just a stage ahhh, I don't think I will mind to stay here and work for life actually ahhh but I would have to think about the children in the future and something like this like think about it from different angle but I like the culture here, I like everything about it. The aspect that contradicts my religion which is I don't like but when I see other Muslims living here very happy, I think I can do it as well.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

At The first moment I was in the plane. It is difficult to answer because I had in my mind that it is open mentality, open mind to everything, so I tried to sac everything. the bad thing is to rebuilt a way so I could say that I am impressed with certain aspects but in other aspects I am saying that they can develop more so I am not like 100% impressed with them. I am impressed with work is work and fun is fun for instance, they work very hard to the week days and when there is weekend they can relax and enjoy themselves and you will see the towns becomes alive a little bit which is something amazing ahh. And also they respect their work ethics they come on time and go on time. This is a general picture. Not all of them of course. There are cases. I like that and I like that the way they deal with people. They are nice very nice very polite. But sometimes like I feel that it is like a fake politeness. I think that they have to do it because they have to do it.

6. What is your motive for learning English now? Is it the same as when you first started?

Doing PhD.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

I think nothing actually.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

This is one of the reasons that when I come back, I will not stay a lot of time with my family, I want to go back to my work to find an opportunity a quick opportunity to come back either here or America to do my PhD so it motivates me to, I am thinking of strategies now to how to approach doing a PhD.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

yah yah because sometimes the teachers make it as you can do it, so you give the feeling that when they talk to the class that you are able to do it. Sometimes they motivate us but with ahh like a bit of reality saying that it is hard but you can do it. which is ahh I think motivate me more that I can do what they asked for us.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

I think increased. before coming here, I have never thought that I would have the opportunity to do a master but thanks God now I am almost finished waiting for the results and I am thinking ok I am half way there, I didn't stop, I have to continue, so now I am obsessed about doing my PhD

11. What do you think is the main reason behind your current interest in English?

I love doing research actually and I know that language is really complex especially when I did my research about motivation , the more you read , the more they talked about it, the more that you know that they don't understand the whole picture, there is always something missing about it even professors they still struggle with it , they disagree and they agree in many areas and they try to limit it to certain theories which is impossible sometimes, so learning a language in general is a fascinating experience and I want to do a research similar to that .

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes of course, because I am specialized in English and in Saudi Arabia, there is no English language I mean nothing to help you to improve your English language. Because in Saudi there is nothing called self-developing, so the lack of this aspect there is motivating me to fulfil it in the UK the native speaking country.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies? I don't like to make it that important for my family.

Do any of your family members speak English at an increased level since you have begun your studies? Yes, my brother and my eldest sister, my brother is in master degree and my sister in her Ba in English in Saudi Arabia.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Now I am just meeting with my supervisor, my English language, I think it is improved than before, I speak with the teachers and with the doctors in the schools because my daughters are studying in UK schools, also my neighbours, Chinese, we speak in English.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving

It changed a lot, I expected more than English. Life is more than my expectation and I found Arabs everywhere, I was afraid of what I heard from other Saudi students about going out at night but I didn't see any truth in that so far. When you respect yourself you stay safe. I tried to improve my English because I know English will be the main language of communication here. So I started watching TV programs and read their newspapers.

5. When you first came to the UK and/or an English speaking country, was it how you expected?

Less than I expected, because I feel that the British people don't give you the chance to speak with them a lot, they just answer your questions briefly and this is why I think that they are not friendly they are a little racist. They know that we want to learn their language and so they become mean about it.

6. What is your motive for learning English now? Is it the same as when you first started?

To complete my Ph.D. I try always to learn by myself more and more and more.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Mostly nothing.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I still like to complete my English language in Britain. I improved in Saudi but here you improve more because the whole environment around you is in English and this is better for learning English. But even though you are trying your best sometimes there are situations where you have no idea how to respond because you don't have enough words. But in general if you want to improve here you can do it even from road signs.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

No, I think the teacher is just to teach us, not encouraging us to learn more and more.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

Increased. "as I said before, I speak English now with schools, with the teachers in schools, doctors in hospitals for my daughters, so, sometimes I need to speak English, sometimes you need to read a letter from the school, to read your books to study, all these things do improve my English. Here even if you don't study in daily basis you are using the language in your daily life which improves your level. In Saudi because everything is translated into Arabic you don't bother yourself with learning the language. So here you are forced to learn the

language for your study and for your life in general. And your language is improving even if you don't do it in purpose.

11. What do you think is the main reason behind your current interest in English?

To complete my master and my PhD. And also my job as a teacher.

1. Does your life in Saudi Arabia continue to play a part in why you have continued your studies?

Yes of course. Anyone wants a job must travel abroad, maybe it is not a must for everyone but life in Saudi is not like before now you have to get a scholarship, travel. But for me I like it and not forced to travel abroad. But I am grateful that my country gave me the opportunity to travel and study abroad.

2. Is English any more or less important in your family life at this stage of your studies? Do any of your family members speak English at an increased level since you have begun your studies (what level) and/or have your family ever worked/lived in an English-speaking country since you began your studies? No it hasn't changed.

Do any of your family members speak English at an increased level since you have begun your studies? The interest in the language didn't improve or decrease. My family is very important because they encouraged me to travel and study abroad because it is the future and maybe soon my brothers will follow me and travel to study abroad and come to me for a visit and I hope their language will improve by then.

Have your family ever worked/lived in an English-speaking country since you began your studies? No

3. Can you tell me about your current English language classes and teachers in England? What do you enjoy or dislike most about your English learning experiences since studying here?

Well now I don't have classes because I am still writing my thesis but for the semester normal work it's alright aside from feeling homesick. What annoys me in the university is that we have to submit all the assignments in the same day. My motivation has changed with time I think it is less now. When I first came I was very motivated but now it is decreasing maybe because of my homesick. It didn't completely vanish but it is less than before because of all that pressure.

4. How do you currently view your experience of living in an English speaking country? Is it how you expected/changed since first arriving 5. When you first came to the UK and/or an English speaking country, was it how you expected?

In some ways I was very disappointed such as the way the British treat me I mean in the street and in the shops some of them are looking down at me and I was ready for that before I come but in some other times they are very gentle in their treatment. Also there are things which are better than my expectation before I come. I was expecting the university to treat us in a very bad way but they welcomed us warmly maybe because of the money paid to them.

6. What is your motive for learning English now? Is it the same as when you first started?

To be honest, for the job and nothing else. In this stage of my life I am only excited because of the job only.

7. Since learning in an English speaking country what situation(s) have you faced that have demotivated you from learning English?

Sometimes when I study I think about giving up maybe because of loneliness.

8. What are your current thoughts about continuing your English studies in Britain? (Keep completely open-ended, no leading).

I want to continue not because I like it but because of the job.

9. How do you currently feel that teachers' encouragement in the classroom ignites your motivation? Can you explain?

Yes, In the end of the year I couldn't find any motivation it is all gone and my teachers can't motivate me anymore. I don't know the reason behind that and it stated before I come to Lister, my supervisor is trying her best to motivate me but it is my mistake and I can't write anymore. I guess after I come back from my vacation in Riyadh I felt more homesick and that is affecting my motivation greatly or maybe it is the pressure because right after we finished our assignments we started writing our dissertation. In the beginning I encountered many problems especially with my supervisors who used to answer me very late and some who asked me to be patient and to gather my samples first and a lot of obstacles from this kind.

10. Since beginning your studies in Britain would you consider your learning has increased or decreased? Can you explain?

It has certainly increased because now I open new books daily and read new articles and it is not only the learning that has improved but also the way of thinking at first I used to talk with my friends about the crowdedness in London and about the tourist attraction which was stupid at that time because we needed to spend our time in a better way. But now I can understand the reason I am here for and though most of my effort is directed to the study and learning and at some times when we are free we do go for entertainment places especially we have visited London before and know where to go and spent good time I used to criticise others who spend time wondering around London and pass time in other activities rather than studying but now I understand that it is a good practice for the language which has a very positive effect on the language improvement and I don't criticises anyone anymore like when I was still in Riyadh.

11. What do you think is the main reason behind your current interest in English?

I was always wondering how do they communicate and talk together and I now know that it is not only English that I should learn and I have to mix more with foreigners to understand the language better and this is why learning the language is still an interest for me. I am willing to continue with my PhD and I am thinking about studying languages with more enthusiasm the university is offering many programs for languages so Inshallah if I could continue I will also our religion is encouraging us to learn more and I am intending to keep my motivation for learning languages. When I study and read I feel improved, it is not an easy task but it is the only way for improvement.