

**العوامل المحفزة لتعلم اللغة العربية في المملكة العربية  
السعودية كلغة ثانية**

Motivational Factors for Learning Arabic as a Second  
Language Abroad in Saudi Arabia

**إعداد**

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بالمدينة المنورة المملكة العربية السعودية

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**Abstract**

The objective of this research is to examine the opinions and motivations of multinational students with regard to learning Arabic as a second language. The study tries to examine students' opinions towards learning second language in general, and Arabic in particular. The study also aims to investigate motivational attitudes of students in learning Arabic as a second language. Moreover, the study seeks to highlights students' motivation towards studying abroad in Saudi Arabia in particular. In order to collect data from participants, the survey has been used. The results show that participants of this study have high levels of enthusiasm and positive attitudes towards foreign languages, and they have highly positive attitudes towards the Arabic language. As for motivation, participants were effectively motivated to learn Arabic for many reasons, such as learning Islam and make friendships with Arabs.

*Keywords:* Motivation, Arabic language, second language, Arabic as a second language, learning language

**المخلص**

هدف البحث إلى دراسة دوافع وآراء متعددي الجنسيات فيما يتعلق بتعلم اللغة العربية كلغة ثانية. حاولت الدراسة الوقوف على آراء الطلاب تجاه تعلم اللغة الثانية بشكل عام واللغة العربية بشكل خاص. كما هدفت الدراسة إلى التعرف على المواقف التحفيزية لدى الطلاب نحو تعلم اللغة العربية باعتبارها لغة ثانية. علاوة على ذلك، سعت الدراسة إلى تسليط الضوء على دافع الطلاب للدراسة في الخارج وتحديدًا في المملكة العربية السعودية. تم استخدام استبانة مكونة من أربعة محاور. أظهرت نتائج الدراسة أن المشاركين لديهم مستويات عالية من الحماس والمواقف الإيجابية تجاه اللغات الأجنبية، كما أوضحت الدراسة بأن المشاركين لديهم مواقف إيجابية للغاية تجاه اللغة العربية.

أما فيما يتعلق بالتحفيز، فقد كان المشاركون متحمسين بشكل فعال لتعلم اللغة العربية لأسباب عديدة، مثل تعلم القرآن وفهم الإسلام.

**الكلمات المفتاحية:** الدافع، اللغة العربية، اللغة الثانية، اللغة العربية كلغة ثانية، تعلم اللغة

## 1. Introduction

A second language is a language that is not a person's primary language but is utilized in his or her domain. Learning a second language is not like learning a foreign language, which is a language learnt but not spoken in one's own country. It is thought of as an internal mechanism that gives behaviour energy, direction, and tenacity in the hunt for motivation. To put it another way, learning a second language provides strength, purpose, and consistency.

Motivation refers to the set of internal and external conditions that motivate the individual to achieve his needs and restore balance when it is imbalanced. It is an internal physiological-psychological state that moves the individual to carry out a certain behaviour in a certain goal, and if the person does not achieve the target goal, he or she may experience distress and tension until achieving it (Al-Khawaldeh, Al-Jarrah & Al-Rabee, 2014).

Second language learning motivation refers to "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985. P, 10). Gardner used the term learning instead of acquisition because he differentiates between learning and acquisition. According to Krashen (1981), acquisition refers to the unconscious acceptance of information, in which material is stored in the memory via interaction. Learning, on the other hand, is the conscious adoption of 'about' language information, such as grammar., which is frequently the result of formal teaching. However, it could be argued that the aptitude of students to learn a second language leads to second language acquisition as students have exposure to native speakers in their daily life. Thereby, they acquire a language with no intention.

Gardner (1985) distinguished between instrumental and integrative motivation when it comes to language acquisition. Integrative motivation, according to Gardner, trumps instrumental motivation because it combines attitudinal factors and goal-oriented activities, both of which are important in the second language learning process (Hong & Ganapathy, 2017). Learning a second language is interesting and helpful for people of all ages because it provides practical and intellectual benefits as well as making a

person more ambitious (Wallin, 2019). And therefore, it will provide with several options and rewards after you have learned the second language.

For learning a language, one or more goals might vary from person to person, such as language competency and communication proficiency. In disciplines such as linguistics and sociolinguistics, various language learner incentive models have been established, postulated, or used in combination with second language learning in the classroom context. The different views of the motivation to learn another can be broken down into three different categories: the psychosocial period, the cognitive period, and the action-oriented period. There are many potential reasons for studying a second language (Dörnyei, 2005).

Many language students in the world study simply because it is included in a given curriculum (Ahmed, 2015). Others want to study a foreign language because they believe it provides an opportunity to advance their careers (Brosh, 2013). Until recently, numerous developments in the area of second and foreign language motivation have included motivation research into second language acquisition research and made it more applicable to classroom practice (Aladdin, 2010). Elyazale (2019) determined students' attitudes regarding learning English as a second language. At the cognitive, emotional, and behavioural levels, the findings demonstrated that students had a favourable attitude toward English learning. In this way, they also have a high level of motivation.

Huwari (2021) revealed that study participants had a moderate degree of interest in learning a foreign language. Female students indicated being more enthusiastic than male students. The study also showed that students who studied English in preschool have a more optimistic attitude. The formal Saudi education system has a long history of teaching Arabic to non-native speakers, dating back 60 years through establishing a unit to teach Arabic to non-native speakers at Islamic University, follow by King Saud University and Umm Al-Qura University.

## 2. Definition of motivation

Learning a second language is important to facilitate proper communication between managers and employees who communicate in different languages. Every person has a unique set of needs that develops

and takes various forms depending on their personality and life circumstances. People attempt to get rid of needs because as long as they exist, they make themselves feel and 'demand' their removal (Gable & Dreisbach, 2021). A person's behaviours are influenced by their motives.

As a general rule, human conduct is not governed by a single motivating factor but rather the sum of all the motivating factors. A motivated person is influenced by a variety of external and internal circumstances and the actions of other motivations that develop simultaneously. A person's motivation not only drives them to act but also dictates what they need to do and how they need to accomplish it (Williams et al., 2020). Motivation, viewed as a process, can theoretically be represented in the form of six stages (Takahashi, 2018). Motivation is an internal force that propels people to take action in order to attain their objectives (Harmer, 2007; Jiménez, 2017; Qibtiyah, 2016; Thohir, 2017).

### 3. Definition of attitude

There are several ways to change one's attitude. The attitude is the fulfilment of a goal or dream. In psychology, attitude is defined as a person's typical conduct in a variety of situations. A person's attitude is characterized by their habitual responses (Pham, 2021). For character studies, attitude may be used to describe a person's intrinsic or learned ability to feel and behave in a specific manner, and it is generally stable (Mittu & Zhimomi, 2019). Attitude is a disposition that, in conjunction with other external factors, determines a wide range of behaviours, including the affirmation of thoughts and sentiments about an item or class of things as well as one's acts of attraction or rejection (Hallajow, 2018).

The way we approach a problem is reflected in our attitude, which may be good or bad, depending on our outlook (Abun et al., 2019). The ability to maintain a positive frame of mind in the face of adversity and to face reality with a healthy, upbeat, and effective perspective is one of the hallmarks of a positive outlook (Abun et al., 2021). Individuals who have an attitude of negativity cannot take advantage of their current situations, leading them to emotions of dissatisfaction and negative outcomes that

prevent them from achieving their goals, which may include learning a foreign language.

#### 4. The motivational factors of students towards learning Arabic

It was impossible to separate language learning from personal learning. It becomes an important metric for measuring how well one has learned a foreign language. The development of an individual's inherent personality may be aided by the use of this knowledge. Furthermore, each individual's personality serves as a foundation for language learning. The growth of language competency may be achieved via this kind of subjective viewpoint because of learners' various personalities.

Consequently, students are able to acquire a language more easily as a result of the cultural setting in which they are immersed. If they do not comprehend the cultural background of the language, they will not be able to fully learn it. First and foremost, it will be a concern if the cultural struggle is not sped up significantly. Not all Arab issues are related to Islam because Islam does not only represent Arab culture (Calafato & Tang, 2019).

At the very least, students can use the foreign language they study more correctly through regular interactions with it. One of the most important aspects of success in learning a foreign language comes from a person's ability to stay motivated, no matter what hurdles they confront. There will be no obstacles to learning if motivation is taught and emphasized in the early stages. If students overcome any challenges, they will be patient enough to maintain their passion for studying.

As a result, motivating children to learn is just as crucial as providing them with the learning tools they need (Alizadeh, 2016). Katibi and Assafa (2015) discussed the social integration of foreign students studying at the Language Center at the University of Jordan and their adaptation to the Arab environment. The results showed a great consensus among the students that learning any foreign language helps them to socially integrate into the foreign language environment. The results also showed that working in that environment helps and enhances social integration.

Bouteldjoune (2012) revealed that students are very interested in studying Arabic to mingle and form new ties with native Arabic speakers.

By contrast, Al-Shehri (2019) investigated the attitudes of female students towards learning Arabic and showed that the motivations for integrating into society are less of a motivating factor to learn the Arabic language. Each conceptual topic should not be defined experimentally like other concepts such as empathy, aggressiveness, or other psychological terminology.

Like other psychological topics, motivation may be hard to describe. It requires a series of actions that are modified and combined to build motivation, which in turn provides a variety of signs of motivation. Both indications and learning achievements, known as motivation, may be included in learning processes if they are carefully designed and controlled. It will help pupils retain their interest in the subject matter and reinforce the learning process (Freund et al., 2018). The Arabic language learning process significantly differs among different people. Some people enjoy the Arabic language learning process, whereas others do not.

Febriani et al. (2020) highlighted that some individuals experience language learning difficulties while learning Arabic. Some of these challenges are related to environment. The learner's belief and attitudes may be changed by a variety of factors, including their own experiences (Little, 2019). According to Mameat et al. (2015), the degree of motivation and instrumentality offered by universities is extremely low, yet they demonstrated that students have a highly positive attitude regarding the status of learning.

Nevertheless, for learners to succeed in Arabic language learning, they might find effective ways to deal with the daily challenges they encounter during their everyday learning (Febriani et al., 2020). Arabic learning may be seen in a variety of ways by both individuals and groups. There is also stratification in the desire to study Arabic, which creates a separate viewpoint on Arabic learning. Optimism is required of every student (Boudad et al., 2018). Students were able to overcome any challenges to learning, such as worry and tension, through their positive outlook.

Teachers must play an active role in creating a positive learning environment for Arabic learners. Learning is not a simple task, but it is also not impossible, depending on one's surroundings. According to Martin and Collie (2019), teachers need to create a positive learning environment



through building their student–teacher relationships. Thus, to create optimism among Arabic learners, teachers must actively build strong relationships with students. Obeidat (2005) investigates Malaysian students' interest to learn Arabic as a second language. He employed a questionnaire to assess 105 students' desire for studying Arabic. The study's findings revealed that students were motivated to learn Arabic as a second language on an integrative level, with no statistically significant variations in motivation based on gender or academic level.

Al-Khawaldeh et al., (2014) studied the motivation to learn Arabic as a second language in Jordan and its relationship to some variables such as gender, nationality or period to study. The study's findings revealed that participants were very motivated to learn Arabic. The results also showed that there were no statistically significant differences in students' motivation due to the variables of gender, nationality, or time. Motivation is vital in language acquisition and mastery because it may help pupils establish an interest in studying Arabic.

Alfinnas and Qibtiyah (2019) described a real case of two public schools. The researcher used interviews and a note card to reach the results. The results showed that the intrinsic motivation for learning Arabic is that students are interested in the Arabic language because of their need to understand the Qur'an and intend to continue to learn Arabic. Similarly, Al-Shehri (2019) looked at the motivations for learning the Arabic language among 30 female students at King Saud University. The results revealed that religious motives ranked the first, whereas integration motives ranked last.

As a result, even the tiniest of problems may become a significant roadblock to learning. Students at State Madrasah Aliyah of Model Sorong had difficulties preparing for the national exam in 2011. In addition to the support they received from family and friends, they also had a lot of hope, which helped them prepare. Sixty-six percent of students obtained a good mark because of their long-term test preparation, including review, practice, and individual instruction (Al Alili & Hassan, 2017).

A lack of optimism in the learning process might lead to poor results. If students have a positive outlook, their efforts will be maintained, and they will always strive for the most outstanding results. Positive enforcement may be achieved by long-term operations that are carried out

regularly (Pauceanu et al., 2019). However, if it is discontinued, pupils' abilities will decline. As a result, to acquire exceptional levels of learning success, it is unavoidable that practice is required. In other words, learning success derives from the talents or competencies that have been developed.

## 5. The attitudes of students towards Arabic abroad

Students' views and impressions of a foreign language community may significantly influence their language acquisition and motivation. By including foreign language communities in its National Standards for Foreign Language Learning, the American Council on the Teaching of Foreign Languages has recognized the relevance of foreign language communities (Zaykovskaya et al., 2017). Trentman (2017) discovered that the community standard has been the most important personal goal for language learning.

Assigning -community-based activities to pupils will help them learn about the wide range of discourse alternatives accessible in online communication settings. Students can share their work with online communities, providing feedback or critiques on their projects. Teachers must also assist students in identifying target communities inside and outside of the classroom for example, medical community.

Additionally, teachers should help students respect the classroom as a place where they may learn and grow as individuals. Students should be able to engage with one another naturally. With a common interest in Arabic food, students build a feeling of community that may be further explored via collaborative initiatives that let students connect with people in their respective foreign language nations who share a common language and a standard set of values and interests. To put it another way, if students can connect with their peers, their education will be a lot more meaningful (Al Masaeed, 2020).

Even if additional motives exist to learn Arabic, it has been argued that these languages should be studied for a particular utilitarian rationale and interests. Felimban (2021) postulated that most Americans currently learning Arabic are doing so to obtain employment opportunities as translators.

Translanguaging is complex and has been hypothesized and utilized by investigators in vast approaches to refer to each language that individuals learn all over their lives. Al Masaeed (2020) pinpointed that linguistics has confronted the monolingual perspective with second language studying frameworks, and translanguaging exercises enlighten the flexibility of language frontiers to give language learners preceding linguistic selections the frontage of their communications. Nevertheless, most studies concerning the function of multilingual applications in L2 settings have emphasized investigating these applications in the classroom.

Minimal research has studied multilingual training in communications beyond classrooms. The researchers perceive multilingualism as the dialectal values and practices applied during the 21st century. Translanguaging ideology has been employed to highlight the approaches that multilingual and bilingual applications can be utilized for the role and responsibility of developing meaning. Besides, questioning the monolingual perceptions that regard languages as separate entities.

The registration in second language Arabic education has intensified within the United States. Due to a rise in L2 Arabic interests, learners and teachers have struggled with pedagogical challenges because the Arabic language has a diverse array of dialects applied in various settings. Modern Standard Arabic (MSA) is the official dialect utilized in approximately 26 nations. The dialect selection is used principally for media, literacy, and religious practices. Nevertheless, MSA is not the dialect type utilized by inhabitant of these nations in their daily life (Al Masaeed, 2020). Furthermore, Ismail et al. (2017) declared that more nations emphasize the graduates' dialect competence and transfer their learners to foreign countries to study Arabic languages. Malaysia is an Islamic nation that has directed most learners to study Arabic dialect and Islam. Malaysian students possessed medium Arabic language knowledge.

## 6. Study problem

Generally, there is a great demand for learning Arabic by non-native speakers (Almelhes, 2020). Saudi Arabia one of the most popular countries for learning Arabic, selected by learners of various nationalities and cultural backgrounds. There is no doubt that there are many and varied motives that

push these learners to learn Arabic. Because the patterns of motivation play an important role in linguistic learning and some other factors and variables may affect the field of learning foreign languages, it is necessary to study the level of motivation to learn Arabic for non-native speakers, their orientations, and whether these directions were sufficient and appropriate to help them achieve and maintain proper linguistic development. From this point of view, the current study attempted to reveal the level of motivation towards learning Arabic for non-native speakers in the Kingdom of Saudi Arabia.

### **7. Study Objectives of the study**

This study was made to determine learners' reactions to learning Arabic as a second language at the university level. The aim of this research is to investigate the following points:

- 1 The attitudes of students about acquiring a second language
- 2 The viewpoints of students on learning Arabic as a second language
- 3 Students' attitudes regarding learning Arabic in Saudi Arabia
- 4 The elements that affect learning a second language.

### **8. The questions of the study**

This study attempts to cover the following questions:

1. What are students' perspectives on L2 acquisition?
2. What factors influence students' motivation to study Arabic as a second language?
3. What are students' perceptions of Arabic as a foreign language?
4. What are the students' internal motivations for learning Arabic as a second language?

### **9. Research Methodology**

#### **9.1 Participants**

The study's population consisted of non-native speakers from the Institute of Arabic. The total community of non-native speakers of Arabic there is 804 undergraduate students of different backgrounds. The academic programmes consisted of four levels as described in Table 1

**Table 1**

Study Level	Number of Students
Level 1	58
Level 2	171
Level 3	258
Level 4	317

## 9.2 Instrument

The survey was used to acquire quantitative data from the participants for the study. Because the study's goal is to research and evaluate non-native speakers' attitudes and motivations, a list of questions, including 12 questions assessing opinions and motivations, was generated from a variety of sources on language acquisition attitudes and motivations. Eleven items supplied the measure for opinions towards Arabic language acquisition. Moreover, 12 items have been used to assess students' opinions towards Arabic study abroad. Ultimately, another 11 items were used to reveal the factors that influence language acquisition abroad. All of the survey questions were rated on a five-point Likert scale, from 1 for Strongly Disagree to 5 for Strongly Agree. Some changes were made to make it more acceptable for non-native speakers studying in Saudi Arabia.

## 9.3 Data analysis

To verify the data, descriptive statistics were used to determine the students' opinions towards second language acquisition, Arabic language acquisition, and Arabic study abroad as well as factors that influence the study of a second language abroad. For the purposes of categorization and interpretation, the scores for motivation were determined. Table 4 shows the interpretation of the results.

**Table 4 Interpretation of Results**

Mean Score	Meaning
1.00–2.33	Low Level
2.34–3.67	Moderate Level
3.68–5.00	High Level

#### 9.4 Reliability of the instrument

The instrument's reliability was identified by means of test and retest. The researcher conducted a pilot study to verify the instrument reliability. Twenty-two participants were selected to take part in the pilot questionnaire before distribution for data collection. This group had the characteristics of the whole sample of the study. The pilot questionnaire was carried during the third week of September 2021. Two weeks later, questionnaires were distributed again to the same group. Then, the Pearson correlation coefficients were calculated between their estimates both times. Tables 2 and 3 show the reliability coefficients for the fields and the overall score of them. These values in the two tables were considered appropriate for the purposes of this study.

**Table 2 Test - Retest of the scale of the domains**

Domains	Test-Retest
Attitudes towards learning second language	.88**
Attitudes towards learning Arabic language	.89**
Attitudes towards Arabic abroad in Saudi Arabic	.91**
Most factors that influence study of second language	.88**
All items	.0.89**

\*\* Correlation is significant at the 0.01 level (2-tailed).

In addition, Cronbach's alpha was utilized to test the reliability of the scales. The table underneath shows Cronbach's alpha coefficients of the scale.

**Table 3 The Reliability Level for Cronbach alpha**

N	Domains	Cronbach alpha
1	Attitudes towards learning second language	0.80
2	Attitudes towards learning Arabic language	0.83
3	Attitudes towards Arabic abroad in Saudi Arabic	0.79
4	Factors that influence of study second language	0.81
	All domains	0.88

The values of Cronbach's alpha coefficients of the scale ranged 0.79–0.88, which confirms an acceptable level of reliability.

## 10. Findings and discussion

Table 4 Attitudes towards learning second language

Rank	#		N	M	SD
1	6	I like to learn a second language because I want to have a good career.	279	3.47	1.140
2	7	I love learning a second language because it is a way to get a good job.	279	3.41	1.058
3	9	I feel proud when I speak foreign languages.	279	3.31	1.027
4	1 2	Acquiring a second language sometimes makes me better.	279	3.27	1.113
5	1	Learning new languages expands my knowledge.	279	3.13	1.299
6	1 1	Having a foreign language makes me feel good.	279	3.11	1.265
7	3	I want to learn as many foreign languages as possible.	279	3.05	1.247
8	1 0	Studying a foreign language helps me form a good relationship with another citizen.	279	3.00	1.281
9	8	Studying a foreign language is important because it makes me skilled.	279	2.97	1.333
10	4	I wish I could speak a second language fluently.	279	2.72	1.293
11	5	I like to learn a second language because I want to live abroad.	279	2.65	1.137
12	2	Learning a second language is fun.	279	2.56	1.425
		Total	279	3.05	.770

The results of the table 4, which contains 12 items, indicate that there are disparities and variations in students' reactions towards learning a second language. It came with a medium degree of use, where the arithmetic mean of the domain as a whole was ( $M = 3.05$ , and  $SD = .770$ ). Item 6, '*I like to learn second language because I want to make a good career*', and item 7, '*I love learning a second language because it's a way to get a good job*', had the highest averages ( $M = 3.47-3.41$ ;  $SD = 1.140-1.058$ ). The lowest two items in the domain were item 5, '*I like to learn a second language because I want to live abroad*', and item 2, '*Learning a second language is fun*' ( $M = 2.65-2.56$ ;  $SD = 1.137-1.425$ ).

However, the study indicated that there are disparities and variations in students' reactions towards learning languages. The study also revealed that there is a positive attitude about studying foreign languages in general; students feel especially positive about learning a language because it achieves their personal interests, professional or otherwise. This result is consistent with Felimban (2021) and Elyazale (2019), which indicated that students learned Arabic and that the demand for learning Arabic is related to obtaining employment. This reflects the importance of learning languages in general and learning Arabic in particular.

Meaning and values for learners, as well as gender, socioeconomic status, age, and study goals, are among the factors that might impact second language learning. A number of factors may affect components learning languages. The attitude of the learner is one factor that might impact language acquisition. The learner's attitude towards learning a second language may be influenced by individual differences in learning style, personality variables, linguistic ability, and learning tactics. All these factors may affect the second language acquisition process.

**Table 5 Attitudes towards learning the Arabic language**

Rank	#		N	M	SD
1	8	Learning Arabic is important to reading the Qur'an and understanding Islamic.	279	4.82	.817
2	1	Arabic is one of the world's most significant languages.	279	4.22	1.021
3	2	If it were not compulsory, I would learn Arabic.	279	3.72	.975
4	4	Learning Arabic is a thrilling adventure.	279	3.61	.990
5	6	Being able to communicate in Arabic is beneficial to me.	279	3.50	1.102
6	5	Everyone, regardless of nationality or religion, should study Arabic.	279	3.49	1.187
7	9	The Arabic language is complicated to learn.	279	3.35	1.140



8	7	After graduation, I would like to continue learning Arabic.	279	3.32	1.110
9	11	I am free from any frustration whenever I speak Arabic in the classroom.	279	2.77	1.479
10	3	I believe that studying Arabic for one year is sufficient.	279	2.23	1.114
11	10	I believe that I can do the Arabic examination very well.	279	2.11	1.173
		Total	279	3.37	.710

The results of the table 5, which contains 11 items, indicate that there are positive reactions towards learning the Arabic language. The arithmetic mean of the domain as a whole was  $M = 3.37$ , and  $SD = .710$ . Item 8, '*Learning Arabic is important to read the Qur'an and understand Islamic*', and item 1, '*Arabic is one of the world's most significant languages*', ranked in the first place by average because of the arithmetic average ( $M = 4.22-4.82$ ;  $SD = .817-1.021$ ). The lowest two domains were related to item 3, '*I believe that studying Arabic for one year is sufficient*', and item 10, '*I believe that I can do the Arabic examination very well*', where the arithmetic mean reached  $M = 2.11-2.23$  and  $SD = 1.114-1.173$ . Although the result was average in general, it was found that there are positive reactions towards learning the Arabic language because the Arabic language represents Muslims in general and is a devotional language.

The result is consistent with Alfinnas and Qibtiyah (2019) and Al-Shehri (2019), which revealed students' motivations towards learning the Arabic language and mentioned understanding of the Qur'an and Islam in general as an important motivator. All students are Muslims who want to know the Islamic religion and the noble Qur'an correctly. Because this is one of the interests that students care about, it gives learning Arabic great moral value.

The students' desire to understand the Qur'an and the Islamic religion stems from an internal or external need for their desire to understand and acquire knowledge. It may be an internal need to understand more about Islam, and it may be an external need, such as getting new employment. Items 11, 3, and 10 contributed significantly to reducing the

general average, which means that it is difficult to learn the Arabic language or there are obstacles to learning the Arabic language.

**Table 6 Attitudes towards Arabic abroad in Saudi Arabia**

Rank	#		<i>N</i>	<i>M</i>	<i>SD</i>
1	1	I like to study in Saudi Arabia because it has the two holy mosques.	279	4.67	.492
2	2	Saudi Arabia is important to us as Muslims.	279	4.32	.691
3	8	I like Saudi culture.	279	3.89	.960
4	11	I like to study in a well-known educational institution.	279	3.73	1.060
5	6	I like Saudi people.	279	3.69	1.035
6	3	I like to know more about Saudi people.	279	3.68	1.073
7	4	The more I learn about the people of Saudi Arabia, the more I admire them.	279	3.62	.940
8	7	I have favorable attitudes towards Saudi people.	279	3.61	1.126
9	12	My confidence will increase by studying abroad.	279	3.58	.952
10	10	Studying abroad will increase my experiences.	279	3.57	1.176
11	9	I like to study in Saudi Arabia better than any other Arab country because they speak the authentic Arabic language.	279	3.41	1.058
12	5	I know little about Saudi people.	279	3.12	1.184
		Total	279	3.74	.602

Table 6 describes 12 items that determine learners' attitudes towards learning Arabic in Saudi Arabia. It came with a high degree of use, where the arithmetic *M* of the domain as a whole was 3.74, and the standard deviation was 602. Item ,1, '*I like to study in Saudi Arabia because it has the two holy mosques*', item 2, '*Saudi Arabia represents great value for us as Muslims*', and item 8, '*I like Saudi culture*', had the highest average response, where the arithmetic *M* was 4.67, 4.32, and 3.89, respectively, and its standard deviation was .492, .492, and .960, respectively. This can be

attributed to the presence of the two holy mosques in it and that it is the qiblah for all Muslims in the world, which is clear in item 1 and item 2.

Although religious motives were one of the reasons for learners' education in Saudi Arabia, the study also revealed the students' desire to learn about Saudi culture, that students' knowledge of Saudi culture is considered low, and that they need to learn more about Saudi culture and Saudi society to form sincere relations with Saudis. This result is consistent with Bouteldjoune (2012), who showed an interest in studying the Arabic language to form relationships with Arab peoples.

On the contrary, Al-Shehri (2019) dealt with the attitudes of female students towards learning the Arabic language and indicated that the motives for female students' integration and the formation of relationships occupied the lowest degree among incentives to learn Arabic. Religious and cultural motives held a high degree among incentives to learn Arabic in Saudi Arabia.

However, item 9, *'I like to study in Saudi Arabia better than any Arab country because they speak the authentic Arabic language'*, indicated an average degree towards learning Arabic in Saudi Arabia, although items 1, 2, and 8 were also high; however, this result may indicate students' current experience in learning Arabic and that their expectations did not reach the desired level. This indicates that there may be a problem with the current teaching methods.

Moreover, the response outlined above may be inaccurate: students may not have sufficient capabilities and experience to enable them to compare education levels in countries that teach Arabic to non-native speakers. This item needs a comparative study including those who studied in more than one country. Also, the difficulties that students face may have an impact on their responses because the following table 7 reveals the difficulties that Arabic language learners face.

**Table4 Factors that influence of study second language**

Rank	#		<i>N</i>	<i>M</i>	<i>SD</i>
1	1	I encountered difficulties in obtaining pre-approval to study abroad.	279	3.92	.904
2	7	My friends usually use our first language when communicating.	279	3.85	.965

3	6	I rely on books available at the institute only.	279	3.81	.913
4	10	My friends usually use our first language during communication in the classroom.	279	3.72	.919
5	5	Does not considering individual differences.	279	3.71	1.085
6	3	I delayed my studies in my home province.	279	3.67	.959
7	9	I find better students than me, and that affects me.	279	3.47	1.079
8	8	Self-confidence may be affected after a period of studying the language if I have not mastered it.	279	3.42	1.086
9	11	Most of the classes depend on lectures without practicing and exercises.	279	2.62	1.156
10	4	Cultural differences were a difficulty.	279	2.57	1.090
11	2	Difference in lifestyle.	279	2.56	1.117
		Total	279	3.39	.579

Table 8.4 describes the measurement of factors affecting the study of the second language, including learners' attitudes towards the Arabic language in particular. As a result of the findings, opinions differed regarding the elements that influenced the study of a second language from the learners' perspective. The overall mean resulted in learners having a medium-level attitude towards factors affecting second language study ( $M = 3.39$ ). The highest mean score ( $M = 3.92$ ) was found in item 1, "*I had difficulties obtaining pre-approval to study abroad*". This is followed by item 7, 'My friends usually use our first language when communicating'. The lowest score ( $M = 2.56$ ) was for item 2, 'Lifestyle differences', which indicates that lifestyle may not affect learning Arabic, especially because students want to learn about Saudi culture, as discussed before.

The results indicate that there are several factors that influence the learning of the Arabic language. One of these reasons may be the difficulty or delay in obtaining the study's approval. The waiting period may increase

to several years, which may affect students' enthusiasm in learning the language. This leads to the lack of language practice for long periods. Pauceanu et al. (2019) indicated that the motivation towards learning plays an important role in language acquisition.

In regard to the students' use of the mother tongue in communicating with each other, it could be argued that the pedagogy used may contribute to using the first language among one another. Thereby, their practice of language is limited, and this contradicts the education policies that aim to send their students to obtain desired knowledge. This result is consistent with Ismail et al. (2017) and Febriani et al. (2020), indicating that students suffer pedagogical impediments.

### **11. Conclusion**

In the conclusion we can draw from this research is that students value Arabic studies. Another conclusion is that students believe that learning a foreign language is a crucial instrument for gaining new information and improving their academic and career prospects. They claim that knowing this language will increase their chances of landing a job or studying abroad. We might also deduce that learners' prior language experiences influence their motivation and, as a result, their achievement in the target language. Some participants stated that they faced some challenges in learn Arabic.

### **12. Suggestions**

i. Paying attention to the motives of those learning Arabic from a non-native background and taking them into account when preparing educational material by curriculum designers.

ii. Benefiting from religious motives in the Arabic curriculum and integrating it to the student's life.

iii. Work to raise the level of teaching Arabic to non-native speakers in the academic content available and teaching methods.

iv. Conducting qualitative research in order to gain a deeper understanding of students' motives that may not appear in the survey questions

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