



Attitudes of Saudi Students Towards EFL, English teachers and learning situations

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Abstract

This research investigated students' attitudes towards learning English as a Foreign Language (EFL) in Saudi Arabia. Specifically, the study detected Saudi EFL students towards English language, English teachers and learning situations. Data were gathered via a questionnaire from a randomly selected sample of 150 Saudi students. Quantitative analysis was conducted using SPSS version 28, with findings presented through tables and interpreted using Mean Scores and Standard Deviation. The study indicated that students have high positive attitudes among Saudi students towards studying EFL. The study also found that students showed moderate perceptions about English teachers and learning situations. The study recommended collaborative efforts to improve the recruitment of proficient English teachers and encourage student participation in extracurricular activities aimed at enhancing English-speaking skills and fostering positive attitudes towards language learning.

Keywords: EFL Students' attitudes, English speaking skills, instrumental motivation, integrative motivation.

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اتجاهات الطلاب السعوديين نحو تعلم اللغة الإنجليزية بوصفها لغة أجنبية ومعلمي اللغة الإنجليزية وظروف التعلم

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ملخص:

تبحث هذه الدراسة عن مواقف الطلاب السعوديين تجاه اللغة الإنجليزية، والمعلمين، وظروف التعلم. تم جمع البيانات من خلال توزيع استبيان على عينة مختارة عشوائيًا تضم 150 طالبًا سعوديًّا. تم إجراء تحليل كمي باستخدام برنامج SPSS الإصدار 28، وتم تقديم النتائج من خلال جداول وتفسيرها باستخدام متوسط الدرجات والانحراف المعياري. أشارت الدراسة إلى أن الطلاب لديهم مواقف إيجابية عالية تجاه دراسة اللغة الإنجليزية. كما وجدت الدراسة أن الطلاب أظهروا مواقف معتدلة حول المعلمين وظروف التعلم. أوصت الدراسة بضرورة بذل جهود تعاونية لتحسين توظيف المعلمين المتمكنين في اللغة الإنجليزية وتشجيع مشاركة الطلاب في الأنشطة اللامنهجية التي تهدف إلى تعزيز مهارات التحدث باللغة الإنجليزية وتعزيز المواقف الإيجابية تجاه تعلم اللغة.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية اتجاهات الطلاب، مهارات التحدث باللغة الإنجليزية، الدافع الفعال، الدافع التكاملي.

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1. Introduction

1.1. Background of the study

English serves as a prevalent global language, despite being foreign to many. Its significance transcends borders, with widespread usage in speaking, reading, and comprehension across diverse regions. Delić (2020) emphasizes its unifying role, facilitating communication and shared understanding among people worldwide. Moreover, English is widely recognized as the language of choice for international intellectual discourse, fostering dialogue among scholars from different countries both in virtual and physical settings (Yudintseva, 2023).

Adila et al. (2018) categorized English speakers into three groups: those who speak it as their first language, those who speak it as a second or supplementary language, and those who acquire it as a foreign language. According to some language experts, the English language is very important in a variety of fields throughout the globe. For example, it is used by international agencies and conferences, scientific publications, international banking, advertising for big brands, sound cultural products such as films, TV, and popular music, among others (Delić, 2020).

In Saudi Arabia, English is used for a variety of reasons in several fields of work. Students, therefore, are required to speak English outside of the classroom and that gives them the chance to acquire the language informally. Numerous studies have explored college students' perspectives on English learning in the Saudi Arabian context (Ali et al., 2023). Despite ample educational resources and facilities, students' English proficiency fell short of expectations (Alsubaie, 2021). This shortfall was linked to EFL students' overall negative attitudes toward education, alongside factors like low confidence and apprehension about making mistakes in English. In addressing this challenge, researchers underscored the pivotal role of teachers in fostering positive attitudes toward learning and promoting active use of the language among students (Muftah, 2022). Outside of the educational institutions, the function of English in Saudi Arabia resembles that of nations where English is regarded as a foreign language rather than being used as a second language used extensively as in the case of countries such as Nigeria and Kenya (Ajape et al., 2015). As a result, students have been expected to acquire English primarily via the use of it as a medium of instruction. Some academics have questioned how effective the use of English may be as a medium of instruction (Bälter et al., 2023). Because English language is used as a medium of teaching throughout the country's educational system from junior secondary to tertiary levels, it is difficult for students to grasp it in the time allotted in the classroom. According to Almusharraf (2021), the main reason for high school and university students' failure is the inability use



English as the medium of instruction and the classification of English as a foreign language, which limits students' opportunities to practice outside of the classroom, as an informal method of learning.

1.2. Statement of the problem

The importance of learning English as a foreign language (EFL) has been increasingly recognized in Saudi Arabia, given its potential to broaden the educational and professional opportunities for the younger generation. Previous research, such as that by Al-Seghayer (2023), has explored students' attitudes towards learning English. Additionally, Wayar (2017) has demonstrated a connection between students' attitudes and their learning outcomes in foreign languages. Pham and Nguyen (2021) have highlighted that attitudes are shaped by the values individuals attribute to language learning.

Despite these insights, existing studies have largely focused on either measuring students' attitudes or examining general variables influencing foreign language acquisition (Getie, 2020). However, there is a notable gap in understanding the specific factors influencing Saudi students' attitudes toward learning English as a second language. Prior research has not thoroughly investigated the unique contextual factors and cultural influences that may impact these attitudes in the Saudi Arabian educational setting.

This study aims to address this gap by examining the distinct factors that affect Saudi students' attitudes toward learning English. Unlike earlier studies that have concentrated on either the general attitudes or broad variables impacting language learning, this research seeks to provide a detailed analysis of the specific aspects influencing EFL attitudes within the Saudi context. By identifying these factors, the study will contribute to a more nuanced understanding of how Saudi students perceive and engage with English language learning, potentially informing more effective teaching strategies and educational policies in the region.

1.3. Research Questions

The different research questions of the study include the following:

1. To what extent do Saudi EFL students perceive English language learning?
2. To what extent do Saudi students perceive their teachers of English language?
3. What are the perceptions of Saudi students towards English language learning situation?

1.4 Significance of the study

The current study's findings hold pivotal significance within the realm of English education, offering empirical insights into the myriad factors influencing students' attitudes toward learning English as a foreign language. These findings serve as a cornerstone for future research endeavors, providing a solid reference point for exploring students' attitudes and perceptions regarding English language acquisition.



2. Literature Review

2.1. Students' Attitudes

Recent academic research in both first and second language acquisition has underscored the importance of Saudi students' attitudes toward learning English. Studies reveal that a student's attitude is a critical factor in language learning, particularly in the context of second or foreign language education (Alotaibi, 2020). According to Ajepe (2014), attitudes influence performance more significantly than performance influences attitudes, impacting learners' behavior, mood, and overall learning outcomes. This highlights the strong connection between language acquisition and learner attitudes, demonstrating that both positive and negative attitudes can profoundly affect the success of language development (Alhamami, 2022). Discovering how students feel about language throughout the teaching-learning process may be valuable to both the instructor and the student. As a result, we must evaluate the emotional realm's importance. Interest, values, and propensity are all part of the emotional realm, and they all have an influence on our attitudes (Huwari, 2021).

Alzaidiyeen (2017) emphasizes that attitudes, which are shaped early in life, are influenced by interactions with parents, peers, and other social environments. In the context of language learning, attitudes are crucial because they affect both motivation and the ability to acquire the language. For instance, external pressures can reduce internal motivation and lead to negative attitudes towards learning (Abidin et al., 2012). Furthermore students' perceptions of the language, its associated culture, and their own identity significantly impact their effectiveness in learning (Adila et al., 2018).

Ali et al. (2019) describe integrative motivation as the desire to become both bilingual and bicultural. Understanding different types of motivation, especially integrative and instrumental, is essential for grasping their effects on language learning. However, opportunities for integration within the target language community are often limited (Wayar, 2017).

2.2. Factors that influence students' language acquisition

Students' learning outcomes are significantly affected by their attitudes towards learning (Le & Le, 2022). This section investigates the factors influencing the attitudes of foreign language learners in Saudi Arabian academic institutions. It aims to identify both internal and external variables that impact these students' attitudes towards language learning.

2.2.1. Learner's personality

In every teaching situation, the learner is likely the most significant variable. Over the years, researchers and educators have shown increasing interest in the emotional aspects of second and foreign language learning. Abidin et al. (2012) observes that a wide range of personal and attitudinal variables are part



of learner traits. Among these, language learning attitudes contribute to the emotional filter; however, the classroom atmosphere created and maintained by the teacher also plays a crucial role in managing this filter, in addition to the students' attitudes.

A skilled language learner, who receives ample input in a second or foreign language, maintains a low effective filter, which facilitates effective language acquisition. Getie (2020) claims that affective principles form the basis for developing teaching approaches and learning materials. In the language acquisition process, factors such as self-confidence, risk-taking, anxiety, as well as the learner's attitude and motivation, are critical. Personal characteristics are connected to attitudinal and motivational factors, and learners exhibit a wide range of personalities.

Self-confidence, according to Ajape et al. (2015), enhances the learner's intake and results in a low filter. Students' self-confidence may be boosted by using simpler processes at the start of class activities, since a feeling of accomplishment will motivate them to complete the following, more challenging activity. Self-efficacy, self-esteem, risk-taking, and a lack of anxiety are all self-confidence traits connected to learning a second or foreign language. Because they indicate the students' confidence that he or she can manage and accomplish in the learning context, self-efficacy is a component of learning. Increased self-efficacy, or the anticipation of outstanding results, on the other hand, promotes motivation, a positive attitude, and the willingness to take chances in learning.

Linguistic learning problems may have a negative influence on students' self-esteem, which can affect their attitudes and language proficiency. Learners may believe that learning the target language is difficult or that there is a specific method for doing so. As a consequence of these beliefs, negative assumptions, and self-expectations, the learner's views and attitude about his or her ability to learn the language changes (Ahmed, 2015).

2.2.2. Risk-taking

Huwari (2021) believes that students often adopt similar ideas, attitudes, expectations, and behaviors through the communication of views, expectations, and attitudes from their teachers. When teachers embody these positive qualities and systematically engage with their students, learners are more likely to develop a favorable attitude toward learning the language. This positive attitude is crucial, as it affects learners' willingness to take risks in their language learning process.

Adila et al. (2018) highlight that instructors' attitudes toward learners significantly impact the learners' attitudes, the quality and quantity of their learning, and their overall language outcomes. Additionally, learners' perceptions of the classroom environment play a critical role. A comfortable classroom



atmosphere, along with positive views of the instructor, can enhance learners' self-confidence and integrative motivation.

In the context of risk-taking in language learning, a supportive and encouraging classroom environment, as described by Huwari (2021) and Adila et al. (2018), can foster a sense of security and reduce anxiety. This, in turn, encourages learners to engage more openly with the language, take risks, and experiment with new language structures and vocabulary, which are essential components of effective language acquisition. Positive attitudes towards both the instructor and the learning environment thus play a key role in reducing the emotional barriers and enhancing learners' willingness to take risks in their language learning journey.

Language acquisition deals with language usage in a variety of contexts and includes interpersonal relationships Javadi, & Kazemirad (2020). The prevalence of contacts in the global setting amongst non-native language speakers highlights the importance of researches on language acquisition and also the risk factors that are involved and must be taken care of in the process of learning (Gass & Slinkier, 2008). Adila et al. (2018) believed that the learning environment has an impact on students' attitudes and achievement. Anxiety and fury may impact students' attitudes and motives, particularly in situations where English is a required subject. According to DeliĆ (2020), there is a correlation between learners' attitudes and instructors' authority, as well as learners' abilities to engage in the classroom, in a nation where English language is considered as a mandatory or compulsory subject. In such circumstances, the instructor has complete control over the classroom, which leads to demotivation and reluctance among the students. In addition, there is another crucial component in the teaching-learning context or scenario that must be emphasized: time. The amount of hours available to study and teach the language will certainly have an impact on the degree of achievement (Abidin et al., 2012).

2.2.3. Social context

In their study, Kesgin and Arslan (2015) indicate that languages are basically or fundamentally social processes since they are learnt in social situations, while fostering personal development for participation in community life. So, learning a foreign language is crucial for integrating into the globalized world and becoming an active member of society. Similarly, Karatas et al. (2016) believe that language usage and language acquisition are aspects of the environment in which learners live; as a result, each classroom activity must be interpreted in context and has its own impact on learners' beliefs, attitudes, and molded behavior.

Factors related with the parents of learners, such as their level of education, preference for religion, culture, their socioeconomic levels, and their ability to understand the target language, are significant indicators that have to be considered. The rationales, ambitions, and priorities of the parents are determined



by these elements. Huwari (2021) finds that the learners' views mirrored their parents' sentiments. Accordingly, learners acquire their parents' attitudes toward the target language, which has an impact on the learners' language learning success.

Le and Le (2022) discovered in their research that the more parents utilize the foreign language at home, the higher the students' mean score. As a result, one reason students achieve greater levels of proficiency in a foreign language is because they live in a supportive environment, either because they are more motivated to study or because they have more chances to learn. When it comes to students' views about a high school topic, parents' attitudes toward the subject and their students' successes in the foreign language have been shown to be quite crucial. When it comes to learning a foreign language, not only the learner's personal motivation is important, but so are his or her parents' opinions regarding foreign languages.

The peer group of a language learner has a significant impact on his or her attitude toward learning a foreign or second language. Whatever the reason working in any particular situation, the consequence is that an individual's peer may impact beliefs and conduct more than his or her parents (Getie, 2020). Since their youth, the majority of students have built close relationships with their parents and peers. Their prior cumulative experience aids in the development of a good or negative attitude toward their parents and peer groups. Peer organizations such as class, unions, sororities, and fraternities differentially promote the display of specific views crucial to the group's membership and acceptability (Getie, 2020).

3.0 Methodology

3.1 Research design

The study used the quantitative approach based on the descriptive research design. The descriptive research design is basically an inquiry in which quantitative data are gathered and evaluated to characterize a particular phenomenon in terms of current trends, current occurrences, and current connections between various variables. The descriptive research design enables the researcher to effectively generalize the different findings of the study (Siedlecki, 2020). The researcher believes that it is particularly suitable to study a larger population of English language learners at different Saudi academic institutions with basic, pre-intermediate, and intermediate level language proficiency, that provided data about the topic of study.

3.2 Population, Sample Size and Sampling Technique

The study focused on Saudi language learners with varying levels of language accessibility. The population selection aimed to identify the optimal sample for the research. It utilized a sample of 150 study participants who were all active learners at different schools and Universities in Saudi Arabia.

The research employed stratified and simple random sample methods that fall under probability sampling approaches. In this instance, stratified sampling was used to arrive at the goal sample, and a basic

random sampling method was used to extract the final sample from the strata. Simple random sampling has the benefit of producing samples that are highly representative of the population (Noor, 2022). It may, however, be laborious and time-consuming, particularly when working with large samples.

To elaborate, the stratified sampling method involved dividing the population into distinct strata based on key characteristics relevant to the study. In this case, the population of 500 students, initially considered for the study, was divided into strata based on two factors, the level of English proficiency, and the educational background. Firstly, the students were grouped into two strata based on their educational background i.e. rural or urban education. Within each of these strata, students were further divided into three sub-groups based on the level of English proficiency i.e. basic, pre-intermediate and intermediate. This approach ensured that each subgroup was adequately represented in the sample.

To obtain the final sample of 150 students, simple random sampling was applied within each stratum. This means that within each subgroup (or stratum), students were selected randomly, ensuring that every student within a stratum had an equal chance of being included in the final sample. This method aimed to achieve a representative sample that reflects the diversity of the entire population.

3.3 Data collection

The study utilized a closed-ended online questionnaire with fourteen items was developed in English to collect data from the selected English language learners in Saudi Arabia. The questionnaire utilizes a five-point Likert scale to measure respondents' attitudes on a range of statements. The scale includes the following response options: SD-Strongly Disagree; D-Disagree; A-Agree; SA-Strongly Agree; and U-Undecided.

A survey questionnaire is one of the easiest and most often used data gathering techniques. The questionnaire was tested for its reliability by two researcher colleagues at the College of Language Sciences, at King Saud University where the researcher works, and then sent to the subjects on their WhatsApp numbers. This is because it is less costly since it covers a huge number of respondents in a short period of time, and it enables respondents to freely answer sensitive topics without fear of the researcher's judgment or rejection. Prior to sending the online questionnaire, a pilot survey was used to gain a preliminary view in order to get an insight into factors affecting the attitudes of students towards learning EFL in Saudi Arabia.

3.5 Data analysis

The quantitative data collected from the selected students was coded and then transferred to SPSS version 28 to be analyzed. Tables were used to display the findings, and frequencies and percentages were used to interpret them using descriptive statistics.



3.6 Ethical considerations

The researcher ensured that informed consent was obtained to confirm the willingness of students to participate in the study. This was in addition to maintaining a high degree of secrecy and privacy while working with respondents' data. Finally, the respondents were given the freedom to answer questions based on their interpretation of the different opinion questions. This helped in obtaining broad answers to certain questions.

4.0 Results

This section presents the interpretation, based on descriptive statistics, of the different results obtained after analyzing data collected from the selected students.

4.1 Demographic characteristics

Results about the demographic characteristics of the selected different students who participated in the study are presented in Table 1:

Table 1.

Showing participants' demographic information

Characteristic	Frequency	Percentage (%)
Gender		
Male	93	62
Female	57	37
Age		
Below 16 years	37	24.7
16-20 years	53	35.3
20 -25 years	51	34.0
Above 25 years	9	6.0
Years spent in school		
0-4	9	6.0
5-8	52	34.7
9-12	68	45.3
Above 12	21	14.0
Total	150	100

Majority of the selected study participants (62%) were male, and only 37% were female. The majority of the students (35.3%) were 16 -20 years old, and only 6% were above 25 years. The majority of the students (45.3%) had spent 9-12 years in school, and only 6% had spent less than 4 years in school. This indicates that the participants had a great experience in school and knowledge on the factors that influence students' attitudes towards learning the English language.

4.1.1. Opinions of students on English language

Table 2

Students' opinions on English language

	Mean Score	Std. Dev.
1. I think English is a very easy to learn subject	4.09	1.29
2. I like to learn and speak English because I wish to travel abroad	4.05	0.83
3. I normally use English language in speaking to people	2.09	0.91
4. I am interested in English language because I want to have a career in this language.	3.94	1.29
5. I like to learn English since it is one way to acquire a good employment	3.70	1.23
6. I am interested in learning English because I want to pass exams	3.54	1.07
Average	3.56	1.10

Table 2 summarizes students' opinions regarding learning English as a Foreign Language (EFL). Table 2 shows that students had a high perception on English language with an average mean ($M=3.56$, $Std=1.10$). Students' responses to the statements ranked from high to low. Statement 1 which states, "I think English is a very easy subject to learn" is 4.09. This indicates that students, on average, tend to agree that English is an easy subject to learn. The Standard Deviation for the statement is approximately 1.29. This value indicates the degree of variation or dispersion of students' opinions regarding the ease of learning English. This suggests a need for educators to address the diverse needs and experiences of students in their English language learning environment. Statement 3 which states "I normally use English language in speaking to people" scored the lowest, $M= 2.09$. This indicates that students, on average, lean toward disagreeing that they use English when speaking to others, suggesting a potential area for improvement in language use among the students. The Standard Deviation for the statement is approximately 0.91. This value indicates the degree of variation or

dispersion in students' opinions about using English when speaking to others, with a smaller Standard Deviation suggesting that most students' responses are relatively consistent around the mean score.

4.1.2. Students' perception about Teachers of English language

Table 3

Perceptions of students concerning English language learning situation

Statements	Mean Score	Std. Dev.
I like studying English due to proper seating arrangements, and interesting classroom dynamics	2.15	1.10
I like to take English lessons since the way they are taught is fascinating	2.52	1.08
I like learning English because I am able to discuss it with fellow students	3.67	1.09
I am interested in English since it is widely spoken in the classroom and in the entire school	3.84	0.96
Average	3.04	1.05

Table 3 summarizes students' perceptions regarding their English language learning environment. The average scores reflect a generally moderate ($M = 3.04$, $Std = 1.05$) positive perception of the English language learning situation among students, highlighting areas of appreciation while also pointing to aspects that might need further attention to enhance overall satisfaction and engagement in English classes. Statement 4 which states "I am interested in English since it is widely spoken in the classroom and in the entire school," received the highest Mean Score, indicating that students feel a strong connection to the English language in their environment. The score of 3.84 suggests that students perceive the widespread use of English as a motivating factor in their learning. The relatively low Standard Deviation (0.96) implies that there is a general consensus among students regarding this perception, meaning that most students share this positive sentiment about the prominence of English in their school and classroom settings. This widespread use likely creates a supportive atmosphere for learning, reinforcing their interest in the language. Statement 1 "I like studying English due to proper seating arrangements, and interesting classroom dynamics," received the

lowest Mean Score of 2.15, indicating that students do not find the physical classroom environment or dynamics particularly influential or enjoyable when it comes to their English studies. The higher Standard Deviation (1.10) suggests more variability in responses, indicating that while some students might appreciate the seating and dynamics, many do not find them significant to their learning experience. This perception could suggest that factors such as engaging teaching methods or interpersonal interactions might outweigh physical arrangements in influencing students' interest and enjoyment in learning English.

The analysis of these two statements reveals crucial insights into students' perceptions of their English language learning environment. While the presence of English as a commonly spoken language positively impacts their interest, the physical learning conditions appear less effective in enhancing their study experience. Addressing the factors contributing to the lower value, such as classroom arrangement and dynamics, may enhance overall student engagement and learning outcomes in English language classes.

4.1.3. Students' perception of the learning situation.

The study also sought to assess the attitudes of students towards teachers of English Language and the results are presented in Table 4 below:

Table 4

Students' attitudes towards teachers of English Language

	Mean Score	Std. Dev.
I am in support of our English teacher's teaching techniques	4.13	1.29
Our English teacher utilizes several illustrations while teaching	3.88	0.96
Inside and outside of the classroom, our English instructor pushes us to converse in English.	4.20	1.08
Our English teacher's method of teaching is monotonous.	1.66	0.93
Average	3.10	1.02

Table 4 presents students' perception of the learning situation. The average scores ($M=3.10$, $Std=1.02$) reflect a favorable perception of English teaching methods among students, emphasizing engagement, support, and effective communication in the classroom. The average scores indicate a generally positive attitude towards English teachers and their methods among students. The combination of high agreement



percentages on supportive teaching techniques, effective use of illustrations, and encouragement to engage in conversation points towards an effective teaching environment. Statement 3 "Inside and outside of the classroom, our English instructor pushes us to converse in English," received the highest mean score of 4.20, indicating a strong positive attitude among students towards their English instructor's encouragement of conversational practice in English. This suggests that students value opportunities to engage in conversation, both in and out of the classroom, as a key component of their language learning experience. The standard deviation of 1.08 indicates some variability in responses, but overall, the data shows that most students appreciate and support this interactive approach to learning. This emphasis on conversation likely contributes to their language development and helps create a more dynamic and engaging learning environment. Statement 4 which states, "Our English teacher's method of teaching is monotonous," received the lowest mean score of 1.66, which indicates that students generally do not perceive their English teacher's teaching style as boring or unengaging. This low score suggests that students are largely dissatisfied with this characterization of their teacher's methods, reflecting a positive perception of the teaching strategies employed. The standard deviation of 0.93 indicates that while there are some differing opinions, the majority do not agree with the notion that the teaching is monotonous. This result may highlight the effectiveness of the teacher's approach, as students feel that their learning experiences are varied and stimulating. The analysis of these two statements reveals important insights into students' attitudes towards their English language teachers. The high score for the encouragement of conversational practice suggests that students appreciate and benefit from interactive learning, while the low score for monotony indicates that they do not find the teaching methods dull or uninteresting. This positive perception of teaching methods, coupled with active engagement in conversation, likely contributes to a more effective and enjoyable language learning environment. Educators might consider continuing to emphasize interactive strategies while maintaining a varied and engaging teaching style to further enhance student attitudes and learning outcomes.

5.0 Discussion

The study aimed to identify key factors influencing students' overall attitudes toward learning English.

The study found that EFL students have high perception on English language. Its findings indicate that English as a Foreign Language (EFL) students possess a high perception of the English language across various aspects, as evidenced by the data presented in the tables.

Many studies have similarly found that EFL students tend to have positive attitudes towards learning English, often driven by career aspirations and personal interests (Ahmed, 2015). This aligns with the high mean scores for English language learning in this study. As shown in Ahmed's (2015) paper, results in the



present study indicate that EFL students maintain a high perception of the English language, particularly regarding its accessibility, and its relevance to their future. While there are areas for improvement, especially concerning classroom dynamics, the positive attitudes and perceptions reflected in the data align with broader trends observed in the literature on English language learning. Addressing the lower values identified could further enhance students' learning experiences and attitudes.

The present study suggests that various aspects of the learning environment, including teaching methods, classroom conditions, and instructional materials, can impact language acquisition. For instance, engaging and well-illustrated English textbooks may enhance students' comprehension and learning. Researchers like Getie (2020) suggest that authentic resources increase language awareness and facilitate acquisition. Conversely, if English instruction lacks appeal, students may develop negative attitudes towards learning the language.

The study also found that students have moderate perception on English language teachers. Previous studies have shown that the effectiveness of English language teachers greatly influences student motivation and engagement. For example, research by Dörnyei (2001) emphasizes that positive teacher-student relationships and engaging instructional methods lead to better learning outcomes. The moderate perception found in the current study may reflect mixed experiences with these factors, indicating that while some students find their teachers effective, others may feel there is room for improvement. Studies like those by Marsh & Roche (2000) have documented the importance of interactive and student-centered teaching approaches in enhancing students' perceptions of their teachers. The moderate perception of teachers in this study aligns with these findings, as it suggests that while students value supportive and communicative teaching, they may not fully experience these approaches consistently in their classrooms. Research has consistently highlighted the impact of classroom dynamics on student perceptions of teachers. For instance, Norton & McKinney (2011) found that a positive and interactive classroom environment significantly enhances students' perceptions of their teachers. The current study's findings may reflect a similar sentiment, where students appreciate interactive elements but also seek improvements in classroom dynamics and teacher engagement.

The findings further reflect students' opinions on learning English, providing insights into their motivations and attitudes toward the language. Saudi students have shown a positive attitude towards learning English, with significant motivations tied to ease of learning, career prospects, and exam preparation. A similar study from Umm Al-Qura University by Al Samadani & Ibnian, (2015) has found out that most students are interested in learning English to pass exams indicating a performance-based motivation. However, the variability in responses, particularly regarding the use of English in everyday communication, suggests areas for further development and support in fostering practical language. A significant majority of



students agree that English is easy to learn, This perception might encourage students to engage more with the language, potentially leading to better proficiency. This is also consistent with another previous finding where students often view language learning through the lens of academic performance, potentially limiting their intrinsic motivation to engage with the language outside of formal assessments (Ajepe, 2014).

Finally, the study revealed that students showed moderate perceptions about learning situations. It suggests that students have a balanced, neither overly positive nor negative, viewpoint regarding their educational experiences. Moderate perceptions could imply that students feel their learning resources—such as teaching methods, materials, and classroom environments—are satisfactory but not exceptional, indicating a need for enhancements to increase their satisfaction and perceptions of learning quality. A moderate perception might also reflect that students' expectations of learning are aligned with their experiences, which can be a sign of realistic goal setting but may also indicate a lack of aspiration for a more enriching educational experience. A study conducted by Kuh (2009) shows that students had predominantly positive perceptions of their learning environments, highlighting high levels of engagement and satisfaction. In contrast, the current finding of moderate perceptions suggests a shift, indicating that while students recognize the benefits of their learning situations, there is a more tempered enthusiasm. Conversely, earlier research by Deeley et al, (2019) indicated that students had negative perceptions about their learning environments, characterized by disengagement or dissatisfaction. But the moderate perceptions found in the current study suggest an improvement or stabilization in student attitudes, signaling that while there are still areas to address, students may be experiencing less negativity than before.

Previous studies have often shown mixed results regarding students' perceptions of the difficulty of learning English. Wayar, (2017) indicates that students view English as challenging, particularly in non-native contexts. The current findings suggest a more optimistic outlook, which could stem from improved teaching methods or increased exposure to English through media and technology. Research conducted by Gardner and Lambert (1972), has highlighted both integrative (social) and instrumental (career-related) motivations. The current data aligns with this, showing that both travel and career aspirations are key motivators, although the strong focus on exams adds a layer of performance-driven motivation that may not have been as pronounced in earlier studies.

The present findings suggest a need for curricula that not only focus on grammar and vocabulary but also incorporate more real-life communication practices. This could include language exchange programs, conversation clubs, or immersive experiences. The above findings present a nuanced understanding of students' attitudes towards learning English, highlighting both positive perceptions and areas that need



improvement. By addressing these insights, educators can enhance language learning experiences and better prepare students for real-world applications of English.

The findings concerning students' perceptions of their English language learning situation provide valuable insights into the factors influencing their learning experiences. Prior research, such as that by McLoughlin and Lee (2007), has shown that a supportive and dynamic classroom environment can enhance learning outcomes. The current findings, however, indicate that students do not feel positively about their classroom dynamics, which contrasts with previous studies that highlight the importance of an engaging learning environment. Research conducted by Swain (1985) has shown that exposure to a language in various contexts enhances learning. The current findings support this notion, as students' interest in English is significantly linked to its prevalence in their school environment, aligning with the idea that immersion fosters language proficiency.

The low percentage of students enjoying their classroom environment suggests that educators should explore different seating arrangements, group dynamics, and interactive activities to create a more stimulating learning atmosphere. Implementing flexible seating and promoting movement can encourage engagement and collaboration. Given the dissatisfaction with teaching methods, teachers should consider incorporating more varied and interactive instructional strategies, such as project-based learning, technology integration, and gamification, to enhance student interest and participation. The present findings emphasize the importance of creating an environment where English is frequently used. Academic institutions should encourage more English-speaking opportunities not only in the classroom but also in other academic activities, clubs, and events. This could involve implementing English language days, organizing debates, or creating English language clubs, which would reinforce the immersion effect.

By addressing these concerns through improved classroom arrangements, more engaging instructional strategies, and fostering peer collaboration, educators can significantly enhance students' English learning experiences and overall motivation. As the landscape of language learning continues to evolve, these insights can help shape future approaches to teaching English, ultimately leading to better student outcomes.

Students' attitudes towards their English language teachers provide significant insights into the perceptions of teaching effectiveness, engagement strategies, and classroom dynamics. But significant majority of students perceive the teaching method as uninspiring, which could hinder their learning experience. While many students support their teacher, improvements in teaching strategies and techniques could further enhance student engagement and satisfaction. Addressing these concerns could lead to a more engaging and effective learning environment. A significant majority of students expressed support for their English teacher's teaching techniques. This positive perception suggests that students feel confident in their teacher's instructional strategies, which can enhance motivation and engagement. A supportive relationship



between students and teachers is critical for effective learning. Abdulrahman et al (2020) has also found out in his research that multimedia tools are highly effective in the teaching and learning processes for English as a foreign language. Incorporating a wider variety of illustrative materials can address different learning styles, making lessons more engaging and easier to understand. Additionally, many students feel encouraged to converse in English, reflecting the teacher's proactive approach to promoting language use. This is vital for language acquisition, as encouraging speaking practice both in and out of the classroom can significantly boost fluency and confidence.

Wayar (2017) demonstrated that positive student attitudes toward teachers correlate with effective learning outcomes. The current findings reinforce this idea, showing strong support for the teacher's techniques, which is linked to better student engagement and performance. Swain (1985) highlights the importance of interaction in language learning. The present findings indicating strong support for teachers encouraging English conversations align well with these insights, underscoring the role of social interaction in developing language skills.

The present findings reveal a generally positive attitude among students towards their English language teachers, highlighting support for teaching techniques, encouragement of conversational practice, and a lack of monotony in lessons. However, there remains room for improvement in the use of illustrations and varied teaching methods. By addressing these areas, educators can further enhance student engagement and learning outcomes, creating a more dynamic and effective English language learning environment. This approach not only aligns with existing research but also fosters a supportive and interactive classroom culture that is essential for language acquisition.

Because most students are willing to learn new things, and because their potential or ability is very important to their preferred language acquisition, their ages may influence their positive views. This reinforces the literature in this research by demonstrating that younger learners have positive views regarding studying English as a foreign language (Massri, 2017).

Instrumental motivation may be successful when the student is not offered any opportunity to fluently learn and speak the target language and hence no opportunity to effectively interact with members of the target group. Abidin et al. (2012) observed that both the kind of orientation that learners have, and the value of language acquisition are influenced by their social environment. According to Adila et al. (2018), integrative and instrumental incentives do not have to be mutually exclusive. Learners seldom pick one kind of reward over the other while learning a second language, preferring a combination of the two. According to this study, the ability to communicate in a second language requires a high degree of motivation. As a consequence, it is vital to comprehend the types and combinations of motivation that aid in the effective acquisition of a second language. Motivation, on the other hand, must be seen as one of the components in a

complex model of interrelated human and contextual variables that is unique to each student of the English learner.

6.0 Conclusions

The study confirmed that there are various factors that influence the attitudes of students towards learning the English language in Saudi Arabia. The investigation's findings resulted in the following conclusions: To begin with, learners were both instrumentally and interactively motivated, since the majority of replies stated that they wanted to study English in order to acquire excellent employment, live overseas, and have a good English career. Second, students have good attitudes about studying English; they are aware of the language's position and significance, and they are eager to learn school topics in English. Finally, students have unfavorable opinions of English instructors who teach English as a foreign language. In addition, factors such as a lack of a conducive learning environment, a lack of encouraging words from English teachers, an anxiety and frustration, a lack of job opportunities to practice English, a poor background, and a lack of resources have all had a negative impact on students' attitudes toward learning English language. Educational characteristics were shown to be adversely impacting factors when comparing how much the identified factors influence students' views about studying English as a foreign language. The remainder are virtually all beneficial influences on students' attitudes. Students exhibit unfavorable attitudes about educational elements, or these variables adversely impact students' views. They exhibit unfavorable views about their professors in particular, as well as negative attitudes concerning English learning conditions such as the learning environment, the method English is taught, classroom sizes, and seating arrangements. Students, on the other hand, have a good opinion toward English textbook. Students' lack of attention for all skills, lack of effective English models in the school, and a fear of making errors are among these factors.

6.1 Recommendations

The following recommendations are suggested based on the findings of the study.

The findings reveal that some teachers do not use practical ways or illustrations in teaching the English language meaning their quality is still low. There should be a focus on recruiting highly competent teachers that are able to use different effective techniques of teaching students.

The government should also invest more in seminars and conferences for English teachers and students as a strategy to create positive mindsets in students towards the English language and also improve the skills of teachers.

Students should also be encouraged to join different English language-based clubs (online or in-person) and other influential peer groups where they can learn how to fluently speak English.



6.2 Areas for future research

Additional research is needed to establish the possible measures to improve the attitudes of students towards learning English and also to explore the most effective strategies to enhance the performance of students in the English language.

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