

Examining Language Attitudes and Identity among Saudi EFL Undergraduates: A Mixed-Methods Study

Nayilah Mesfer J. AL-Qahtani¹

Abstract

Before beginning any kind of educational or instructional activity, it is standard practice to have a discussion with students about their points of view. This discourse should take place well in advance of the activity. Therefore, this is because the students are the major focus of the educational process. This research explores the perspectives of Saudi students from all university disciplines that are taught in English as foreign language, such as medicine, sciences, engineering, management, economics, and others. In addition to this, the perspectives of the students on the history of the English language are taken into account. In addition to this, it investigates the variables that have an impact on the outcomes that are associated with the activities that the students participate in. A favorable attitude toward the process of gaining English language skills was shown by the persons who participated in the study, as indicated by the outcomes of the research. In addition, the replies of the students demonstrate that they have viewpoints that are somewhere in the middle about the approach to learning about the culture that is being targeted. It is necessary to give students an environment that is favorable to learning, according to the findings of the study that was conducted. When it comes to the process of designing and delivering lessons, instructors of English as a foreign language (EFL) are expected to putting the interests of their students at the center of their agenda. The sample consisted of 555 students who submitted the questionnaire "Language Attitudes and Identity Questionnaire: Exploring Perspectives of Saudi EFL Undergraduates". This questionnaire was divided into five distinct sections. Cronbach's Alpha coefficients has been used for reliability and validity of the questionnaire. Independent-sample t-test results present the comparison of language orientation among students.

Keywords: Language Attitudes, Identity, EFL, Validity, Reliability, T-Test and Correlation Coefficient.

INTRODUCTION

Most people agree that the attitude of language learners is one of the most crucial elements influencing the way they acquire the language and significantly determines their degree of success (Gardner,2006). Peng et al. (2017) investigated the influence of multimodal affordances on the degree to which students are willing to speak in EFL classroom and Getie, (2020); Peng, et al (2017) examined that having a "positive attitude" helps one learn a second language more easily; a "negative attitude" makes learning the language more difficult. Consequently, it is reasonable to say that among researchers (Al-Tamimi and Shuib, 2009) there is a uniform agreement that one of the factors causing students' low academic performance is a depressing attitude. This is so because pessimism is a mental attitude marked by lack of hope. Studies show that a person's attitude toward the English language and degree of English ability significantly correlate (Hussain et al., 2011). Researchers carried out a study to exhibit this proof.

Nowadays, a great number of educational institutions offering higher education call Saudi Arabia home (Alharbi, 2022). The necessity and importance of these programs in preparing students who recently made the change from a regulated school system to a more independent university education made these opportunities possible. The introduction of these fresh choices resulted from this main motivation. This makes it very evident that the English language has a vital role in Saudi Arabia's somewhat well-known educational framework. The English language is seen by the Saudi Arabian government, different stakeholders, and other decision-makers as a necessary instrument for the growth of scientific and technical knowledge as well as for the enhancement of world relations. The Saudi Arabian government is still very interested in English programs as they keep acting as a portal for the expansion of the Saudi person as well as the country (Al-Seghayer, 2014).

¹ Assistant Professor of Psychology Kingdom of Saudi Arabia, Riyadh Imam Muhammad ibn Saud Islamic University, College of Social Sciences, Department of Psychology. E-mail: nmqahtani@imamu.edu.sa

Saudi Arabian public schools teach exclusively English, hence the only foreign language taught there is that one. English is also employed as a medium of teaching at some private universities of higher education in addition to most public ones, providing a further point of interest. English is recognized as a major element both within and outside of the classroom, hence demand for English is always rising throughout the Kingdom (Al-Haq and Smadi, 1996). English is regarded as a prominent quality all throughout the nation, hence this is justified. This need results in more Saudi Arabian citizens than ever before considering English as a Second Language (ESL) as a possible new topic of study (Alkubaidi, 2014). Official languages are Arabic and English both. Apart from that, the business sector uses English as the formal language even though Arabic is formally recognized as the official language (Naffee, 2013); (Al-Ahdal and Abduh, 2021); (Bin-Hady and Abduljalil, 2021); Bin-Hady, and Al-Tamimim, (2021).

This study aims to investigate language attitudes and the influence such perspectives have on language choice, language use, and linguistic identity among Saudi undergraduate English as a foreign language learners. It looks at how personal cultural background, degree of language competency, and level of exposure to foreign languages could affect opinions on language. This study project uses a mixed-methods approach to fully grasp the complex relationship among language attitudes, language practices, and language identity among Saudi undergraduate English as a foreign language users. The study answers following research questions:

What are the language attitudes of Saudi EFL undergraduate students towards their native Arabic language and the English language?

How do language attitudes towards Arabic and English influence the language choice and language use patterns among Saudi EFL undergraduate students?

How do language attitudes towards Arabic and English vary based on factors such as language proficiency, exposure to different languages, and cultural background?

To what extent do language attitudes impact the language identity of Saudi EFL undergraduate students, particularly in relation to their native Arabic language and the English language?

What factors, such as language proficiency, exposure to different languages, and cultural background, contribute to the formation of language attitudes and their impact on language choice, language use, and language identity among Saudi EFL undergraduate students?

Based on this research question, the researchers formulated the following six null hypotheses and six alternative hypotheses:

H1_N: There is no positive and significant correlation between positive language attitude towards English and English language orientation.

H1_A: There is a positive and significant correlation between positive language attitude towards English and English language orientation.

H2_N: There is no positive and significant correlation between positive language attitude towards Arabic and English language orientation.

H2_A: There is a positive and significant correlation between positive language attitude towards Arabic and English language orientation.

H3_N: There is no positive and significant correlation between positive language attitude towards English but negative towards the Arabic language, and English language orientation.

H3_A: There is a positive and significant correlation between positive language attitude towards English but negative towards the Arabic language, and English language orientation.

H4_N: There is no positive and significant correlation between positive language attitude towards the Arabic language but negative towards English, and English language orientation.

H4_A: There is a positive and significant correlation between positive language attitude towards the Arabic language but negative towards English, and English language orientation.

H5_N: There is no positive and significant correlation between positive language attitude towards English and the Arabic language, and English language orientation.

H5_A: There is a positive and significant correlation between positive language attitude towards English and the Arabic language, and English language orientation.

H6_N: There is no difference between male and female students in instrumental English language orientation.

H6_A: There is a difference between male and female students in instrumental English language orientation.

Language Attitudes of Saudi EFL Undergraduate Students

Undergraduate students from Saudi Arabia who are learning English as a foreign language are able to demonstrate a complex interplay of thoughts on both their native Arabic language and the English language. Some of the numerous perspectives that scholars on Arabic take into consideration include language proficiency, the development of language usage, and national pride and identity. Arabic is seen by many as a portal into the rich cultural legacy of a country and its people. Students might find the language really appealing. Skilled level might affect personal opinions. While a low degree of competency could cause negative attitudes to develop, a high degree of competency might inspire a closer sense of thanksfulness. Some fear that the evolution of English would cause the Arabic language to vanish.

Figure 1 presents block diagram for language attitudes of Saudi EFL undergraduate students. Among the many factors influencing people's opinions on the English language and its reputation are instrumental motivation, language anxiety, global citizenship, and other such ideas (Bin-Hady and Abduljalil, 2021). Many see fluency in English as a pass to better employment and more schooling. Two notions usually connected with the English language are comprehending how dependant our world is on each other and learning new things. Many people associate the English language to a favorable connotation because it is connected with sophistication and wealth. Regarding English use, some students could become apprehensive or shy. People's choice and usage of any language depend much on their attitudes about it in certain settings. Positive attitudes about Arabic and English could cause regular code-switching that is, linguistic adaptation to the social context. Strong favorable attitudes toward English and strong negative attitudes against Arabic might speed up the process of language migration, therefore reducing the use of Arabic. Adopting a strong and resilient attitude toward Arabic can help one to ensure the language's ongoing usage in many different disciplines. Many times, bettering one's language skills corresponds with more consistent use of that language and greater confidence. The language one uses depends on the academic, professional, casual, or formal setting. The way colleagues behave and treat one might affect the words a person chooses. Watching English-language media might help in several situations when English usage could be improved.

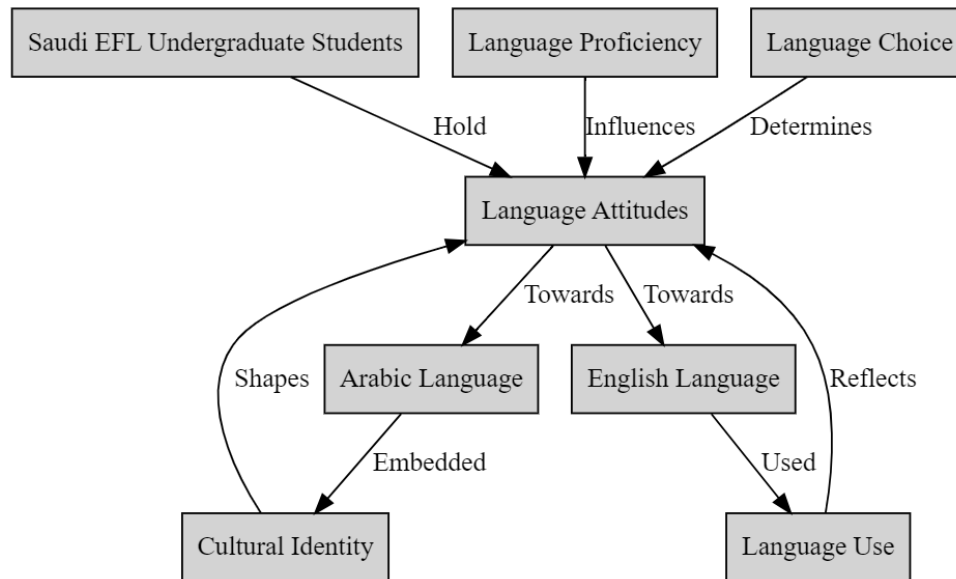


Figure 1: Block diagram for Language Attitudes of Saudi EFL Undergraduate Students

Language Attitudes and Language Choice/Use Among Saudi EFL Undergraduates

Regarding Saudi Arabian undergraduate English as a Foreign Language (EFL) courses, the personal viewpoints of the students greatly influence both their study subjects and use of Arabic and English. Positive thinkers of life are more likely to utilize Arabic in their everyday life, at home with their family, and in their academic endeavors. Arabic is widely spoken in this environment. It is common to keep up with both Arabic culture and language.

The pace of linguistic change may be accelerated if people came to prefer English in particular situations while maintaining a bad view of Arabic. Students may engage in extensive code-switching, a strategy that blends Arabic and English, to compensate for perceived inadequacies in their Arabic skills.

The good view of English helps to encourage its usage in academic and professional contexts (Al-Hassaani and Al-Saalmi (2021). If you speak two languages, it may be easier to change strategies rapidly. The reason being that you can communicate with them in any language.

Some persons, especially those with unfavorable attitudes about the English language, may demonstrate less ability in utilizing the language while speaking in front of an audience. This may exacerbate the already challenging challenge of verbal communication, which is a huge issue in more formal contexts.

When it comes to language choice and implementation, Saudi EFL students' viewpoints are very important. How students transition from Arabic to English is determined by their cultural identities, linguistic ability, and the social situation in which they find themselves.

Language Attitudes: Influence of Proficiency, Exposure, and Cultural Background

An individual's perspective on language is influenced by three factors: their familiarity with a variety of languages, their level of language skill, and their respective cultural backgrounds. It is more probable that those who have a good impression of Arabic and who are to some degree adept in the language will continue to practice and improve their Arabic language skills.

Limited Arabic competency might lead to fewer Arabic usage, antagonism, and maybe a shift toward English communication. Being proficient in English can help one to utilize it in many circumstances and have a good attitude about it. One may mostly blame a possible lack of competency for language anxiety and limited English usage (Asghar, Jamil, Iqbal, and Yasmin, 2018).

Exposure to many languages might potentially lead to a more favorable perception of language acquisition, bilingualism, and code-switching. The likelihood of an individual becoming monolingual is increased when they have a strong preference for their native language and have not had exposure to other languages. Figure 2 presents block diagram language attitudes: influence of proficiency, exposure, and cultural background. A key attribute associated with a robust Arabic cultural identity is possessing a favorable outlook towards Arabic and a strong willingness to preserve it. After being exposed to Western civilization, some people may acquire a more favorable disposition towards the English language and may even transition from their native language. A potential consequence of a conventional upbringing is the cultivation of a heightened affinity for Arabic language and culture. A modern upbringing is often linked to a more receptive mindset towards the English language and other languages.

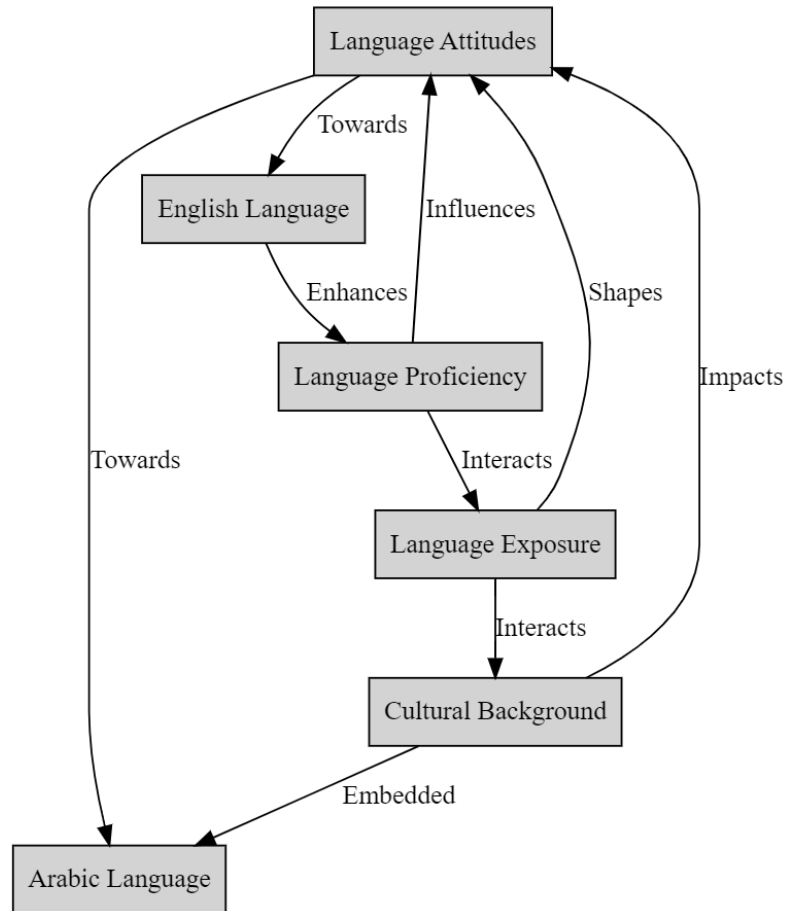


Figure 2: Block diagram Language Attitudes: Influence of Proficiency, Exposure, and Cultural Background

Language Attitudes and Language Identity

In Saudi undergraduate students who are studying English as a foreign language, the formation of their linguistic identity is significantly impacted by their perspectives around language.

In many cases, the development of a strong Arabic identity is connected to the development of a positive attitude toward Arabic communication. It is possible that students would consider Arabic to be an essential component of their cultural heritage as well as their own individual identities.

One may see a deterioration of Arabic identity resulting from strong attachment to the English language or negative attitudes toward Arabic. Students could focus on English as a means of developing their social and career life (Khan, 2016). Having a good attitude toward Arabic and English could help one to create a multilingual identity. Students might value both cultural heritages accordingly and feel they are fluent in both

languages. Regular switching between Arabic and English might be a sign of a multifarious and always shifting linguistic identity wherein both languages are included into the sense of self of the person.

Speaking two languages fluently might enable a bilingual individual to grow to have a stronger feeling of identity. Regarding the development of language identity, students' living and interaction environment is rather crucial in terms of the linguistic background. Students' exposure to several kinds of media might affect how they see and value different languages. Language policy might affect the position and reputation of Arabic and English, thereby influencing language acceptance as well. Figure 3 presents block diagram for language attitudes and language identity.

Views on language are closely related to one's identity in respect to language. Understanding the complex relationship between these two ideas helps academics to get essential understanding of the linguistic experiences of Saudi undergraduate English language learners from different backgrounds.

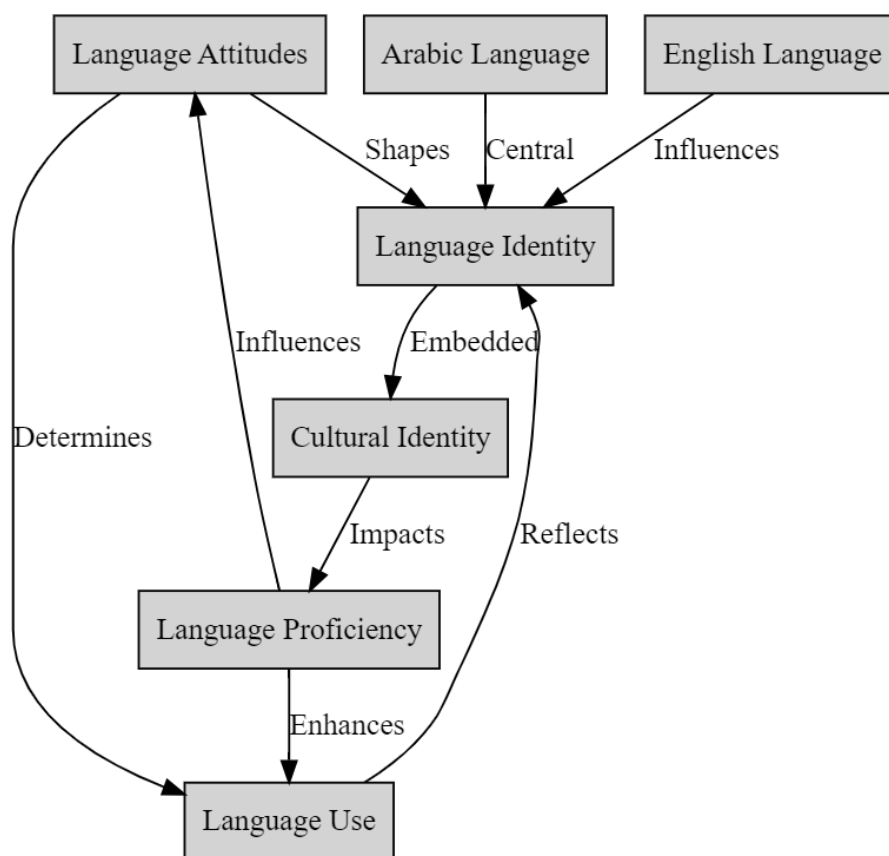


Figure 3: Block diagram for Language Attitudes and Language Identity

Factors Influencing Language Attitudes, Choice, Use, and Identity

The idea of personal identity, including linguistic preferences and language use, is a complex phenomenon impacted by a network of interconnected components. The traits shown in the table are influenced by an individual's language proficiency, linguistic background, and cultural legacy. Figure 4 presents the factors influencing language attitudes, choice, use, and identity.

Enhanced linguistic abilities sometimes lead to a heightened feeling of affinity towards a particular language, heightened positivity, and an increased frequency of language use (Al-Ahdal and Al-Ma'amari, (2015). Being exposed to a wide range of languages may lead to the development of a flexible understanding of linguistic identity and a positive attitude towards language learning and code-switching.

People who are deeply rooted in their culture are more likely to support and promote the local language and all its uses. The formation of a more solid sense of self is influenced by one's exposure to many cultures, which may likewise influence one's perception of other languages.

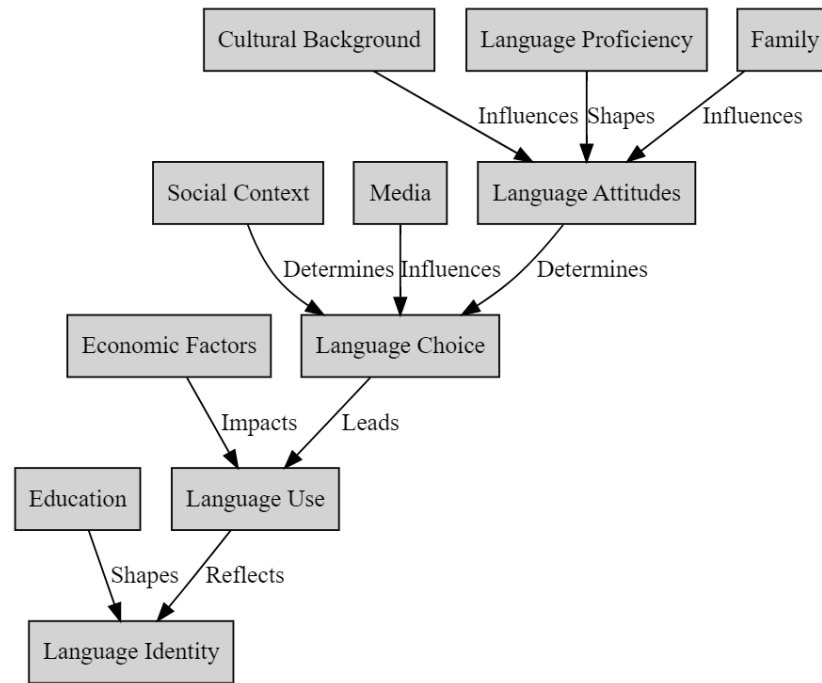


Figure 4: Factors Influencing Language Attitudes, Choice, Use, and Identity

A statistical analysis of our study showed that opinions toward the English language and linguistic orientation were significantly positively correlated. The participants' opinions of Arabic were less positive than their opinions of English. Our results, which we obtained by correlation analysis, are consistent with earlier studies (Kim, 2004; Mori & Gobel 2006; Naffee, 2013), highlighting the impact of linguistic orientation on language attitudes and motivation. These findings imply that instructional strategies have a significant influence on how students view the English language.

METHODS

Within the scope of this investigation, a quantitative methodology was used, and the researcher carried out a survey by means of a questionnaire. Mixed method sampling was used to choose the participants. There were a total of 555 students that took part in this research investigation, with 283 females and 272 males providing their participation. We informed the individuals who were chosen to take part in the study that the information that was gathered would be kept exclusively secret and that their participation was entirely voluntary. In addition to that, it was requested of them that they fill out the questionnaire using pseudonyms rather than their genuine identification.

Instruments

This research employed a questionnaire that was divided into five distinct sections. The initial section was dedicated to the demographic profile, which encompassed information regarding the individual's educational background and language acquisition history. The second section of the survey consisted of inquiries regarding the participants' sentiments toward language, with a particular emphasis on their perspectives on the differences between Arabic and English. The third phase, "Language Choice and Use," examined the participants' language usage and language choice patterns. The fourth section contained a definition of Language Identity, which was defined as the perception of one's own linguistic identity and the interaction between language identity and cultural heritage. In the fifth segment, we examined the numerous factors that

influence attitudes toward language. In this section, the data collection focused on language proficiency, exposure to a diverse array of languages, cultural context, and language identity.

Validity And Reliability Of The Study Tool

1) Reliability of Questionnaire:

The reliability of questionnaire has been verified by two methods which are: Cronbach's Alpha coefficient, and Split-half method. The following Table 1 shows the results of reliability coefficients:

Table 1: Cronbach's Alpha coefficients and the split-half of the questionnaire

Language orientation	Number of Item	Cronbach's Alpha Coefficient	Split – half Reliability	
			Two parts Correlation Coefficient	Split – half Reliability Coefficient
Positive language attitude towards English	145	0.91	0.817	0.821
Positive language attitude towards Arabic	165	0.86	0.894	0.941
Positive language attitude towards English and negative towards Arabic	134	0.82	0.867	0.824
Positive language attitude towards Arabic and negative towards English	147	0.91	0.811	0.789
Positive language attitude towards English and Arabic	162	0.77	0.829	0.932

According to the results shown in Table 1, The values of Cronbach's Alpha and Split-half reliability coefficient of questionnaire are range between (.82 to .94), which are statistically acceptable values, since all the results are greater than (0.60). This indicates the reliability of questionnaire internal consistency. Accordingly, the questionnaire has good internal consistency.

2) Validity of Internal Consistency of the study tool:

The internal consistency of the questionnaire paragraphs has been calculated, through calculating Pearson Correlation coefficient between each language orientation, and it turned out that all the paragraphs constituting the questionnaire are statistically correlated to the total degree of related language orientation, at the significance level of ($\alpha \leq .01$). The correlation coefficients values indicate that there is consistency between the sample's responses to those paragraphs.

Table 2: The correlation coefficients between the lanugae orientation

Number	Correlation coefficient	Sig	Number	Correlation coefficient	Sig	Number	Correlation coefficient	Sig
Positive language attitude towards English								
21	0.934**	<.001	222	0.948**	<.001	234	0.804**	<.001
24	0.979**	<.001	215	0.771**	0.002	211	0.819**	<.001
Positive language attitude towards Arabic								
31	0.763**	0.002	212	0.923**	<.001	227	0.796**	0.001
24	0.871**	<.001	225	0.878**	<.001	222	0.819**	0.001
Positive language attitude towards English and negative towards Arabic								

Number	Correlation coefficient	Sig	Number	Correlation coefficient	Sig	Number	Correlation coefficient	Sig
41	0.745**	0.001	212	0.903**	<.001	221	0.767**	0.001
37	0.801**	<.001	215	0.873**	<.001	272	0.792**	0.001
Positive language attitude towards Arabic and negative towards English								
39	0.834**	0.002	222	0.925**	<.001	234	0.766**	0.001
34	0.804**	<.001	215	0.883**	<.001	242	0.718**	0.001
Positive language attitude towards English and Arabic								
15	0.779**	0.002	232	0.958**	<.001	226	0.762**	0.001
21	0.871**	<.001	223	0.818**	<.001	212	0.792**	<.001

The findings of the Table 2 show that all the questionnaire paragraphs are statistically associated with their language orientation of classification at the significance level of ($\alpha \leq .01$). The correlation coefficients of the paragraphs with the language orientation's total degree ranged between (.979) at its maximum limit and (.763) at its minimum limit, which indicates the strength of the internal cohesion between the paragraphs and their language orientations of classification. Therefore, it is considered a strong indicator of the questionnaire validity and that it is valid to measure its target of measurement.

After determining whether or not the questionnaire was valid, the next step was to determine whether or not the language attitudes and language orientation were reliable. An item's dependability may be quantified using the Cronbach's alpha coefficient, which is a measure of internal consistency that is commonly employed. Quantifying the item's internal consistency is accomplished via the use of this coefficient. The reliability coefficient for the language orientation questionnaire was found to be 0.952, while the reliability coefficient for the language attitudes questionnaire was found to be 0.836 (as shown in Table 1). The results of each of these findings are shown in Table 1. Taking into consideration the findings, the researchers came to the conclusion that both surveys demonstrate a high degree of dependability. If the value of Cronbach's alpha is more than 0.7, then a test is regarded to be acceptable, and if the value is greater than 0.8, then the test is considered to excellent.

Procedure

This study was conducted to investigate linguistic attitudes in the Arabic context, particularly in relation to the acquisition of English as a foreign language. After revising the questionnaire, we conducted a pilot study with forty participants to assess the validity and reliability of the instrument. This led to the removal of three questions from the linguistic attitudes questionnaire, as they were deemed invalid. The participants' responses were categorized based on gender, language orientation, and attitudes after the data collection process was completed. To address the first research question, the relationship between language orientation and language attitudes was examined using the Pearson correlation coefficient (r). The correlation values were allocated to the groups according to the standards set by Evans (1996):

0.00 – 0.19 = *very weak*

0.20 – 0.39 = *weak*

0.40 – 0.59 = *moderate*

0.60 – 0.79 = *strong*

0.80 – 1.0 = *very strong*

Language Orientation and Language Attitude: Correlation

The researcher was able to determine the connection between instrumental orientation and linguistic attitudes with regard to English and Arabic by using the Pearson correlation technique. The association between language orientation and linguistic attitudes between English and Arabic was shown in this particular instance. Particularly, there was a positive attitude toward English, Arabic, English but a negative attitude toward Arabic, Arabic but a negative attitude toward English, English but a good attitude toward Arabic but a bad attitude toward English, and both English and Arabic. In addition, there was a negative attitude toward English.

Table 3: Analysis of the Relationship Between Attitude and Language Orientation

Language Orientation	Parameter	Value
<i>Positive language attitude towards English</i>	<i>Pearson Correlation (r)</i>	0.615 **
	<i>Sig. (2 – tailed)</i>	0.001
	<i>N</i>	116
<i>Positive language attitude towards Arabic</i>	<i>Pearson Correlation (r)</i>	0.109 **
	<i>Sig. (2 – tailed)</i>	0.078
	<i>N</i>	106
<i>Positive language attitude towards English and negative towards Arabic</i>	<i>Pearson Correlation (r)</i>	0.422 **
	<i>Sig. (2 – tailed)</i>	0.001
	<i>N</i>	89
<i>Positive language attitude towards Arabic and negative towards English</i>	<i>Pearson Correlation (r)</i>	0.125 **
	<i>Sig. (2 – tailed)</i>	.071
	<i>N</i>	56
<i>Positive language attitude towards English and Arabic</i>	<i>Pearson Correlation (r)</i>	0.714 **
	<i>Sig. (2 – tailed)</i>	0.001
	<i>N</i>	256
** Correlation is significant at the 0.01 level (2 – tailed).		

At a level of statistical significance of $p = 0.001$, the correlation coefficient between language orientation and positive opinions toward English was found to be significant, with a value of 0.615. This was shown by the fact that the correlation coefficient was strong. Because of this, we are able to assert with complete certainty that the connection does in fact exist. This is where you will find Table 3. Due to the fact that this outcome demonstrated that the null hypothesis (H_{1N}) was incorrect, the alternative hypothesis (H_{1A}) was found to be correct. Consequently, the author of the research came to the conclusion that a strong inclination toward the English language was strongly connected with favorable sentiments toward the English language. Because of this, it is logical to believe that students who were serious about improving their English also had a positive attitude about learning the language.

According to the findings shown in Table 3, there was not a statistically significant connection ($r=.109$, $p=.078$) between linguistic orientation and favorable sentiments of Arabic. What was said about this relationship was that it was not very strong. This happened as a result of the correlation value not being sufficiently high to be regarded as statistically significant. In the event that this were to take place, it would be an indication that the alternative hypothesis (H_{2A}) has been accepted, whereas the null hypothesis (H_{2N}) has

thus been rejected. As a consequence of these findings, the researcher came to the conclusion that a good attitude toward language was positively connected with positive evaluations of Arabic. In order to emphasize the significance of this fact, it is necessary to bring out that the connection was not strong enough to be acknowledged as statistically significant. The results of the survey showed that students who expressed an interest in becoming fluent in English opted to study English rather than Arabic as their language of choice.

The link between linguistic orientation and positive views toward English and negative attitudes toward Arabic is seen in Table 3, which provides evidence of both. We must consider the link relevant since the correlation coefficient was found to be substantial and statistically significant ($r = .422$, $p = .001$). The acceptance of the alternative hypothesis ($H3_A$) and the rejection of the null hypothesis ($H3_N$) would follow from this, should it occur. A favorable attitude toward English and a bad attitude toward Arabic and linguistic orientation are significantly and statistically associated, according to the study. According to this survey, students who are naturally gifted with an inclination to learn English choose to major in English instead of Arabic. This research's results are in agreement with those of the prior study (for details, see Table 3).

This table was created with the intention of revealing the links that exist between language orientation and attitudes that are favourable towards Arabic and attitudes that are unfavourable towards English ($r = .125$, $p = .071$). A quantitative analysis of the strength of these associations was the purpose behind the creation of this table. The researchers came to the conclusion that the alternative hypothesis ($H4_A$), rather than the null hypothesis ($H4_N$), should be accepted after conducting an analysis and consideration of the findings of the inquiry. This study discovered that a positive attitude toward Arabic is substantially connected with linguistic orientation, in contrast to a bad attitude toward English, which was shown to be the opposite of the situation. Nevertheless, due to the fact that the connection between these factors was so weak, there was no statistically significant association between them.

The results of an investigation into the connection between good views toward Arabic and English and linguistic orientation are shown in Table 3, which presents the outcomes of the investigation. The findings are shown in Table 3, which demonstrates a robust positive correlation with an r-value of 0.714, and a p-value of 0.001, which in turn indicates that the correlation is statistically significant. For this reason, the researcher decided to reject the null hypothesis ($H5_N$) and instead go on with the alternative hypothesis ($H5_A$). In addition, those individuals who were more language focused had higher positive sentiments about Arabic and English, according to the findings of the research. The students, although being aware of the significance of both Arabic and English, have decided to focus their studies on English rather than Arabic.

With the use of the t-test for independent samples, the researcher investigated whether or not there was a difference in the linguistic inclinations of males and females. All of the findings from the investigation into descriptive statistics are shown in Table 4.

Table 4: Statistics for the language orientation

Language orientation	Gender	N	Mean	Std. Deviation	Std. Error Mean
<i>Positive language attitude towards English</i>	<i>Male</i>	32	4.12	0.811	0.091
	<i>Female</i>	34	3.26	0.856	0.062
<i>Positive language attitude towards Arabic</i>	<i>Male</i>	56	4.32	0.782	0.093
	<i>Female</i>	72	4.61	0.852	0.061
<i>Positive language attitude towards English and negative towards Arabic</i>	<i>Male</i>	12	3.54	0.754	0.094
	<i>Female</i>	21	4.21	0.891	0.063
<i>Positive language</i>	<i>Male</i>	72	5.34	0.741	0.094

<i>attitude towards Arabic and negative towards English</i>	<i>Female</i>	71	5.14	0.862	0.063
<i>Positive language attitude towards English and Arabic</i>	<i>Male</i>	42	3.76	0.834	0.093
	<i>Female</i>	44	4.26	0.881	0.061

According to the findings that are provided in Table 4, there was not a discernible difference in the ways in which men and women behaved when it came to language. Based on the results of the independent-samples t-test, the researcher was able to acquire a more in-depth comprehension of the disparities in language orientation that are present between male and female students. In the fifth part, the outcomes of this kind of examination are presented. An independent t-test was performed, and the results were shown in Table 5. The results showed that there was no statistically significant difference between the scores that were acquired by men and females. In spite of the fact that the null hypothesis (H_{0N}) was chosen as the one that should be accepted, one may take the inference from this that the alternative hypothesis (H_{0A}) was not accepted.

Table 5: Independent-sample t-test Results

<i>Language Orientation</i>		<i>Levene's Test for Equality of Variances</i>		<i>t - test for Equality of Means</i>		
		<i>F</i>	<i>Sig. (p - value)</i>	<i>t</i>	<i>df</i>	<i>Sig. (2 - tailed)</i>
<i>Positive language attitude towards English</i>	<i>Equal variances assumed</i>	0.013	0.915	-0.707	102	0.414
	<i>Equal variances not assumed</i>			-0.803	121.34	0.425
<i>Positive language attitude towards Arabic</i>	<i>Equal variances assumed</i>	0.021	0.926	-0.717	135	0.478
	<i>Equal variances not assumed</i>			-0.813	102.54	0.571
<i>Positive language attitude towards English and negative towards Arabic</i>	<i>Equal variances assumed</i>	0.011	0.883	-0.779	89	0.501
	<i>Equal variances not assumed</i>			-0.832	89.34	0.591
<i>Positive language attitude towards Arabic and negative towards English</i>	<i>Equal variances assumed</i>	0.014	0.912	-0.701	82	0.492
	<i>Equal variances not assumed</i>			-0.882	36.78	0.501
<i>Positive language attitude towards English and Arabic</i>	<i>Equal variances assumed</i>	0.021	0.892	-0.716	54	0.426
	<i>Equal variances not assumed</i>			-0.801	38.62	0.412

DISCUSSIONS

Participating in the study were a total of 555 individuals, with 283 females and 272 males constituting the sample. There was a balanced distribution of males and females among the participants. The purpose of this

research was to analyze linguistic attitudes toward Arabic and English in addition to the English language orientation. The instrumental orientation was the primary focus of this investigation throughout its whole.

A favorable association between linguistic orientation and perspectives on the English language was found to exist, according to the findings of the data analysis presented here. In addition to that, it gave the appearance that the individual had a favorable assessment of the English language, but a bad assessment of the Arabic language. The fact that it was tolerant of both Arabic and English was a further point of contention. Because of the large and substantial association that was seen between the two, the conclusion was reached based on the correlation that was observed. Previous researches by (Kim , 2004; Mori & Gobel 2006; Naffee, 2013) discovered a link between linguistic orientation and attitude are supported by our results, which are in agreement with those findings (Nujraeni, Kamaruddin., Hamsa & Salam., 2015); Tragant and Munoz (2000) ;Youssef, (2012). The results of this investigation and the conclusions that were drawn from it were consistent with one another. Those individuals who had acquired English and placed a high value on using it in situations that were based on the actual world were more enthused about the entire thing. When compared to the results of earlier research (Katesi, (1993), Kim, (2004), Skehan, (1991) and Ushida, (2005), which had previously shown that linguistic attitudes and motivation were essential to effective language learning, the findings of this study offered further support for those findings. This study provided evidence that the outcomes were accurate. In light of the facts, it is possible to draw the conclusion that the teaching techniques used by the teachers had an effect on the students' perceptions toward the English language.

The study's results showed a strong correlation between a linguistic focus and a positive opinion toward Arabic. They also had a positive outlook on Arabic but a negative one on English. The general public also had a more favorable impression of the English language. Keep in mind that this bond did not grow much over time. When compared to the conclusion that was expressed before, this discovery is in direct opposition to the claim that was made earlier. It was hypothesized that the orientation of language throughout the process of English language acquisition would not have a substantial influence on attitudes towards Arabic, and the data confirmed that our hypothesis was correct. The findings of this inquiry provide support for the idea that we have in mind. This shows that when Arabic students of English as a foreign language learn English for practical purposes, their attitude toward the English language may change, but their attitude about Arabic may stay the same.

According to the results of this poll, Arabic students have a highly positive interpretation of English language orientation. The fact that English is a subject that must be studied at both the secondary and postsecondary levels does not alter the fact that this is the case. This particular aspect of personality had a mean score of 4.18 out of a possible 5. The document was distributed in spite of the fact that English classes are required in the curriculum of schools and other types of institutions. In the event that students are trained to recognize the significance of the English language outside the constraints of traditional education and college, it is possible that they will have more favorable attitudes about the English language. As an alternative, research indicates that the perspectives that students have on the English language have the potential to be positively influenced.

When compared to male learners, the research indicated that female learners had a higher level of motivation to study English as a foreign language (Mori, and Gobel, (2006), Xiong, (2010) and Dörnyei, (2009). The findings of those studies were in direct opposition to the outcome that was found. According to the findings of some studies, it seemed as if male students had a lower likelihood of being motivated to learn English than female students. The findings of the research carried out by Sicam& Lucas, (2016) shown that the levels of motivation exhibited by male learners were significantly different from those exhibited by female learners. Through the use of the idea of instrumental motivation, they were able to achieve results. Therefore, those who speak Arabic could have the erroneous belief that their chances of achieving success in life would significantly improve if they were very proficient in the English language. It is possible to keep this viewpoint regardless of the gender of the person who is participating in the discourse.

Among students of English as a second language (ESL) from Saudi Arabia, the overriding objective of the research was to investigate the intricate link that exists between linguistic attitudes and identity. Despite their

strong sense of national pride and their commitment to Arabic, the results demonstrated that the participants had an understanding of the practical and educational importance of English in today's society, which is becoming more globalized. Considering that the findings demonstrate that students moved between the two languages in a variety of social and academic contexts, they demonstrate that linguistic identity is malleable.

Acknowledgments

Thank you to Imam Muhammad ibn Saud Islamic University for providing researchers with the opportunity to submit their research and for offering the necessary support. I also thank the students from various university colleges who participated in this research.

REFERENCES

- Al-Ahdal, A. A. M. H., and Abduh, M. Y. M. (2021). English writing proficiency and apprehensions among Saudi college students: Facts and remedies. *TESOL Int. J.* 16, 34–56.
- Al-Ahdal, A. A. M. H., and Al-Ma'amari, A. A. H. (2015). Learning strategies of the Arab EFL learners: Finding correlation with outcomes. *Adv. Lang. Lit. Stud.* 6, 230–241. doi: 10.7575/aiac.all.v.6n.5p.230
- Al-Haq, F. A. A., and Smadi, O. (1996). The status of english in the kingdom of Saudi Arabia (KSA) from 1940-1990. *Contrib. Sociol. Lang.* 72, 457–484. doi: 10.1515/9783110872187.457
- Al-Hassani, A.M.A. and Al-Saalmi, A.F.M.Q. (2021). Saudi EFL Learners' Speaking Skills: Status, Challenges, and Solutions. *Arab World English Journal (AWEJ)* Volume 13. Number2. June 2022
- Alkubaidi, M. A. (2014). The relationship between Saudi english major university students' writing performance and their learning style and strategy use. *Engl. Lang. Teach.* 7, 83–95. doi: 10.5539/elt.v7n4p83
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *Int. J. Engl. Linguist.* 4, 17–26. doi: 10.5539/ijel.v4n5p17
- Al-Tamimi, A., and Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. *GEMA Online J. Lang. Stud.* 9, 29–55.
- Asghar, A., Jamil, I., Iqbal, A., and Yasmin, M. (2018). Learner attitude towards EFL learning: A response from art and design. *Open J. Soc. Sci.* 6:81.
- Bader Alharbi, Saudi English for specific purpose students' attitudes toward the learning of English language: An investigative study, *Front. Educ., Sec. Higher Education*, Volume 7, Aug. 2022.
- Bin-Hady, W. R. A., and Abduljalil, N. H. (2021). EFL students' achievement and attitudes towards flipped pronunciation class: Correlational study. *PSU Res. Rev.* [Epub ahead of print]. doi: 10.1108/prr-09-2020-0029
- Bin-Hady, W. R. A., and Abduljalil, N. H. (2021). EFL students' achievement and attitudes towards flipped pronunciation class: Correlational study. *PSU Res. Rev.* [Epub ahead of print]. doi: 10.1108/prr-09-2020-0029
- Bin-Hady, W. R. A., and Al-Tamimi, N. O. M. (2021). The use of technology in informal English language learning: Evidence from Yemeni undergraduate students. *Learn. Teach. Higher Educ. Gulf Perspect.* 17, 107–120. doi: 10.1108/LTHE-09-2020-0037
- Dörnyei, Z. (2009). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135. <https://doi.org/10.1017/s026144480001315x>
- Evans, J. D. (1996). *Straight forward statistics for the behavioural sciences*. Pacific Grove, CA: Brooks/Cole Publishing.
- Gardner, H. (2006). *Multiple intelligences: New horizons*. New York, NY: Basic Books.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Educ.* 7:1738184. doi: 10.1080/2331186X.2020.1738184
- Hussain, M. A., Shahid, S., and Zaman, A. (2011). Anxiety and attitude of secondary school students towards foreign language learning. *Proc. Soc. Behav. Sci.* 29, 583–590. doi: 10.1016/j.sbspro.2011.11.279.
- Katesi, Y. Y. K. (1993). Some factors influencing foreign language learning and their implications for language teaching. *International Review of Applied Linguistics in Language Teaching*, 101, 133-139. <https://doi.org/10.1075/itl.101-102.08kat>
- Khan, I. A. (2016). Effectiveness of E-learning for the Teaching of English: A study of comparative strategies. *Adv. Lang. Lit. Stud.* 7, 125–135. doi: 10.7575/aiac.all.v.7n.3p.125
- Kim, K. J. (2004). The relationship between motivation and intercultural sensitivity in English achievement. *English Teaching*, 59(4), 97-120.
- Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34, 194-210. <https://doi.org/10.1016/j.system.2005.11.002>
- Naffee, I. (2013). Saudi Universities preparing graduates for labor market. *Arab News*. Available online at: <http://www.arabnews.com/news/448284> (accessed February 11, 2022).

Examining Language Attitudes and Identity among Saudi EFL Undergraduates: A Mixed-Methods Study

- Nujraeni, S., Kamaruddin., Hamsa. A., & Salam. (2015). The attitudes and behaviour of using Indonesian language among the bureaucrats in South Sulawesi province. *Journal of Language Teaching and Research*, 6, 778-788. <http://dx.doi.org/10.17507/jltr.0604.09>
- Peng, J. E., Zhang, L., and Chen, Y. (2017). The mediation of multimodal affordances on willingness to communicate in the English as a foreign language classroom. *TESOL Q.* 51, 302–331. doi: 10.1002/tesq.298
- Sicam, F. P. M., & Lucas, R. I. G. (2016). Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. *Asian Englishes*, -, 1-19. <http://dx.doi.org/10.1080/13488678.2016.1179474>
- Skehan, P. (1991). Individual differences in second language learning. *Studies in Second Language Acquisition*, 13, 275-298.
- Tragant, E., & Munoz, C. (2000). La motivaci_ on y su relaci_ on con la edad en un context escolar de aprendizaje de una lengua extranjera. In C. Munoz (Ed.). *Segundas Lenguas. Adquisici_ on en el Aula* (pp. 81-105). Barcelona: Ariel.
- Ushida, E. (2005). The role of students attitude and motivation in second language learning in online language course. Retrieved from <http://henshu2dworld.wordpress.com/category/call-related-to-teaching/>
- Xiong, X. (2010). A comparative study of boys' and girls' English study differences. *Journal of Language Teaching and Research*, 1, 309-312. <https://doi.org/10.4304/jltr.1.3.309-312>
- Youssef, A. M. S. (2012). Role of motivation and attitude in introduction and learning of English as a foreign language in Libyan high schools. *International Journal of Linguistic*, 4(2), 366-375. <https://doi.org/10.5296/ijl.v4i2.1855>