Exploring the Motivation Orientations for Learning Arabic as L2 Based on Self Determination Theory

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Abstract

The number of enrollment in Arabic language classes in the last two decades experienced a remarkable spike worldwide. Hence, exploring students' motivation in learning Arabic language as L2 has gained considerable scholarly attention in various contexts. This study aims to explore the motivation orientations of Arabic language learners at King Khalid University based on Self-determination Theory (SDT). A total of 52 students of Arabic, in the first and second year, were randomly selected. A 19-item questionnaire based on SDT was administrated to the participants via online. A principle component analysis was primarily employed (PCA) to categorize the questionnaire items into distinctive and latent factors. The results yielded four distinctive motivation orientations ,with an eigenvalue greater than one for each. In addition, categorial analysis was employed to analysis an open-ended item. The categorial analysis highlighted that religious reasons for learning of learning Arabic is the most frequently reported reason for learning Arabic as l2 among this population. Moreover, the results showed that religious identity and religious motives have a latent role in determining the students' overall motivation orientations in learning Arabic. Also, the results showed that demotivating factors could possibly exist among learners of Arabic in the Saudi context.

1. INTRODUCTION

Over the past five decades, motivation in SLA research has been conceived as one of the most determinants of success or Failure in SLA. Motivation in language learning can be defined as the " dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out (Dornyei & Ottó, 1998: 65). Therefore, motivation research in L2 serves as an endeavor that provides strong explanatory power for successful and unsuccessful L2 learning outcomes.

Motivation research in L2 does not only seek to understand the ultimate outcomes of L2 learning but also seeks to understand the role of the long-term language learning motivation as well as how to direct and sustain motivated behavior in the long-term process of L2 learning (Dornyei,2019). L2 learning motivation research also seeks to understand how positive and serious are the students' perceptions and attitudes towards learning the L2 and its language community.

However, motivation in language learning is a complex construct. The complexity of L2 motivation manifests in understanding the dynamic and influential role of L2 motivation in all psychological factors in L2 learning; i.e. age, anxiety, aptitude, sex, and etc. Hence motivation in psycholinguistics is the most intensively investigated factor among other psychological factors in SLA. In other words, motivation is interrelated with various emotional and psychological factors (El Hadef, 2021). This surge of research in motivation theory in SLA has resulted in a diversified body of theories and models in language motivation research over the past five decades. These diversified language motivation theories and models have provided distinctive theoretical frameworks of L2 motivation (Anjomshoa & Sadighi, 2015).

However, investigating L2 motivation in learning Arabic would significantly contribute to the development of the field of teaching and learning Arabic in various contexts. Also, L2 motivation research in learning Arabic could provide innovative solutions to the contemporary problematic diglossic situation in teaching and learning Arabic as L2 (Husseianali,2005). Yet, recently, there have been very limited attempts to explore motivation and the motivational orientations among learners of Arabic as L2 in the Saudi context. However, it is important to emphasize on the necessity to investigate L2 motivation in learning Arabic to improve and develop the field of teaching and learning Arabic.

2. LITERATURE REVIEW
2.1.Arabic L2 Motivation

Just in the last two decades the demand for learning Arabic as a foreign language received an exponential growth worldwide (Dahabi, 2004). Learning Arabic motivation has been widely investigated in many parts of the world with distinctive contextual variables. Yet, Arabic motivation research has been mostly investigated in the United States (Golfetto, 2020). According to The Modern Language Association of America (MLA) report in 2016, there had been a massive increase in the enrollment in Arabic classes in the US since late 1995 until 2016. The numerical data showed that the number of students' enrollment in Arabic classes at U.S. universities increased from 5,505 students in 1998 to 35,228 students in 2009. Despite the fact that there had been a notable diminution in the Arabic classes enrollment between 2013 and 2016, the report showed an overall growth in the number of enrollment in Arabic classes in the decade-long span 2006-2016. The overall growth in enrollment in Arabic classes is attributed to the initial massive enrollments in Arabic classes in 2006.

However, Al-Hussainnali conducted two studies to investigate the motivation orientations of Arabic learners at several major American universities. His first study Husseianali (2005), sought to investigate the motivation orientations among American students of Arabic language. Additionally, the study aimed to explore the relational influence between L2 orientations on the one hand, and L2 goals and achievement on the other hand. The study was conducted on three students, the results showed that the motivational orientations among the students of Arabic were either characterized as academic, communicative, or religious orientations. Further, the results of the study showed that neither integrative nor instrumental motivation can be predictors of high L2 achievement. However, the findings supported the call for expanding the motivation model to account for the role of context of learning. The findings demonstrated the critical role of the dynamic influence of the social context and the learner's identity in L2 motivation research.

His second study (Hussainnali, 2006) statistically measured the initial motivation of 120 of Arabic as foreign language (AFL) students were classified into two groups- heritage language learners and non-heritage language learners. The findings showed salient differences between the heritage learners' orientations and the non-heritage learners' orientations. Among the major findings of the study is that the AFL learners' motivational orientations markedly vary and can fall into a continuum of orientations rather than a dichotomous classification of the socio-educational model (namely; instrumental and integrative).   Again, the learning

Arabic orientations among learners vary according to the learners' cultural identity (whether they are heritage or non-heritage learners).

In the same way, (Winke, & Weger-Guntharp, 2006) investigated the L2 motivation of 326 Arabic language students from 11 U.S colleges and universities. The participants were classified into three demographical groups; namely, native speakers of English, heritage language learners, and speakers of languages other than Arabic and English. The results showed that the most frequently reported motivations among students are the '*'better employment options''*. Followed by '*'improving cultural understanding, personal enjoyment, religious reasons, academic reasons, travelling and living abroad, to communicate with family members, military reasons, and humanitarian reasons*''. More importantly, the study highlighted a critical relationship between leaners' language background and Arabic learning motivation. For instance, the demographical group of '*'speakers of languages other than Arabic and English*'' was primarily learning Arabic for religious reasons. Hence, learners' language background can be a useful indicator of learning Arabic motivation.

Similarly, (Benlap,2006) conducted a mass survey on Arabic learners form various American universities. The study highlighted several motivational orientations for learning Arabic among students; such as, the motives to know about the Arab Culture, understanding the press, travel, and integrate with the natives. However, the results showed that are also a salient relation between the learners' identity and language background and their motivation in learning Arabic as L2. For instance, heritage learners were learning Arabic primarily to master a particular regional variety of spoken Arabic.

(Taha, 2007) Also surveyed 142 Arabic students in a U.S college. His study was based on two dimensional motivational orientations; namely utilitarian orientation and integrative orientation. The results showed that most of the participants fall into the utilitarian orientation. Consequently, mostly, students did not believe that learning Arabic is important for integrative purposes.

(Brosh, 2013) explored the orientations of American students of Arabic, as well as the reasons behind engaging in learning at post 9/11 era. The study relied on both questionnaires and interviews to explore motivational orientations among students. The findings of the study indicated that the top four orientations that were commonly chosen among participants are; interest in the language, employment, academic utility, and interest in the Arab culture/history. Results also showed that religious reasons for learning Arabic can be fostered by ethnic heritage , although the two are not necessarily interrelated, as 12.2% of the respondents reported that they seek learning Arabic to read the Holy Quran. This shows how ethnic heritage and learner's identity in learning Arabic can potentially induce religious interests in learning Arabic.

Yet, in the South Asian context Arabic instruction has gained a great attention in different countries. For instance, in Japan, learning Arabic ranks 12th among the most commonly taught languages in the Japanese universities(Sumi & Sumi, 2017). In Japan, (Sumi & Sumi, 2015) conducted a large scale study on Arabic students' motivation orientations towards learning Arabic and the relationship between orientation and learning outcomes. The study targeted 496 students from eleven Japanese universities. The participants were divided into two groups, namely, Arabic language majors and non-Arabic majors, who are taking Arabic as courses but not as a specialization. The results showed that both groups share five common orientations. These common orientations were: integrative, instrumental, friendship, travel, and knowledge orientation.

Also, in South Korea, Arabic language education has been carried out at the university level since 2016. (Ji-Hyun Kong et al, 2020) explored the teachers' perception about their

students' motivation towards learning Arabic in South Korea prior and post 9/11 attacks. This study included 18 participants (seven teachers, six students, and five graduates). The study adopted mixed methods strategies. Different questionnaires were distributed to the participants. In addition, interviews were conducted with each participant. The major findings showed that the most common reasons that teachers reported about their students' motivation is the employment reasons, as the work market and the political sphere demanded Arabic majors since 9/11 attacks. Followed by other primary reasons like; "interest in the Arab culture", and " Students' desire for university entrance". Therefore, mostly, Arabic language learners in south Korea were primarily seeking better employment opportunities. However, teachers' also thought that parent's and secondary school teachers' recommendations could a an influential factor in shaping students' language learning orientations.

Nevertheless, (Aladdin, 2010) investigated the attitudes and motivation of non-Moslem Malaysia learners of Arabic. The aim of his study was to investigate the attitudes and motivations of the non-Moslems of the Malaysian learners of Arabic. The study subjected 207 college students taking Arabic as a course from the 1st year to the 4th year. The study found that non-Moslem Malaysian learners of Arabic have a moderate level of attitudes and motivations towards learning Arabic. More importantly, the results indicated that the non-Moslem Malaysian learners of Arabic are more instrumentally motivated toward learning Arabic than integratively and intrinsically. Obviously, the latent role of students' identity in this study shaped the motivation orientation towards learning Arabic.

Similarly, (Ibrahim, 2009) investigated the Arabic language learners' motivational orientations towards learning Arabic language as L2 in Malaysia. His study aimed to investigate the affective role of the religious motivation in influencing the students' intrinsic motivation. The study subjected 265 students in the Academy of Islamic studies. The results yielded that the religious motives in learning Arabic are critical determinants in learning Arabic motivation. Besides the religious motives, other external regulations were found to be statistically significant. However, this suggests that exploring Arabic learners' motivation with multiple motivation subscales and orientation can provide strong explanatory power to learning Arabic motivation.

Another study was conducted in the Malaysian context by (Bakar et al, 2010) aimed to explore the motivation orientations of Moslem Arabic learners in Malaysia based on Self-determination theory (SDT). The study comprises 228 participants. The results highlighted that there were six distinctive motivation orientation that determined participants' motivation in learning Arabic. These six factors are intrinsic motivation-knowledge, extrinsic motivation-identified regulation, intrinsic motivation-accomplishment, Amotivation, religious motivation, and extrinsic motivation- external regulation. Moreover, the study emphasized on the role of the religious motive to be very latent factor in influencing the learners' motivation orientations. Again, exploring L2 motivation orientation must account for the latent role of contextual variables , i.e. context and student's identity. This provides a critical remark on the dynamic nature of L2 motivation in different learning contexts.

2.2.Theoretical Framework; Self-determination theory in L2 motivation:
Early theoretical frameworks in motivation theory has been criticized for not providing adequate explanatory power for the complexity of L2 motivation. Thus, applied linguists sought to go beyond what social psychology, they aimed to provide more educationally relevant frameworks (Dornyei, 2019). The socio-educational paradigm ,which emerged from social psychology research, was primarily criticized for lacking enough educational representations in L2 motivation research. However, it rather focused on the social psychological aspects of L2 motivation. Thus, applied linguists in the field of second language acquisition demanded for incorporating more educational relevant approaches, therefore, the

L2 motivation research sphere was open to incorporate educationally sound approaches in the research of L2 motivation (Dornyei,2019).

Thus, the emergence of Self-determination theory, in the early 1990s, afforded more complex and representative L2 motivation framework. Self-determination theory provides a multidimensional perspective of motivation in an activity ranging in a continuum of six different motivational orientations starts from the lack of motivation to the most determined orientation (Sumi & Sumi,2019). However, the continuum of SDT motivation subscales starts from the least determined form of motivation that is amotivation to the most determined form of motivation that is intrinsic motivation. Amotivation refers to the lack of motivation in engaging in any activity. Individuals who are characterized with this type of motivation orientation are in fact experiencing meaningfulness and helplessness in doing an activity (K. A. Noels et al, 2019). Whereas, intrinsic motivation refers to engaging in an activity solely for inherent satisfaction rather than any other external factors.

Furthermore, extrinsic motivation is represented by four external regulatory forms of motivation that ranges from the most internalized form (i.e. integrative regulation) to the least internalized regulation(i.e. external regulation). These regulations are: external regulation, introjected regulation , identified regulation , and integrative regulation. The main difference between these different regulations is the extent of which the value of an activity has been internalized during engagement to be autonomous and within the sense of a self.

Note. From the Center for Self-Determination Theory © 2017. Reprinted with permission.

Table: 1.1

The weakest self-determined regulation of extrinsic motivation is external regulation. The external regulation motivation refers to actions and behaviors regulated by external sources, whether the individual finds engaging in an activity meaningful or not. These external regulations could be either to gain rewards or to avoid punishment. On the other hand, introjected regulation refers to engaging in an activity for the sake of fulfilling a personal obligation, or avoiding negative emotions that are caused by external sources. This form of extrinsic motivation is more internalized and self-determined than the external regulation.

Whereas, identified regulation refers to the act – by an individual- of identifying goals of engagement as well as internalizing and adopting the values of these goals as his own. Lastly the integrated regulation refers to the internalization of values to be fully within self, therefore, this is considered as the most self-determined and internalized form of extrinsic motivation. Nevertheless, the most determined form of motivation is referred to as intrinsic motivation. It refers to the inherent and intrinsic reasons that drive an individual to engage in an activity. For example: curiosity, enjoyment, or challenge.

2.3.Rationale of the Study
The present study aims to explore and discuss the motivation orientations among non-native students of the Arabic at King Khalid University. It focuses on identifying the motivational orientations of Arabic learners , perhaps more comprehensively than the previous

studies in the Saudi context. The study aims to explore Arabic learners' motivation within a continuum of six motivation orientations based on SDT. These subscales of motivation will help in identifying what intrinsic and extrinsic types of motivation could exist among Arabic learners, as well as to highlight the extent of which lack of motivation the most common types of external regulations exist among Arabic leaners.

2.4. Research Questions:
The present study is guided by the following questions;

1- To What extant can SDT subscales be a representative model of the motivation orientations for non-native Arabic language learners in Saudi Arabia?
2- What are the primary motivation orientations of Arabic language learners in the Saudi context?

3. METHODOLOGY
3.1.Participants
The participants were 52 students of Arabic language program for speakers of other languages at king Khalid University. All the participants were international students from 17 different countries in far east Asia, the Indian Subcontinent, Africa, North America, and South America. All the participants were males, the average of the participants' age is 23.7 years old. Most of them were in the fourth semester of studying Arabic (n=29) 55.8%. Whereas, (n= 22)42.3% of the participants were in third semester, and only one student was in the second level. 76.9% of the participants stated that they have been learning Arabic for less than five years. Whereas, 9.6% of them stated that they have been learning Arabic for more than five years. And 13.46% stated that they have been learning Arabic for more than 10 years. Moreover, 80.7% of the participants are multilingual, whereas 19.2% of them were bilingual.

1.1. Table

Country	Frequency	Percent	Level	Frequency	Percent
Bangladeshi	1	1.923%	2	1	1.923%
Benin	6	11.538%	3	22	42.308%
Brazil	2	3.846%	4	29	55.769%
Cameron	2	3.846%			
Comoros	1	1.923%			
Gambia	5	9.615%			
Ghana	2	3.846%			
Haiti	1	1.923%			
India	7	13.462 %			
Kongo	1	1.923 %			
Madagascar	2	3.846 %			
Niger	5	9.615 %			
Nigeria	1	1.923 %			
Pakistan	6	11.538 %			
Philippines	6	11.538 %			
Tanzania	1	1.923 %			
Togo	3	5.769 %			
Missing	0	0.000	0	0.000	
Total	52	100.000	52	100.000	

3.2.Instruments& Procedures

The Arabic learning Motivation questionnaire in this study constituted of 27 items. The questionnaire had the following constructs; i) 7 demographic items asked about the respondents' personal background, their current level of studying Arabic, major, nationality, age, years of studying Arabic, first language background, and home language background. ii) 19 items were basically statements aiming to explore the motivational orientations of the students on a five-point scale within a range of six subscales. Five of the six subscales were adopted from (Sumi & Sumi, 2019) Arabic Learning Motivation Questionnaire Based on Self-Determination Theory. It is important to note that the extrinsic motivation- integrated regulation was omitted from the scale as it has been often excluded from the SDT continuum for the fact that it is empirically difficulty to distinguish between it and the identified regulation ,specifically in education research (Gagné, Forest, Gilbert, Aube, Morin, & Malorni, 2010;McLachlan, Spray, & Hagger, 2011; Vallerand et al., 1992, as cited in Sumi, R and Sumi, M. 2019). However, minor modifications were made on the original questionnaire to make it more appropriate for the present context. iii) one open-ended item asks for other primary reasons for learning Arabic that were not included within the previous items. Moreover, the questionnaires were administrated to the students via online forms, 52 respondents filled out the questionnaire. Finally, 52 completed responses were obtained for the analysis.

4. DATA ANALYSIS

4.1.Preliminary Analysis

Principal component analysis was primary performed to reduce the dimensionality of SDT components into more representative and distinctive components for the participants. In doing so, the initial descriptive analysis showed that all items of the motivation subscales (n=19) had mean>1, therefore, all the items of each subscales were kept for further analysis. Moreover, to reduce the dimensionalities of the six subscales, all the 19 items went through dimension reduction analysis using direct oblimin rotation. The result of the intercorrelation of the 19 items justified the use of principal component analysis. Barrelett's test of sphericity was .674, and the intercorrelation between items was<0.01. Whereas, the commonalities of the items ranged from .496 to .852.

Five components were extracted in the initial analysis with eigenvalues greater than 1 for each component, ranging from 1.3 to 5.6. Consequently, the reliability of each component was assessed. Accordingly, any problematic items that were highly loading in a component but uncorrelated with the other items of within a component were removed from the scale. Moreover, any items that had cross loading less than 0.2 were also removed from the scale. And any sub-scales with less than 2 items were excluded from the scale, for the sake of avoiding chaotic and problematic distribution of items across the components. Thus, based on the initial analysis, the items were chaotically distributed across 5 components.

In sum, the results of preliminary analysis showed that there were five extracted subscales out of the six subscales. Nevertheless, factorial complexities were founded such as; cross-factor loading of some items, as well as uncorrelated items with high loading factors. Accordingly, 8 items were excluded from the scale based on the results of the preliminary analysis, namely item 3,4,5,9,10,11,14, and19. These items corresponded with the following subscales; extrinsic motivation-external regulation and extrinsic motivation- identified regulation, and religious motivation subscale. Therefore, four motivational dimensions were kept for further analysis.

5. RESULTS

The final analysis showed that the six motivation subscales were reduced into four representative motivation orientations, which were extracted in three distinctive components. However, these four representative motivation orientations are; intrinsic motivation, extrinsic motivation-introjected regulation, amotivation, and religious motivation. However, the

reliability of each component of the three components were assessed after the final analysis. The Cronbach's Alpha value of each component showed that the items of each component have a strong intercorrelation.

Component 1: intrinsic motivation and religious motivation statistically lumped together to construct the first component with the highest eigenvalue of 3.5. The total variance of this component 32.4%. And the Cronbach's Alpha value of this component is 0.842.

Component 2: Extrinsic motivation-introjected regulation ranked as the second construct of the scale with an eigenvalue of 2.3, total variance of 21.2%, and a Cronbach's Alpha value of 0.785.

Component 3: Amotivation orientation, this component had an eigenvalue of 1.4, total variance of 13% and a Cronbach's Alpha of 0.696.
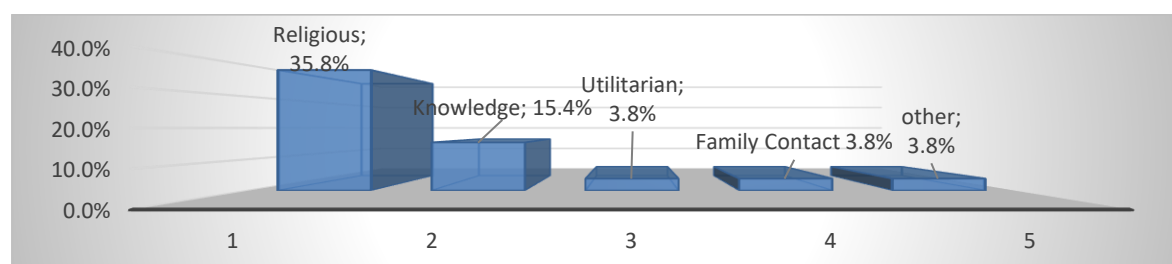
Furthermore, a thematic analysis was employed to analysis the open-ended item in the questionnaire. This open-ended item aimed to ,qualitatively, explore the other primary reasons students have for learning Arabic that were not included within the SDT motivation subscales. 27 students responded to this items, only 17 responses were meaningful and went through for the final analysis. However, students stated additional 11 primary reasons for learning Arabic. These 11 reasons can fall into 5 basic categories, namely Religious reasons, Knowledge reasons, Utilitarian reasons, Family contact reasons, and multilingualism& globalism reasons.

Religious motives ranked as the most frequently reported primary reason among students. In which, 35.8% of reasons mainly revolved around various types of religious motives. For instance, the urge of first-hand understanding of Islam, or preaching for Islam. This finding correspond with (Bakar, 2010; Ibrahim, 2009; Weger-Guntharp, 2006) who have vocally articulated the significant role of religious motivation for Moslem learners of Arabic.

In addition, knowledge reasons ranked as the second most frequently reported primary reason for learning Arabic among students, with 15.4% of the responses were reflecting the urge for seeking knowledge through learning. The knowledge category included reasons such as *"learning Arabic would make me more skillful and knowledgeable"*, " *I learn Arabic so I can educate myself and others"*, or *"learning Arabic is important for every knowledge seeker"*.

The Third construct of the primary reasons for learning Arabic among the students is three categories that equally ranked as the third most frequently reasons ,namely, utilitarian reasons, family contact, and multilingualism& globalism reasons. Each of these categories shared the same percentage of 3.8%. Utilitarian category included reasons such as "*learning Arabic is important for living and working in the Arab and Moslem countries"*. Whereas, family contact had reasons such as " *I wish I can contact with my Arab family members as a speaker of Arabic"* Lastly, the category of multilingualism and globalism had only one reason such as " *I learn Arabic because it is a global language*".

Figure 1.1:

6. DISCUSSION

The results of the study suggest that only three motivation subscales based on SDT were a representative orientations for the Arabic language learners' motivation in Saudi Arabia, beside the subscale of religious motivation. However, lack of correlation between far construct within the continuum, such as lack of correlation between intrinsic motivation and amotivation, or amotivation and religious motives, demonstrates that the extracted components are distinctive subscales of motivation.

Further, the results show that the social context of learning Arabic provides great leverage to religious motivation on the expenses of the other subscales in the SDT. Corresponding with previous reports that employed SDT in their investigation of Arabic language learning motivation , -i.e. (Bakar, 2010; Ibrahim, 2009)-both of these studies highlighted the influential role of the religious identity and social context in learning Arabic in the Moslem world.

The results obtained from the qualitative data correspond with the results obtained from the quantitative data. However, both qualitative and quantitative data indicated the focal role of the religious identity in determining the motivation for learning Arabic in the Moslem context. In fact the findings of this study coincide with the well-known reports on learning Arabic motivation (Bakar, 2010; Ibrahim, 2009; Weger-Guntharp, 2006) that emphasized on religious motives as the sole reason that motivates the Moslem learners' behavior in learning Arabic.

However, the results showed that intrinsic motives subscale cluster with religious motives to constitute the highest component in the extracted components. In fact, it is important to note that (Bakar et al, 2010) reported that the religious motivations orientation encompasses both intrinsic and extrinsic orientations. Therefore, this indicates that the religious motives can internalized by learners to become an intrinsic motivation.

Respectively, the results showed that the mediating link between the religious motivation and other subscales seems to be internalized by the learners to the extent that it could instigate their intrinsic motivation. Hence the findings suggest that the learners' intrinsic motivation toward learning Arabic is religiously sustained. However, giving the fact the identity, language and faith are closely interrelated (Lepp-Kaethler& Dörnyei, 2013), the religious motivation orientation seems to be the most focal construct in learning Arabic in this peculiar context.

As for the second component that included extrinsic motivation-introjected regulations, the learners, however, reported that they are not acquainted with introjected regulations in their process of learning Arabic language. Introjected regulation refers to regulations that learners use to act on ego-relevant reasons, such as self-aggrandizement for performing well or shame of not doing so (Noels, K. A., et al, 2019). Overall, this construct seems not to be a regulated behavior in the learners of Arabic.

Nevertheless, the amotivation was extracted as a distinctive component which refers to the lack of motivation among learners. Although, the overwhelming majority of the learners report that they do not experience lack of motivation in learning Arabic, however, 15.09% (n=8) of the participants report a lack of motivation in their learning of Arabic. These findings suggest that demotivating factors in learning Arabic exist among this population. One possible explanation for this phenomenon is that international students are required to take Arabic language courses as a stipulation of academic admission and scholarship, regardless of their language proficiency. Therefore, some of those demotivated learners might possess highly proficient command of Arabic language. Yet, they find themselves forced to study the language

from the elementary levels, which might trigger meaningfulness and disengagement in the process of learning the language.

Furthermore, the results from the qualitative data that accounts for the second research question showed that the religious motives are most frequently reported primary motives for learning Arabic. Which commensurate with what the quantitative data highlight. Moreover, knowledge motives ranked second as a high frequently primary motives among leaners. However, some approaches to SDT and intrinsic motivation have accounted knowledge interests as part of the intrinsic motivation (Vallerand, 1997; Vallerand, Blais, Brie`re, and Pelletier, 1989; et al., 1992, 1993, as cited in Noles, et al, 2003). Therefore, intrinsic motivation orientations were also reported in the qualitative finding of the study.

Similarly, interests in being educated in the religion were found in the qualitative data of the study, such as " *I learn Arabic so I can educate my children and other Moslems' kids to be good Moslems*" or " *I learn it because it is the language of Quran and Sunnah*". This could perhaps indicate that even intrinsic motivation-knowledge descendants from religious interests. This is can be one possible explanation of why intrinsic motivation and religious motivation have statistically clustered together as one component.

7. CONCLUSION

This study has presented an investigation of motivation orientations of Arabic learners as L2 in the Saudi context through employing the theoretical framework of the Self-determination theory. This study examined the motivation orientations of Arabic learners in the Saudi context within several dimensionalities. Ranging from the lack of motivation to the most determinate forms of language learning orientations, i.e. intrinsic motivation. As well as, the role of internalizing external factors to become salient determiners and instigators of intrinsic motivation. Moreover, using factor analysis to assess the validity of SDT dimensionalities in learning Arabic, numerical data in this study indicate that only three motivation subscales of SDT represented the motivation orientations of L2 Arabic learners' motivations.

However, the findings showed that intrinsic, extrinsic, and amotivation subscales are distinctive in the Saudi context, and, statistically, can be distinguished. Furthermore, the data of the study articulated that the primary and most frequent motivation orientation among the learners is the religious motives. The Religious construct formed a robust instigator in learning Arabic in the Saudi context. Moreover, the study also found that demotivating factors in learning Arabic among international students may exist in the Saudi Context. They could possibly remain subject for future research. Exploring the demotivating factors could provide interesting results and draw on the relationships between these demotivating factors and other social, psychological, academic factors

7.1.Limitations of the Study and Recommendations for future research

It would be more practical to investigate motivation in L2 from the initial levels of learning L2, as that may illustrate the difference between initial levels of motivation in learning L2 and advanced levels. This study investigated motivation orientations among students at advanced levels of learning Arabic. And that is due to the international traveling restrictions the Arabic language institute was not able to admit international students in levels 1 and 2 at the campus for the academic year 2020/2021. Moreover, the study only incorporated male students and that is attributed to the fact that the Arabic language institute is not acquainted to admit female students at the meanwhile due to some logistics management issues.

Future research can incorporate female participants to the investigation of their motivation compared to males' motivation to draw on the potential distinctions in motivation orientations between males and female students of Arabic. Also, future research could look at

the correlation between certain motivation orientations in learning Arabic and gender. More importantly, future research can explore the demotivating factors among international students of Arabic in Saudi Arabia. It is recommended to confirm the extent to which demotivating factors exist with exploring the satisfaction of basic psychological needs, this may report interesting findings especially for immigrants and international students of Arabic.

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Appendix

Questionnire Items

تتكون استبانة دافعية تعلّم اللغة العربية من 18عنصراً وقد صممت بناءً على نظرية   Self-Determination Theory في دافعية تعلم اللغات الأجنبية، و تهدف هذه الاستبانة إلى قياس دافعية تعلّم اللغة العربية لدى الطلاب الناطقين بغيرها، وقيست عناصر هذه الاستبانة بناءً على نموذج ليكرت ذي الخمس نقاط، الذي يتيح للمشاركين الإجابة على كل عنصر، من (1 غير موافق بشدة إلى 5 موافق بشدة).

1- المستوى الدراسي في معهد تعليم اللغة العربية:

2- التخصص:

3- سنوات تعلم اللغة العربية:

4- الجنسية:

5- العمر:

6- اللغة الأم:

7- كم عدد اللغات التي تجيد التحدث بها؟

- لغتان
- ثلاث لغات
- أكثر من ثلاث لغات

II- أجب على العناصر التالية بإجابة واحدة من الخمس إجابات المعطاة في كل عنصر (من لا أوافق بشدة إلى أوافق بشدة).

	العنصر	لا أوافق بشدة	لا أوافق	لا أدري	أوافق	أوافق بشدة
1	ليس لدي هدف من تعلّم اللغة العربية	1	2	3	4	5
2	لست مهتماً بتعلّم اللغة العربية	1	2	3	4	5
3	أتعلّم اللغة العربية لأن والديّ/عائلتي يريدون مني ذلك فقط	1	2	3	4	5
4	أتعلّم اللغة العربية لأن ذلك متطلب دراسي فقط	1	2	3	4	5
5	أجد نفسي مجبراً لتعلّم اللغة العربية لأن الجامعة تشترط ذلك	1	2	3	4	5
6	أتعلّم اللغة العربية لأن ذلك يمنحني مكانة اجتماعية جيدة في بلدي	1	2	3	4	5
7	أتعلّم اللغة العربية لكي ألقى احترام الآخرين	1	2	3	4	5
8	أجتهد في دراسة اللغة العربية لأن الحصول على درجات متدنية في اللغة العربية يجعلني أشعر بالحرج أمام زملائي	1	2	3	4	5
9	أرى أن تعلّم اللغة العربية مهم لدراستي الاكاديمية	1	2	3	4	5
10	أرى أن تعلّم اللغة العربية مهم لتطوير شخصيتي ومهاراتي	1	2	3	4	5
11	أرى أن تعلّم اللغة العربية مهم للحصول على وظيفة جيدة	1	2	3	4	5
12	أُحب تعلّم اللغة العربية	1	2	3	4	5
13	تعلّم اللغة العربية ممتع وجميل بالنسبة لي	1	2	3	4	5
8	لدي فضول لتعلّم اللغة العربية	1	2	3	4	5
14	أتعلّم اللغة العربية لكي أفهم القرآن الكريم و الأحاديث الشريفة جيداً	1	2	3	4	5
15	أتعلّم اللغة العربية لكي أتمكن من قراءة وفهم التاريخ الإسلامي	1	2	3	4	5
16	أتعلّم اللغة العربية لكي أتمكن من دراسة العلوم الشرعية	1	2	3	4	5
17	أتعلّم اللغة العربية لكي انضم إلى مجال الدعوة إلى الإسلام	1	2	3	4	5
18	أرى أن تعلّم اللغة العربية مهم لكل مسلم	1	2	3	4	5

III- إذا كانت لديك أسباب أخرى لتعلّم اللغة العربية لم تُذكر نرجو كتابتها هنا