

AN INQUIRE INTO THE FACTORS THAT AFFECT SAUDI FEMALE STUDENTS' MOTIVATION ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

Fatimah Salamah Abalawi
ELC/Tabuk University

ABSTRACT

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning (Dörnyei (1998)). This article investigates the internal and the external factors that affect Saudi female students' motivation on learning English as a foreign Language. The participants of this study were 56 female preparatory year students who study English as a foreign language during the second semester of the academic year 2015/2016 at Tabuk University. The instrument of the study was a questionnaire comprised of 14 items. The questionnaire is divided into 2 investigated areas. The first area of the questionnaire investigates the internal factors that affect Saudi female students' motivation on learning English as a foreign Language while the second one investigated the external ones. The data of the students' answers were collected via emails. The descriptive statistics of percentages were used to analyze these quantitative data which were basically derived from the questionnaire. The study revealed the following external factors as effective factors on students' motivation : arousal of curiosity, optimal degree of challenge, personal relevance, anticipated value of outcomes, intrinsic value attributed to the activity, ability to set appropriate goals ,feelings of competence ,personal definitions and judgments of success and failure ,attitudes to language learning in general, anxiety and fear. The study also reveals the following external factors: the significant of parents, teachers and peers, the nature of interaction with significant others, the learning environment, and the broader learning context.

Keywords: Factors Affecting Students' Motivation, Saudi Students' Motivation, Second Language Learning.