

## **A Study of Saudi Police Officers' Motivations and Attitudes for Learning English as a Foreign Language**

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**Abstract.** Previous studies in second and foreign language contexts concluded that motivation and positive attitudes contribute to successful language learning. This study attempted to replicate these studies in a new context, namely ESP. It examined the motivational and attitudinal variables involved in the learning of English by police officers in Saudi Arabia. A questionnaire was distributed to 206 police officers who represented different security sectors and military ranks. Overall, the results showed that Saudi police officers are both instrumentally and integratively motivated to learn English as a foreign language. However, they were more instrumentally motivated to learn English. There were some significant effects for military ranks and security sectors on the officers' motivation and attitudes towards English learning and its culture. Officers with the rank of captain were more instrumentally motivated to learn English than lieutenants, majors and lieutenant colonels. They also were more integratively motivated to learn English than lieutenants and majors. They had more positive attitudes than majors towards learning English as a foreign language. Officers in the sectors of Public Security, Passports and King Fahd Security College were more instrumentally motivated to learn English than their counterparts in the Prisons sector. Based on these findings, several pedagogical and research implications were discussed.

### **Introduction**

Success in learning a second or a foreign language depends on a variety of factors such as the affective characteristics of the learner. Motivation and attitudes are two affective characteristics that were found to be significant variables in successful language learning (Ellis, 1997). Research on motivation and attitudes in second and foreign language learning has been heavily influenced by the classical work of the Canadian psychologist R.C. Gardner and his associates (Gardner, 1985; Gardner and Lambert, 1972; Gardner and Lysynchuk, 1990; Gardner and MacLtyre, 1993; Gardner and Smythe, 1981; Tremblay, Goldberg and Gardner, 1996). Gardner (1985) proposed a socio-educational model on second language acquisition. This model consists of three variables: motivation, integrativeness and attitudes towards the learning situation. The variable,

motivation, is defined as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985: p. 10). According to this definition, motivation is described as goal-directed; that is, the learner's immediate goal is to learn the language. Gardner here links the learner's motivation to his reason for learning the language. He refers to this as the learner's orientation. He identified two distinct orientations for learning a language: integrative and instrumental. Integrative orientation means that the learner has the desire to learn more about the cultural community and affiliate with them. In contrast, instrumental orientation is associated with learning the target language for utilitarian purposes such as getting a better job or a higher salary. Both integrative and instrumental motivation may lead to success, but the lack of either may cause problems (Alvyda and Metiuniene, 2006; Brown, 1987; Ellis, 1985). The variable,

integrativeness, reflects a genuine interest in learning the target language in order to be psychologically closer to the target language community. According to Gardner, a low level of integrative motivation indicates no interest in learning the target language in order to identify with its community, whereas a high level would indicate strong interest. The other variable, attitudes towards the learning situation, involves attitudes towards the situation in which the language is learned. Attitude can be defined as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985: p. 9). The learning situation could include variables such as the teacher, the textbooks, classroom activities, classmates, and so forth. To measure second language learners' motivation and attitudes, Gardner (1985) developed the Attitude/Motivation Test Battery (AMTB), a multi-component motivation test made up of around 130 items concerned with several variables.

Several researchers (e.g., Crooks and Schmidt, 1991; Dornyei, 2001) criticized Gardner's theory for its emphasis on the social aspects of motivation rather than on the role of motivation in the classroom. They argue that Gardner, as a social psychologist, was concerned with the effect of social variables on learners' motivation. This is not the case with language teachers who are more concerned with the effect of the syllabus, lesson plans and activities that the students need in the classroom. In addition, Crooks and Schmidt (1991) argue that the empirical evidence is not clear enough to support that integrative motivation is a cause and second language achievement is the effect. Moreover, Gardner's "psychological closeness" is "at best opaque and at worst spacious" (Abdesslem, 2002: p. 5). Despite these criticisms, Gardner's model of motivation and attitudes continues to be the most influential theoretical framework used to account for the differences between language learners in terms of their motivation and attitudes.

A large number of studies have examined the learner's motivation and attitudes towards the target language in contexts where that language being learned is the dominant, as the case with French in some Canadian territories and English in the United States of America. Gardner and Lambert (1972) conducted a study to determine the importance of motivational variables in second language acquisition. The subjects were 43 English-speaking high school students. All the subjects had a seven-year training in French. The two researchers found that integrative motivation was a major contributor to the study of French. This led them to assume that

learners' with high integrative motivation learn faster and better than their counterparts who are not integratively motivated. That is, success in a foreign or a second language is likely to be lower if the underlying motivational is instrumental rather than integrative.

In one of the earliest studies that examined the role of integrative motivation in second language acquisition, Spolsky (1969) compared the attitudes of 325 foreign students. These students represented 80 different countries. Two questionnaires—direct and indirect—were administered to the subjects. In the direct questionnaire, the subjects were asked to rate the importance of 14 statements which describe personal reasons for coming to the United States. The indirect questionnaire consisted of 30 adjectives related to the students, people of the target language and the target language. The findings reconfirmed Gardner and Lambert's conclusion that integrative motivation was an important factor for second language acquisition. However, in the indirect questionnaire, the subjects tended to show that they were instrumentally motivated to come to the United States.

Oller *et al.* (1977) investigated the significance of attitudinal and motivational variables to second language acquisition. The subjects were 44 native speakers of Chinese studying at two American universities. Some of them spoke Mandarin, others spoke Cantonese, and others spoke Taiwanese. All subjects responded to a questionnaire and a close test. The researchers found that integrative motivation was a major factor in the subjects' acquisition of English, and correlated with their language proficiency.

Svanes (1987) investigated the influence of motivation on the acquisition of a second language by foreign students at the University of Bergen, Norway, and the relationship between motivational variables and cultural distance. The subjects were 167 foreign students representing 27 countries from Europe, America, Africa, Asia and the Middle East. They were all enrolled in classes of Norwegian for foreign students. Their motivation for studying Norwegian was assessed by a questionnaire consisting of 20 statements that expressed on a five-point scale various reasons for learning Norwegian and for coming for Norway. European and American students were found to be more integratively motivated than the students from the Middle East, Africa and Asia who were found to be instrumentally motivated. According to Svanes, this difference in motivation is due to the fact that European and American students share with the Norwegian some cultural values. The results also showed that there was a weak positive

correlation between integrative motivation and language proficiency. Furthermore, the correlation between motivation and grades was negative. This led the researcher to conclude that "although motivation is an important factor in the acquisition of a second language, type of motivation is of less importance in groups of adult university where students, who are all well motivated" (p. 357).

Gardner and MacIntyre (1991) examined the effect of integrative motivation and instrumental motivation on the learning of French/English vocabulary. Ninety-two students participated in the study. They were all enrolled in an introductory psychology course, and were selected on the basis that none of them had studied French since their penultimate year of high school to avoid any possible transfer from previous knowledge. The subjects were asked to respond to a series of questionnaire items pertaining to their opinions about a number of issues associated with learning French. Then, they were given six trials to learn 26 English/French pair words. The findings showed that both integrative and instrumental motivation facilitated learning. Subjects with higher levels of integrative motivation learned more words overall than did subjects with low levels, and those who anticipated a possible financial reward learned more than those who didn't.

Suleiman (1993) investigated the Arab students' motivation and attitudes for learning English as a second language at Arizona State University. They were learning English to meet the language requirement set by the University. Suleiman distributed a questionnaire to the subjects. The results showed that the Arab students had no integrative motivation because of their sociocultural and sociopolitical milieu. However, the backgrounds and experiences of different individuals contributed to the differences in attitudes and motivation. Factors such as "nationalism", "traditionalism" and "culturalism" played a significant part in the variation of attitudes. Nevertheless, the Arab students learn English for instrumental purposes. They indicated that the knowledge of English is vital in that it helps them become aware of the new development in their field of study and job. Suleiman concluded his study with several fruitful recommendations to the teaching of English in the Arab world. He stressed the importance of promoting more positive intercultural attitudes among Arab students. He also emphasized the significance of meeting the learners' needs and incorporating them in the textbooks. Although Suleiman's study contributed to our understanding of Arab students' motivation and attitudes towards both English and the American culture, its findings may

have been influenced by the setting. That is, the students were already in the English-American culture.

Obeidat (2005) investigated the attitudes of 105 Malaysian students towards Arabic and the influence it has on their first language and cultural identity. They were studying at two universities in Jordan. He developed and distributed a questionnaire to the participants. The results showed that the students were more inclined to bilingualism than monolingualism, and that they were more integratively motivated to learn Arabic as a second language. Obeidat attributed the students' integrative motivation to the deep connection between the Malay and Arabic culture, which may have resulted from the shared belief in Islam. However, the results also showed that there were major instrumental factors that make the students learn Arabic: respect in the society and utilitarian benefits. With regard to grade average, the results showed a significant difference in instrumental motivation. This indicates that the correlation between achievement and instrumental motivation is higher than that between achievement and integrativeness.

In foreign language learning contexts, numerous studies have been conducted to examine Gardner's model and to find out whether the obtained findings in second language contexts would apply to foreign language contexts. Luckmani (1972) examined whether Marathi-speaking high school students in Bombay, India were integratively motivated to learn English and whether their motivation scores were related to their proficiency in English. The subjects were 60 girls from high school classes where Marathi was the medium of instruction. All of them had studied English for nearly 7 years. Following Spolsky (1969), Luckmani distributed a questionnaire to the subjects and administered a close test. All in all, the findings showed that the students were motivated to learn English for instrumental purposes than for integrative purposes. With regard to English proficiency, the students with instrumental motivation tended to score higher than those with integrative motivation. Luckmani's findings contradict previous research in second language contexts which concluded that integrative motivation typically underlies successful learning.

Al-Shalabi (1982) investigated the motivation of Kuwaiti university students for learning English as a foreign language. He distributed a questionnaire of 11 items classified into instrumental, integrative and general categories. Almost all subjects indicated that they are learning English for instrumental purposes (i.e., "to be an

educated person", "to get a higher degree", "to get a better job").

Zughoul and Taminian (1984) did a study on a sample of Jordanian and Arab students studying at Yarmouk University to investigate their motivation and attitudes towards Arabic and English. Overall, the results indicated that students have positive attitudes towards learning Arabic and English, and that the motivation involved in learning and using English in Jordan is instrumental in nature, while that involved in learning and using Arabic is mainly integrative.

Dörnyei (1990) investigated the components of motivation in foreign language learning which involves the target language in institutional/academic setting without regularly interacting with the target language community. Dörnyei developed a questionnaire and administered it to 134 learners of English as a foreign language in Hungary with the aim of defining the relevance and characteristics of integrativeness and instrumentality in foreign language learning, and to identify other motivational components. The results showed that instrumental motives significantly contribute to motivation in foreign language situations. This dimension of motivation involves a number of extrinsic motives including one which is partly integrative in nature. Moreover, affective factors that traditionally have been part of integrative motivation were found to contribute to motivation in foreign language learning as well. This led Dörnyei to conceptualize an Integrative Motivational Subsystem (IMS) in EFL situations. The IMS is a multifaceted dimensions of motivation in EFL consisting of four "loosely related components: (1) interest in foreign languages, culture, and people; (2) desire to broaden one's view and avoid provincialism; (3) desire for new stimuli and challenges; and (4) desire to integrate into new community" (p. 69).

From a pedagogical perspective, Mantle-Bromley and Miller (1991) measured the effect of multicultural lessons on the attitudes of 369 beginning students towards the target language (Spanish) and culture (Hispanic). The students were pre-and post-tested using the Attitude and Motivational Test Battery (AMTB). The results indicated that students' attitudes are more positive when multicultural sensitivity lessons attitude change theory are incorporated into the curriculum than when no such lessons are taught. The results also supported Gardner's theory of second language learning in that attitude towards the studied culture help determine language proficiency. Students whose attitude scores increased scored higher on achievement test.

Clément *et al.* (1994) applied Gardner and Lambert's (1972) social and psychological constructs to the acquisition of English in the unicultural Hungarian setting. A survey assessing students' motivation and attitudes, among other variables, towards learning English was administered to 301 students in grade 11. Teachers were asked to rate each of the students on proficiency and a number of class behaviors. It was found that English achievement was significantly related to motivational and attitudinal indices.

Alansari and Lori (1999) compared the motivation and attitude of 62 English and Arabic major students in the College of Arts at the University of Bahrain. The subjects were homogenous in terms of sex, age, native language and culture. The researchers developed a questionnaire which consisted of various variables: integrative motivation, instrumental motivation, and attitudes towards the target language and its culture. In general, students majoring in English demonstrated a higher degree of positive attitudes towards English than those majoring in Arabic. Alansari and Lori explained this difference as that students majoring in English feel that their achievement is part of their overall achievement in English. In contrast, Arabic majoring students have instrumental motivation because they need to pass the English requirement set by the university. However, it seems that the two researchers were unsuccessful in the choice of their subjects. The two groups differed in terms of attitudes and motivation because they represented two different languages which shared nothing in common. The study would be more fruitful if it investigated how Arab students learning English in an Arabic setting view the learning of English as a foreign language.

Malallah (2000) investigated the attitudes of 409 Kuwait University undergraduate students towards English. The students were drawn from three different colleges: 143 students from the College of Arts where Arabic is the medium of instruction; 143 students from the College of Science where English is the medium of instruction; and 123 students from the College of Sharia and Islamic Studies where Arabic is the medium of instruction. Malallah distributed a questionnaire to the three groups of students in which they were asked about their attitudes towards learning English, the English language, native speakers of English and their purpose of studying English. Overall, the results showed that Kuwaiti students have some varying degrees of positiveness towards learning English, English and native speakers. Students from the College of Science had the strongest positive attitude towards English, native

speakers of English and more purpose for learning English. Similarly, students from the College of Arts have positive attitudes towards English and its native speakers, but not as strong as science students. In contrast, students from the College of Sharia and Islamic Studies have the least positive attitudes towards English and native speakers of English. Moreover, the results indicated that students' attitude is influenced by their future careers. Students who need English for their future careers have a definite degree of positiveness towards English. Those students who do not need English have less positive attitudes towards English and learning English.

Congreve (2005) examined the attitudes of Saudi students towards English and Arabic in Saudi Arabia. An attitude questionnaire was prepared and administered to 197 second language students at King Fahd University for Petroleum and Minerals (KFUPM) in Dhahran, Saudi Arabia. In general, Saudi students studying English at KFUPM showed a very positive attitude towards the utility of English, which would tend to promote instrumental motivation. In contrast, students' motivation towards Arabic is more integrative and permanent.

More recently, Liu (2007) studied Chinese university students' attitudes and motivation towards English and the correlation of these variables with their English proficiency. A modified 44-item survey adapted from Gardner's (1985) and Clement *et al.*'s (1991) was administered to 202 third-year non-English majors students at Xiamen University in China. The results showed that the students have positive attitudes towards learning English and were highly motivated to study it, that the students were more instrumentally than integratively motivated to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency.

In another recent study, Karahan (2007) examined the relationship between language attitudes towards English language and its use in Turkey. The subjects were 190 eighth grade students of a private primary school in Turkey, where English is intensively taught. The researcher distributed a questionnaire to the subjects to measure their attitudes towards the English language and their attitudes towards the use of English in Turkish context. The results showed that although these students are exposed to English in a school environment more frequently than other students at public schools, they have only mildly positive attitudes. They do not have a high level of orientation towards learning the English language despite that fact that they recognize the importance of this language. Similarly, they have mildly positive

attitudes towards the English based culture, but they are not tolerant to Turkish people speaking English among themselves.

Within the framework of English for specific purposes (ESP), it is well established in the literature that ESP students learn English for utilitarian purposes. Several ESP studies that analyzed the learners' language needs in various ESP contexts: police (Abo Mosallem, 1984; Akyel and Yalcin, 1991; Alhuqbani, 2005), banking and tourism (Al-Khatib, 2007), and science (Al-Jurf, 1994). All these studies found that ESP students learn English to meet their job requirements, which implies that they are instrumentally motivated.

As far as motivational and attitudinal variables in ESP are concerned, there is no systematic line of studies in the literature that examined the motivation and attitudes of ESP learners towards the learning of English. However, there are a few studies that shed some light on ESP learners' motivation and attitudes towards English. Al-Huneidi and Basturkmen (1996) investigated the attitudes of engineering students from the College of Engineering at Kuwait University towards learning English. Overall, the results indicated that engineering students had positive attitudes towards learning English. The majority of the students indicated that more English instruction should be given and that some instruction should be given to develop language skills students need for their work as engineers after their graduation from the college.

Within the same Kuwaiti context, Vogt and Oliver (1999) examined the attitudes of 82 medical students at Kuwait University towards English. The students were studying English in the medical school program. The subjects were asked to respond to a questionnaire, which assessed the students' attitudes towards the English program, their motivation for studying English, and their educational background. In general, the results indicated that students favor studying English. Furthermore, the students seemed to have positive attitudes towards English and an English based curriculum. The students seem to be instrumentally motivated to study English for career and academic achievement.

As part of his analysis of the communicative needs of tourism and banking personnel, Al-Khatib (2007) indirectly explored the attitudes of 15 tourism and 15 banking workers in Jordan towards English. They were all balanced Arabic-English bilinguals. Al-Khatib included items in the communicative needs questionnaire, so that the workers wouldn't feel that their orientation was being tested. The items were designed to elicit such information on the attractiveness of language, the usefulness of

language, the importance of language in facilitating the process of communication, and on what extent the use of the language may form a threat to their native tongue, and so on. All in all, the findings showed that the attitudes of the tourism sector workers, and to some extent the banking sector workers towards English are both instrumental and integrative, but more instrumental than integrative. Al-Khatib's study has a major defect in its methodology. He tested his subjects' attitudes without informing them from the outset that he would do so. Attitude is a psychological construct which individuals are aware of. It is not clear from this study whether the workers understood that the questions in the questionnaire were measuring their attitudes not their communicative needs. Their responses may have been different if they were aware of this from the beginning!

On the relationship between ESP learners' linguistic performance and their motivation and attitudes, Gonzalez (2007) attempted to analyze the reason why in a group of 85 engineering students, some were not able to pass the ESP courses. Gonzalez examined several independent variables such as motivation and attitudes in relation to the students' performance on ESP courses. The participants were 85 engineering students from an industrial technical college. They took two tests, and completed a questionnaire, prior to the beginning of the courses. The tests focused on grammar points of increasing complexity, and the questionnaire gathered information about factors influencing learner differences. The results showed that variables such as motivation and attitudes towards ESP do not affect performance on ESP Surveys One and Two.

To conclude, the different arguments and findings with regard to the motivational and attitudinal components vary as a function of the environment in which language learning takes place. This is inconsistent with Gardner's claim that "the role of attitudes and motivation should be consistent in many different contexts, and thus a universal in language learning, is just too simplistic" (1988: p. 112). Gardner based his theory on surveys conducted primarily in a second language learning context, where the target language is mastered through direct exposure to it or through formal instruction accompanied by frequent interaction with the target language community in the host environment or in a multicultural setting (Olshtain *et al.*, 1990). This is not the case in foreign language learning situations, where a foreign language learning context usually involves a community in which one or two languages are taught in school for several years as an "academic subject and many students develop proficiency in

them" (Dörnyei, 1990: p. 49). Larsen-Freeman and Long (1991) stress this fact and say that the "effect of attitudes might be much stronger in such a context where there is much more of an opportunity for contact between learners and TL speakers than in a foreign language context where the opportunities are more limited" (p. 177). However, the reported research findings from both second and foreign contexts point to the fact that both integrative and instrumental orientations contribute to the learning of the target language. They are not opposite end of a continuum. Instead, they are positively related and both are effectively loaded goals that can sustain successful learning (Brown, 2000; Liu, 2007). Nevertheless, as to which one is more important varies from context to context. Likewise, students in different contexts may be motivated to learn a second/foreign language by different orientations. This is why the issue is still worth exploration in situations with different groups of learners, as the case with ESP learners in this study. As revealed in the literature review, ESP lacks adequate research that is capable of accounting for the motivational and attitudinal variables involved in the learning of English by ESP learners. However, it seems from the ESP literature that the rise of ESP emphasizes the central importance of the learners and their attitudes to learning. This means that the starting point in ESP syllabus design should be students' needs analysis. Thus, information concerning students' attitudes held towards English and towards their learning, their learning needs, their necessities that they lack can form the basis of the syllabus (Alvyda and Metiuniene, 2006). Therefore, the rationale of this study is to bridge this gap in ESP literature, and provide this information which can be used to form the basis of syllabus for police officers learning English for special purposes in the Kingdom of Saudi Arabia.

### Research Problem

Previous research in ESP indicated that ESP learners are utilitarian. That is, they learn English to meet certain job-related needs (Alhuqbani, 2005; Hutchinson and Waters, 1987; Mackay and Moutnford, 1978). This implies that ESP learners are instrumentally motivated (Al-Dossari, 1999). This conclusion meets with the long line of research in second language research (SLA) (see Larsen-Freeman and Long, 1991 for details) which documented that second language learners may be instrumentally and/or integratively motivated to learn the target language. Students' motivation and

attitudes are considered by many researchers to be vital contributors to the success or failure of the language learning process (Gardner and Lysynchuk, 1990; Gardner and MacLtyre, 1993). Unfortunately, there are very few scattered studies (e.g., Al-Khatib, 2007; Voget and Oliver, 1999) that indirectly documented such a belief in ESP. The source of this in ESP is usually obtained through needs assessment in which students are asked to identify their needs for learning a foreign language.

Police officers in Saudi Arabia learn English to meet certain needs. In a recent study, Alhuqbani (2005) conducted needs assessment of the English language needs of Saudi police officers in the workplace. They were found to be aware of their English needs and they said that English is very important not only for their jobs, but also for their daily life. This implies that police officers in Saudi Arabia are highly motivated to learn English. Unfortunately, no study, to my best knowledge, has attempted to examine the motivation and attitudes of Saudi police officers towards the learning process of English as a foreign language. English has been introduced to police officers in the Kingdom since 1960s, but no study has examined the issue of motivation and attitudes as two vital elements in the English learning process by Saudi police officers. The current study is conducted to investigate this issue and discuss its pedagogical implications for the teaching of English to Saudi police officers.

### **Purpose of the Study**

This study is designed to examine the orientation of Saudi police officers towards learning English as a foreign language. This investigation (a) identified Saudi police officers motivation for learning English; (b) assessed their attitudes towards learning English; (c) investigated their attitudes towards the English language and the English culture; (d) described motivational and attitudinal factors that guide their persistence in studying English; (e) identified difficulties, that emerged from the data, in the attitudes and motivation of Saudi police officers; and (f) suggested general pedagogical implications to motivate Saudi police officers for learning English as a foreign language.

### **Significance of the Study**

Many researchers (Ellis, 1985; Gardner, 1985; Krashen and Terrell, 1983) have emphasized the role of motivation and attitudes in second and foreign language learning. In a foreign language learning

environment, students may not have adequate experience with the target language community to have attitudes for it or against it. Affective characteristics of the learner, such as attitudes and motivation, have a marked effect on second and foreign language learning (Raphan and Gertner, 1990). The learners' motivation and attitudes towards the target language study can affect the outcome of that language. These affective variables deal with the social/political contexts from which attitudes and motivation are derived (Gardner, 1982). Integrative motivation, instrumental motivation, sociocultural motives, and socio/political factors are important aspects in a foreign language learning. These motivational/attitudinal factors play a great role in language achievement in foreign language situations. These issues have been largely overlooked by researchers who worked with Arabic students, especially those students who learn English for specific purposes. The analysis of the role of motivation and attitudes on Saudi police officers' learning of English would provide important information about the officers' motivation and attitudes towards English learning and the English culture, for teachers, administrators, and language materials developers. This would help them to make the right decisions with regard to teaching English to this group of learners. To my best knowledge, this study is the first of its type to investigate the motivational and attitudinal variables which may be involved in the learning of English as a foreign language by Saudi police officers, a population that has not been included in previous research with regard to learning motivation and attitudes. The inclusion of such a population would provide in-depth descriptive data on what types of individuals are motivated and under what conditions.

### **Research Questions**

The research questions addressed in this study are as follows:

1. What is the Saudi police officers' motivation for learning English as a foreign language?
2. What are the Saudi police officers' attitudes towards second language learning that influence their learning of English as a foreign language?
3. What are the attitudes of Saudi police officers towards learning about the English language based culture?
4. How do the Saudi police officers' security sectors affect their motivation and attitudes towards learning English as a foreign language?

5. How does the Saudi police officers' military rank affect their motivation and attitudes towards learning English as a foreign language?

### Method Subjects

A total of 206 Saudi police officers participated in the survey. They represented several security sectors in the Kingdom of Saudi Arabia: Public Security (n=70), Passports (n=45), Civil Defense (n=26), Narcotics (n=11), Frontier Guards (n=7), King Fahd Security College (n=14), Installation Security (n=6), Prison (n=12), Ministry of the Interior (n=4), and Special Security Forces (n=6). Five officers didn't state their security sectors. They were not included in the analysis and discussion of the results related to the effect of the officers' security sectors on their motivation and attitudes. The officers also represented different security ranks: Lieutenant (n=91), Captain (n=59), Major (n=28), Lieutenant Colonel (n=10), and Colonel (n=7). Eight officers didn't identify their military ranks. They were not included in the analysis and discussion of the results related to the effect of the officers' military ranks on their motivation and attitudes. The majority of the subjects were attending courses at the Higher Institute for Security Sciences (HISS). Twenty-three of these officers were in a one-year English course. Some of the surveyed officers were attending English courses at Naif Arab University for Security Sciences (NAUSS).

### Material

For the purpose of this study, a five-point Lickert-scale (Lickert, 1932) questionnaire (see the Appendix) ranging from "strongly agree" to "strongly disagree" was used. The questionnaire items were mainly drawn from Al-Ansari and Lori's (1999) questionnaire. However, some additions of items and modifications in terms of wordings were made to suit the purpose of the study which was to determine the motivational and attitudinal variables involved in the learning of English as a foreign language by Saudi police officers. The added items were the items in *the background information* section and item No. 10: "I learn English because it helps me in the promotion to a higher military rank". The questionnaire was presented in Arabic to the participant police officers to avoid any misunderstanding. It consisted of the following items:

- *Background information*: In the first section of the questionnaire, police officers were asked to

provide information about their names (optional), their age (optional), date of graduation from King Fahd Security College, security sector, years of service, security rank, and place of work.

- *Motivational orientation*: On a five-point scale, police officers were asked to rank the first 14 statements (both instrumental and integrative) in the questionnaire as to their relevance to them personally. The higher the scores will be, the more the police officers will be described as being motivationally orientated (both instrumentally and integratively) in their learning of English as a foreign language.
- *Instrumental motivation*: This section assessed the extent to which the police officers perceive utilitarian reasons for studying English. The police officers were asked to rate on a five-point scale the extent to which each of the seven instrument reasons (2, 4, 6, 8, 9, 10, 11, 13) for learning of English was descriptive of his feelings.
- *Integrative motivation*: This section in the questionnaire assessed the extent to which police officers believe that learning English is important to help them interact and share cultural experiences with the English speaking community. The police officers were asked to rate on a five-point scale the extent to which each of the four integrative reasons (1, 3, 5, 7, 12, 14) for learning English which were descriptive of his feelings. If the police officers are highly integratively motivated in their learning of English, they will tend to place more emphasis on the integrative value of learning English as a foreign language. Thus, the higher the police officers' score on this measure are, the more they will be identified as being intergartively oriented.
- *Attitudes towards the learning of English*: Police officers were asked to indicate their agreement or disagreement with the benefits of English language learning. They were asked to respond to six positively worded statements (15-20) about the value of learning of English as a foreign language.
- *Attitudes towards learning about a foreign culture (the English culture)*: Police officers were asked to indicate the extent of agreement and disagreement with learning about the culture of target language (English). There were six statements in this section (21-26).

According to Seliger and Shohamy (1989), there can never be a guarantee that ready-made procedures have been tried out with exactly the same type of subjects as the researcher using in the research, and therefore it is recommended to try out the procedure before applying it to the actual population. For this reason, the adapted questionnaire was tried out on 20 police officers before distributing it to the actual research population, in order to make sure that the wordings of the statements were clear and straightforward. The police officers found the questionnaire items clear and understandable. To assess the reliability factor of the instrument, the Test Re-test way of analysis was used on the 20 officers who were excluded from the actual research population. The results of this analysis showed that the correlation coefficient was 0.86.

**Procedures of Data Collection and Analysis**

The data collection process took place in two different settings in Saudi Arabia; the HISS at King Fahd Security College (KFSC) and NAUSS. For the subjects at NAUSS, the researcher gave out the questionnaire to them personally in the classroom. The subjects at the HISS received the questionnaire via their instructors or the researcher or the class leader. The researcher collected the questionnaires by the end of the day or the following day.

For the analysis of the data, the SPSS (Statistical Package for the Social Sciences) was used. The police officers' responses to the questionnaire items were coded as follows: "Strongly agree" = 5, "Agree" = 4, "Undecided" = 3, "Strongly disagree" = 2, "Disagree" = 1. The results of the survey were

computed in terms of percentage, mean and standard deviation. A one-way ANOVA test was used to examine the effect of police officers' military rank and security sectors on their motivation and attitudes towards English learning and its culture. Since the one-way ANOVA test does not show where the difference is or where the differences are, post hoc multiple comparisons were employed using Fisher's Least-Significance Difference (LSD). Pearson *r* coefficients and Two-tailed Test of Significance were used to flag any positive or negative correlations between the variables under investigation.

**Results of Saudi Officers' Motivational Orientation (Integrative vs. Instrumental)**

Table 1 displays the Saudi police officers' responses in percentage to the questionnaire items related to integrative motivation they may have towards the learning of English as a foreign language. More than half of the officers (61.5%) said that they are learning the English language because it enables them to think and behave like those who speak it as their first language. Almost half of the officers (49.6%) said that they are learning the English language because it helps them recognize the lifestyles of its speakers. The majority of the officers (94.3%) said that they learn English because it enables them to meet and communicate with those who speak it. Similarly, a large number of the officers (90%) are aware of the leading role of English as the major language used in communication among the world's nations. Finally, 74.8% of the officers believe that learning English can facilitate the process of getting new friends from English-speaking countries.

**Table 1. Saudi police officers' integrative motivation towards the learning of English as a foreign language\***

	SA %	A %	UD %	SD %	D %
1. I am learning the English language because it enables me to think and behave like those who speak it.	32.9	28.6	4.8	20.8	8
3. I am learning the English language because it enables me to meet and communicate with those who speak it.	61.9	32.4	0.5	2.4	1
5. I am learning the English language because it enables me to recognize the people who speak it and their social traditions.	26.2	47	14.3	9	.5
7. I am learning the English language because it facilitates the process of acquiring friends among English-speaking countries.	22.9	51.9	15.2	6.7	1.4
12. I am learning the English language because it is the major language used in communication among the world's nations.	56.7	33.3	4.3	2.4	1
14. I am learning the English language because it enables me to recognize the lifestyles of those who speak it.	16.7	32.9	22.9	23.3	2.4

Note: Strongly agree = SA, Agree = A, Undecided = UD, Strongly disagree = SD, Disagree = D.

\* All officers responded to these items.

The results also show that Saudi police officers in this study are instrumentally motivated to learn English. Table 2 summarizes the officers' responses to the questionnaire items. More than half of the officers (55.7%) consider a person uneducated if he is incapable of communicating in English. In contrast, some officers (35.6%) disagreed with this statement. The majority of the officers (75.7%) indicated that the knowledge of English helps them perform their job effectively. A large number of Saudi police officers (82.8%) in this study believe that it is socially plausible for the individual to learn a foreign language, in addition to his first language. Furthermore, police officers said that they learn English for utilitarian purposes because it is an important course in the school curriculum (78.6%) and using it in their higher academic studies (64.6%). The results also showed that Saudi police officers are aware of the importance of English as the language being used most in work fields (70.4%) and in science and technology (89%). However, when asked about whether learning English helps them in the promotion to a higher military rank, more than half of the police officers in this study (64.8%) indicated that English has no impact on their promotion to a higher military rank. This is clearly shown in the low percentage (13.3%) assigned to this statement. Nevertheless, it seems that some police officers do not know whether English is counted by their security sectors as one of the promotion requirements to a higher military rank, as shown by some police officers' undecided responses (19%). Finally, the statistical analysis of the officers' total scores on each type of motivation (instrumental vs. integrative) showed that Saudi officers are more instrumentally than integratively motivated to learn English. They scored higher on instrumental motivation variables (90%) ( $M=29.66$ ,  $SD=4.87$ ) than on integrative motivation variables (71%) ( $M=23.64$ ,  $SD=3.68$ ).

**Table 2. Saudi police officers' instrumental motivation towards the learning of English as a foreign language**

	SA %	A %	UD %	SD %	D %
2. I am learning the English language because I don't consider the individual educated unless he has the capacity to communicate in English.	21.4	34.3	6.2	28.6	7
4. I am learning the English language because it helps me perform my job effectively.	45.7	30	8.6	12.4	1
6. I am learning the English language because it is socially plausible for the individual to learn a foreign language, in addition to his first language.	39	43.8	6.2	8.6	.5
8. I am learning the English language because it is one of the important courses in the school subjects.	31.9	46.7	8.6	7.6	2.4
9. I am learning the English language because it is the language used currently in the fields of science and technology.	56.2	32.9	3.9	3.3	.5
10. I am learning the English language because it helps me in the promotion to a higher military rank.	1.4	11.9	19	44.8	20
11. I am learning the English language because I need it in my higher academic studies.	27	37.6	18	12.9	1.4
13. I am learning the English language because it is the most language used in work fields.	28	42.4	8	16.7	2.4

Note: Strongly agree = SA, Agree = A, Undecided = UD, Strongly disagree = SD, Disagree = D.

### Attitudes of Saudi Officers' towards the Learning of English

Table 3 summarizes the Saudi police officers' attitudes towards the learning of English as a foreign language. In general, Saudi police officers' attitudes is one of favorability towards the leaning of English as a foreign language. There is a definite degree of positiveness towards the learning of English in the Saudi police context. The majority of Saudi police officers (83.3%) said that "we must learn the English language if we want to know those people who speak it". A large number of the police office (78.4%) of the officers indicated that the Kingdom can benefit from mingling with the people who speak the English language. More than half of the police officers (65.2%) said that the experience of those who speak the English language have contributed to the development of the Kingdom. In contrast, 22.9% indicated that they are undecided about this issue. The majority of police officers (82.8%) said that the Kingdom benefits from those speakers of English in developing the various industrial and technical aspects. A large number of the officers (61.9%) said that it is good for Saudis to work hard to meet those who speak the English language as their first language. Finally, 91% of the officers said that the process of communicating in English will be simplified if learners get to know those who speak English as their first language.

It seems that such positive responses to positive statements about learning the English language confirm that Saudi police officers are generally supportive of learning English as a foreign language in Saudi Arabia.

**Table 3. Saudi police officers' attitudes towards the learning of English as a foreign language\***

	SA %	A %	UD %	SD %	D %
15. We must learn the English language if we want to know those people who speak it.	33.8	49.5	7.6	6.2	5
16. Mingling with people who speak the English language benefit the Kingdom in many respects.	37	41.4	12.4	5.2	1
17. The experience of those who speak the English language contributed to the development of the Kingdom.	26.2	39	22.9	8	1.4
18. The Kingdom benefits from those who speak the English language in developing the various industrial and technical aspects in the country.	39	43.8	10.5	2.9	1
19. It is plausible for Saudis to spare no effort to meet those people who speak the English language as their first language.	18.6	43.3	21.4	12.4	1.4
20. Getting to know the people who speak the English language would simplify the process of communicating in this language.	49	42	4.3	1.4	0.5

Note: Strongly agree = SA, Agree = A, Undecided = UD, Strongly disagree = SD, Disagree = D.

\* One officer didn't respond to all these items.

### Attitudes of Saudi Officers' towards the English Language Based Culture

Table 4 summarizes the Saudi police officers' attitudes towards the English language based culture. Their responses to the six items (21-26) showed that they have favorable attitudes towards the English based culture. The officers scored higher on these statements (21, 23) that call for the adaptation of cultural aspects from the English language based culture in the English textbooks. More than half of the officers (55%) said that "the English language textbooks must contain the aspects that represent the culture of its native speakers". The majority of the officers (71.5%) said that "the English language textbooks must contain only the important cultural aspects which contribute to the development of the necessary skills in learning the English language", reflecting their awareness of the

importance of teaching English through its culture, and at the same time maintaining some distance between the two cultures, the Arabic and the English. In contrast, the majority of the police officers disagreed with these negative statements (22, 24, 25, 26) pertaining to their attitudes towards the English culture, which confirms that they are generally favorable of the English culture. More than 63% of the officers said that the learning of a foreign culture does not form a threat to their cultural values. They also (57.6%) see that learning the culture of a foreign language does not form any threat to the continuity of family life in the Kingdom. The majority of the officers (75.7%) said that they see it necessary to learn about the foreign language culture. Finally, 68% of the officers said that they do not see it an offense to learn about a foreign culture that contradicts their own cultural values.

**Table 4. Saudi police officers' attitude towards the English language based culture**

	SA %	A %	UD %	SD %	D %
21. The English language textbooks must contain the aspects that represent the culture of its native speakers.	17	38	15.7	16.2	8
22. The learning of a foreign culture forms a threat to our cultural values.	5.7	9.5	16.7	42.9	21
23. The English language textbooks must contain only the important cultural aspects that contribute to the development of the necessary skills in learning the English language.	31.4	40	12.9	9	1.4
24. The learning of a foreign culture forms a threat to the continuity of family life in the Kingdom.	3.3	13.8	20	40	17.6
25. I'm satisfied with my cultural values and I do not see it necessary to learn any foreign culture.	6.7	9	4.3	40.5	35.2
26. It is an offense to learn a foreign culture that is in contradictory to our cultural values.	10	8	9.5	31	37

Note: Strongly agree = SA, Agree = A, Undecided = UD, Strongly disagree = SD, Disagree = D.

\* Five of the officers didn't respond to all these items.

### The Effect of Officers' Military Rank on Their Motivation and Attitudes

With regard to the effect of Saudi police officers' military rank on their motivation and attitudes towards English learning and its culture, Table 5 summarizes the statistical differences between the officers' responses. A one-way ANOVA analysis of the results showed no effect for military rank on two attitudinal variables: the officers' attitude towards English learning  $F(1.663)=22.440$ , ( $p=0.160$ ), and the officers' attitude towards the English language based culture  $F(1.276)=15.891$ , ( $p=0.281$ ). However, there was a significant effect for military rank on the remaining variables: motivational orientation  $F(2.989)=184.915$ , ( $p=0.023$ ), instrumental motivation  $F(2.989)=70.410$ , ( $p=0.020$ ), and integrative motivation  $F(2.500)=33.807$ , ( $p=0.044$ ).

Because the one-way ANOVA does not indicate where the difference is or what the differences are, post hoc multiple comparisons were carried out using least-significance difference (LSD) to show where the differences are. With regard to the type of motivation, police officers with the rank of captain were more instrumentally motivated than lieutenants ( $p=0.041$ ), majors ( $p=0.011$ ), and lieutenant colonels ( $p=0.08$ ). In terms of integrative motivation, officers with the rank of captain were more integratively motivated to learn English than lieutenants ( $p=0.012$ ) and majors ( $p=0.018$ ). With respect to motivational orientation, again captains were more motivationally oriented than lieutenants ( $p=0.010$ ), majors ( $p=0.017$ ), and lieutenant colonels ( $p=0.025$ ). Captains also showed more positive attitudes than majors towards the learning of English as a foreign language ( $p=0.030$ ). All these differences were significant at the level of 0.05. The LSD showed no significant difference between

military ranks and attitude towards the English language based culture.

### The Effect of Saudi Officers' Security Sectors on Their Motivation and Attitude

Table 6 shows the statistical analysis of the effect of Saudi police officers' security sectors on their motivation and attitudes towards the learning of English as a foreign language and its culture. A one-way ANOVA test was used to examine any significant differences between the 10 security sectors in terms of the motivational and attitudinal variables given in the questionnaire. Overall, there was no significant difference between the 10 participant security sectors in terms of their motivational orientation  $F(1.521)=35.843$ , ( $p=0.143$ ), their instrumental motivation  $F(1.124)=72.158$ , ( $p=0.348$ ), their integrative motivation  $F(0.877)=12.136$ , ( $p=0.547$ ), their attitudes towards English learning  $F(0.434)=6.188$ , ( $p=0.916$ ), and their attitudes towards the English language based culture  $F(0.472)=5.896$ , ( $p=0.892$ ).

In order to find out any significant differences between the 10 security sectors, post hoc multiple comparisons were carried out using LSD. There were only significant differences between certain security sectors in terms of instrumental motivation and integrative motivation. Police officers in the Public Security were more instrumentally motivated than their counterparts in the Prison Sector ( $p=0.011$ ) and the Special Security Forces sector ( $p=0.047$ ). Saudi passport officers were more instrumentally than those officers in the Prison Sector ( $p=0.041$ ). Officers working at KFSC were more instrumentally motivated than their counterparts in the Prison Sector ( $p=0.026$ ). With regard of integrative motivation, officers at KFSC were more integratively motivated to learn English than those officers working at the Installation Security Forces ( $p=0.043$ ). All these differences were significant at the level of 0.05.

**Table 5. The effect of police officers' military rank on their motivation and attitudes**

	Lit.		Captain		Major		Lit. Col.		Col.		P
	M	SD	M	SD	M	SD	M	SD	M	SD	
Motivational Orientation	52.38	8.53	55.84	6.07	51.46	7.51	49.70	11.07	56.14	10.97	0.023*
Instrumental Motivation	29.57	5	31.23	3.98	28.39	4.93	26.80	7.20	28.57	4.75	0.020*
Integrative Motivation	23.20	3.92	24.76	3.08	22.75	3.53	22.70	4.29	25	4.54	0.044*
Attitude to English Learning.	24.36	3.71	25.15	3.46	23.96	3.42	22.40	4.78	23.14	4.18	0.160
Attitude to English Based Culture	16.43	3.72	16.52	3.15	15.03	3.54	17.25	2.54	17.42	4.64	0.281

Note: Eleven officers didn't identify their military ranks.  
 $P<0.05$

**Table 6. The effect of police officers' security sectors on their motivation and attitudes**

	Motivational Orientation		Instrumental Motivation		Integrative Motivation		Attitude to English Learning		Attitude to English Based Culture	
	M	SD	M	SD	M	SD	M	SD	M	SD
Public Security	53.67	7.22	30.45	4.63	23.67	3.55	24.63	3.62	16.17	3.51
Passports	54.08	9.22	29.82	5.77	23.82	4.29	24.44	4.50	16.44	3.55
Civil Defense	52.30	7.41	29.92	3.78	23.15	3.06	24.53	3.31	15.88	3.24
Frontier Guards	49.57	6.02	28.28	5.18	21.85	2.03	22.85	2.19	16.57	4.42
Prison	50.83	9.02	26.58	5.66	24.25	4.30	23.66	3.79	17.08	4.60
Ministry of Interior	50	7.25	26.75	4.27	22.25	3.40	25	0.816	16.25	4.92
KFSC	56.42	9.22	30.85	4.83	24.85	3.75	24	3.49	17.71	3.22
Installation	49	6.84	27.50	3.44	21.16	3	24.16	3.48	15	2.34
Narcotics	54.54	6.62	29.54	3.53	24.27	3.31	24.45	4.52	15.81	2.96
Special Security Forces	49	9.89	26.33	5.20	22.66	4.84	22.33	2.65	16.33	2.65
<i>P</i> =	0.143		0.547		0.348		0.916		0.892	

Note: Five officers didn't identify their security sectors.

### Correlation between Variables

In addition to the statistical analysis of the officers' motivation and attitudes towards learning English as a foreign language and its culture, a correlation analysis was conducted to explain the relationship between the variables. The results are presented in Table 7. The Pearson correlation coefficient and Two-tailed Test of Significance were used to flag any correlation between the variables under investigation. The analysis of the results showed a significantly positive correlation between the four variables. Motivational orientation was correlated with instrumental motivation ( $r=0.882$ ,  $p<0.01$ ), integrative motivation ( $r=0.830$ ,  $p<0.01$ ), and attitudes towards the learning of English as a foreign language ( $r=0.524$ ,  $p<0.01$ ). Instrumental motivation correlated significantly with integrative motivation ( $r=0.605$ ,  $p<0.01$ ). Attitudes towards learning English as a foreign language correlated significantly with the two types of motivation: instrumental motivation ( $r=0.465$ ,  $p<0.01$ ) and integrative motivation ( $r=0.605$ ,  $p<0.01$ ). There was negative correlation between the officers' security sectors and instrumental motivation ( $r=-0.143$ ,  $p<0.05$ ).

### Discussion

Inspired and encouraged by the research findings in second and foreign language contexts that linked motivation and positive attitudes to success in language learning, the present study attempted to replicate these studies with a new group of students in a new context, namely ESP. To do so, this study investigated the motivational and attitudinal variables involved in the learning of English by Saudi police officers. Overall, the findings of the study support

previous research findings in second and foreign language contexts (Malallah, 2000; Liu, 2007) which concluded that language learners are either integratively (e.g., Gardner and Lambert, 1972; Gardner and MacIntyre, 1993; Oller *et al.*, 1977) or instrumentally (e.g., Liu, 2007; Luckmani, 1972) or both (e.g., Al-Khatib, 2007; Malallah, 2000; Obeidat, 2005) to learn the target language. They also support the few studies that examined motivation and attitudes in certain ESP contexts such as those conducted by Al-Huneidi and Basturkmen (1996), Vogt and Oliver (1999), and Al-Khatib (2007), which reported that learners in ESP contexts are both instrumentally and integratively motivated to learn English, but tend to be more instrumentally motivated. The present study's findings showed that Saudi police officers' have both integrative and instrumental motivation to learn English, but they tended to be more instrumentally oriented. A possible interpretation for this is that Saudi police officers are aware of the fact that both integrative and instrumental motivation are essential elements of success in learning a foreign language, and that integrative motivation in particular sustains long-term success when learning a foreign language (Crooks and Schmidt, 1991). They may be aware that integrative motivation typically underlines successful acquisition of a wide range of registers and a native-like pronunciation (Finegen, 1999).

Furthermore, the findings of this study support the previous research findings obtained through learners' needs assessment in ESP. These studies showed that ESP learners are instrumentally motivated to learn English. That is, they learn English for utilitarian purposes (Abo Mossalem, 1984; Alhuqbani, 2005; Mackay and Mountfourd, 1978; Mackay and Palmer,

1981; Zhghoul and Hussein, 1985; Munby, 1978). Relevant to the context of this study are the research findings of Abo Mossalem in Egypt and Alhuqbani in Saudi Arabia. Both of them investigated the English language needs of police officers in the workplace. Similar to the findings of the current study, they found that police officers are instrumentally motivated to learn English (e.g., perform their jobs efficiently, pursue their higher studies abroad, etc.). It seems that learners' motivation to learn depends on their needs and interests (Alvyda and Metiuniene, 2006). However, the findings of this study didn't support Alhuqbani's (2005) findings that more than half of the Saudi officers being surveyed are instrumentally motivated because learning English helps them in the promotion to a higher military rank. This study revealed that learning English is not a requirement that police officers need to pass in order to be promoted to a higher rank. Nevertheless, it is not really clear from this study whether English is one of the requirements of promotion to a higher military rank because a few officers indicated it is, and others said they are undecided about this statement which means they are not sure whether it is a requirement or not.

Another important finding is the awareness of Saudi police officers for the communicative role that English plays in today's world. The officers indicated that they are motivated to learn English to communicate with those who speak it and because it is the language used in communication among world's nations. This is consistent with previous studies in ESP (e.g., Al-Gorashi, 1989; Hutchinson and Waters, 1987; Kelliney, 1988; Munby, 1978; Widdowson, 1987) and foreign/second language contexts (e.g., Swan, 1985; Shaw, 1982) that emphasized the significance of teaching English for communicative purposes. In ESP, it is generally acknowledged that the Communicative Approach suits ESP course (Hutchinson and Water, 1987; Munby, 1978; Widdowson, 1987). As other ESP adult learners, Saudi police officers are motivated to

use English in communicating with those foreigners in the Kingdom who come either for a visit, work, Hajj or Omrah. This finding is a reconfirmation of Abo Mossalem's (1984) and Alhuqbani's (2005) findings. Both of them found that almost all officers indicated that speaking and listening are the most important English language skills to their work. For example, Alhuqbani found that the majority of the surveyed Saudi police officers indicated that speaking helps them convey information and instructions to foreigners who may have dealings with their security sectors, and that speaking is significant since they need it to discuss concepts and topics relevant to police work. Unfortunately, teaching English to Saudi police officers still follows a traditional orientation in that it focuses more on skills and sub-skills such as reading, grammar and vocabulary; and overlooks the important communicative aspects of English (Al-Dossari, 1999, Alhuqbani, 2005).

With respect to their attitudes towards the learning of English as a foreign language, Saudi police officers showed a definite degree of positiveness towards learning English. This finding is consistent with previous research findings in some ESP contexts (e.g., Al-Khtaib, 2007; Vogt and Oliver, 1999), foreign language contexts (Congreve, 2005; Malallah, 2000), and second language contexts (e.g., Gardner and Smythe, 1981). All these studies concluded that language learners have some definite degree of positiveness towards the learning of the target language. As the correlational analysis of the results showed, the officers' attitudes towards the learning of English as a foreign language correlated significantly with their motivational orientation and the type of motivation (integrative vs. instrumental). This means that the more the officers are instrumentally and/or integratively motivated to learn English, the more they have positive attitudes towards the learning of English and vice versa. This finding is consistent with previous research findings (e.g., Liu, 2007; Malallah, 2000), which reached the same conclusion.

**Table 7. Correlation between variables**

	1	2	3	4	5	6	7
1. Security Sector	1	0.066	-0.143*	-0.015	-0.059	-0.080	0.024
2. Military Rank		1	-0.104	0.032	0.012	-0.098	-0.009
3. Instrumental Motivation			1	0.605**	0.882**	0.465**	-0.043
4. Integrative Motivation				1	0.830**	0.519	0.012
5. Motivational Orientation					1	0.524**	-0.006
6. Attitude to Language						1	0.066
7. Attitude to Culture							1

Note: Some officers didn't answer all items under each variable.

In terms of their attitudes towards the English based culture, it seems that Saudi police officers are aware of the fact that language is the vehicle of culture, and that a language is best learned through its culture (Borg, 2005). However, the officers adapted two different positions with respect to the inclusion of the cultural aspects of the English language. While more than half of the officers said that the English language textbooks must contain the aspects that represent the culture of its native speakers, a larger percentage of the officers said that such textbooks must only contain the cultural aspects that contribute to the development of the necessary skills in learning the English language. These two opposing opinions clearly show that Saudi police officers, as ESP adult learners, do appreciate the cultural aspects of English, and have a positive attitude towards it. This is further confirmed by their disagreements of the negative statements that viewed the English based culture as a threat and an offense to the Arabic cultural and family values. This is predictable because officers showed a combination of instrumental and integrative motivation towards the learning of English as a foreign language. According to Gardner and Lambert (1972), motivation to learn a second language is grounded in positive attitudes towards the second language community and in a desire to communicate with valued members of that community and become similar to them.

With regard to the effect of the officers' military ranks on their motivation and attitudes towards English learning and its based culture, the results revealed that officers with the rank of captain differed significantly in terms of their type of motivation (instrument vs. integrative) from other officers with the ranks of lieutenant and major. They also differed significantly from lieutenant colonels in terms of their instrumental motivation. Overall, they were more motivationally oriented to learn English than lieutenants, majors, and lieutenant colonels. Captains also showed more positive attitudes than majors towards the learning of English as a foreign language. This repetitive pattern of results is somehow difficult to interpret due to the lack of previous studies that investigated the same issue. However, a possible interpretation is that officers with the rank of captain are likely to have scholarships to study abroad either to pursue their higher studies or engage in special training courses in their area of study. This may not happen to lieutenants who have just graduated from the security college and are usually required to spend several years on the job site before they may think to apply for a scholarship to study in English-speaking countries. Officers with advanced ranks such as

lieutenant colonel may be too late for them to pursue their studies abroad, which may weaken their motivation, compared to captains, to study English as a foreign language.

The results also showed an interesting pattern of difference in relation to the effect of security sectors on the type of motivation (instrument vs. integrative) that officers may adapt. With regard to instrumental motivation, the officers in the security sectors of Public Security, Passports, and KFSC differed significantly from their counterparts in the Prison Sector. A possible interpretation for this difference is that officers' work activities at these sectors vary. Officers in the security sectors of Public Security and Passports need English to perform their jobs effectively because they are in daily contacts with foreigners in the Kingdom who cannot communicate in Arabic. This finding is consistent with the research findings of Alhuqbani (2005) who found that Saudi officers in the Public Security and Passports sectors, compared to other sectors, tended to use English more in the workplace. Moreover, this interpretation is further supported by Abo Mossallem's (1984) study in Egypt who found that passports officers use English in the workplace more than any other sectors. On the other hand, officers working at KFSC are instrumentally motivated to learn English because they are required by the Ministry of Interior to pass a proficiency English test administered by the Institution of Public Administration as one of the requirements they must meet before they can be considered for a scholarship to study in English-speaking countries. This interpretation is consistent with Alhuqbani's (2005) study which indicated that officers at KFSC are eligible for scholarships to study abroad and that is why they learn it for instrumental purposes. Officers working at the Prison Sector may not have the same advantages as those available for the officers in the sectors of Public Security, Passports, and KFSC such as having daily contacts with foreigners in the Kingdom and perusing their higher academic studies abroad.

### **Conclusion and Implications**

To conclude, the present study, the first one to investigate the Saudi police officers' motivation and attitudes towards the learning of English and the culture it represents, supports previous research findings in second and foreign language contexts which related motivational and attitudinal variables to learners' success in language learning. It also supports those very few studies that examined ESP learners' motivation and attitudes towards the learning of

English and its culture in certain ESP contexts, which concluded that ESP learners are both instrumentally and integratively motivated to learn English, but they tend to be more instrumentally motivated. As adult ESP learners, Saudi police officers were found to be both instrumentally and integratively motivated to learn English as a foreign language. However, they tended to be more instrumentally motivated to learn English. This answers the first research question set for this study. For the second and third research questions, which were concerned with the officers' attitudes towards the learning of English as a foreign language and its based culture, the officers showed a high degree of positiveness towards both the learning of English and its based culture. The study also answered the fourth research question pertaining to the effect of the officers' security sectors on their motivation and attitudes towards the learning of English and its based culture. There were significant effects for some security sectors on the officers' instrumental motivation. With regard to the final research question in this study, which was about the possible effect of the officers' military ranks on their motivation and attitudes towards learning English and its based culture, captains differed significantly in their instrumental and integrative motivation from certain military ranks such as lieutenants, majors and lieutenant colonels. They also showed more positive attitudes towards the learning of English as a foreign language.

The findings of this study have several important implications for both the teaching of English as a foreign language to Saudi police officers, and to research pertaining to the role of motivational and attitudinal variables in learning a foreign language. One of the important pedagogical implications is the significance of focusing on communication as an important aspect of teaching a foreign language. The surveyed officers emphasized the communicative aspects of English, and that through English they would be able to communicate with those who speak it. Therefore, it is pedagogically important to concentrate on the communicative aspects of English when teaching English to Saudi police officers. To maintain or enhance the Saudi police officers' motivation and positive attitudes towards learning English and ultimately improve their English proficiency, it is beneficial for these security sectors to have their officers get involved in ESP courses tailored to their needs throughout their training in English. This would help them have constant contact with the target language. Otherwise, they might lose the motivation and attitudes they have soon since all of them were both instrumentally and integratively

motivated to learn English. Students' motivation to learn a language depends on their language needs and interests (Alvyda and Metiuniene, 2006). Recent English courses presented to Saudi police officers lack the incorporation of their English language needs in these courses (Al-Dossari, 1999; Alhuqbani, 2005). Moreover, the inclusion of proficiency in English as one of the requirements officers need to meet before they are considered for promotion to a higher military rank would, in fact, maintain and strengthen their motivation and attitudes towards the learning of English as a foreign language. In addition, as the surveyed officers indicated in this study, it is important to teach English through the adaptation of some of its important cultural aspects in the textbooks. Without the understanding of its cultural aspects, learning English would be somehow difficult.

Finally, this study serves as a strong basis for further research in many ways. First, it is recommended that this study be replicated with a larger number of participants of the same background and from different countries in the Arab World. Second, it is recommended that further investigation is carried out with other ESP learners from other fields such as computer sciences, medicine, banking, tourism, aviation, etc. to understand how well the results may be generalized to other ESP contexts. There is a need for more research in ESP literature to examine ESP learners' motivation and attitudes towards English and its culture. The majority of support for the role of motivation and attitudes in successful learning comes from research in second and foreign language contexts. The same approach used in this study can be employed to study the context in which English instructions take place, including teachers, administrators, students, schools, parents, all of which might help in providing further evidence about issues relating to motivation and attitudes. This study did not link the officers' English proficiency to their motivation and attitudes towards the learning of English and its culture. In the literature, there are several studies that reported mixed results concerning to the relationship between learners' proficiency and their motivation and attitudes (e.g., Gardner, 1982; Gardner *et al.*, 1983; Olshtain *et al.*, 1990). Therefore, it is recommended that more research should be conducted to find out any correlation between Saudi officers' level of proficiency in English and their motivation and attitudes. The study showed that some security sectors and ranks significantly affected the officers' motivation and attitudes towards the learning of English as a foreign language. Because of the small

number of officers in some of the security sectors and the military ranks employed in this study, it is recommended that further research is conducted with more officers in the various Saudi security sectors and with more officers with different military ranks. This would help replicate the current study's findings in terms of the effect of the officers' security sectors and military ranks on their motivation and attitudes towards learning English as a foreign language.

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## Appendix

### استبانة

عزيزي ضابط الأمن ،

إن الهدف من تصميم هذه الاستبانة هو تشخيص بعض العناصر الهامة والمؤثرة في عملية تعليم اللغة الإنجليزية كلغة أجنبية لضباط الأمن في المملكة العربية السعودية. المطلوب منك هو الإجابة عن الأسئلة التي تحتويها هذه الاستبانة بحيث تكون معبرة عن شعورك الشخصي تجاه هذه العناصر، والإدلاء بالإجابات الصادقة لأن ذلك سيساعدنا في التعرف على العناصر المؤثرة في عملية تعليم اللغة الإنجليزية لضباط الأمن في المملكة. سوف تعامل أجوبتك بسرية تامة وستستخدم لأغراض إحصائية فقط ولن يطلع على إجابتك سوى الباحث نفسه.

إنني أقدر تعاونك ومشاركتك في هذه الدراسة. أشكرك شكراً جزيلاً.

الباحث / محمد بن ناصر الحقباني.

هاتف / ٥٥٠٥٣٢٦٨٦

القسم الأول: معلومات عن الهوية العسكرية. من فضلك أكمل البيانات التالية:

١. اسمك (اختياري): .....

٢. عمرك (اختياري): .....

٣. تاريخ تخرجك من كلية الملك فهد الأمنية: .....

٤. قطاع الأمن الذي تعمل به حالياً: .....

٥. عدد سنوات الخدمة في هذا القطاع: .....

٦. الرتبة العسكرية: .....

٧. مكان العمل: .....

القسم الثاني: توضح البنود التالية الدوافع النفعية والانتمائية لتعلم اللغة الإنجليزية. اقرأ كل بند ثم ضع علامة (✓) في المربع الذي يصف شعورك بشكل صحيح.

لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة	الفقرة
					١. إنني أتعلم اللغة الإنجليزية لأنها تمكنني من أن أفكر وأنصرف كما يتصرف الأشخاص الذين يتخاطبون باللغة الإنجليزية.
					٢. إنني أتعلم اللغة الإنجليزية لأنني لا أعتبر الفرد مثقفاً إلا إذا كان يمتلك القدرة على التخاطب باللغة الإنجليزية.
					٣. إنني أتعلم اللغة الإنجليزية لأنها تمكنني من الالتقاء والتخاطب بأولئك الذين يتحدثون بها.
					٤. إنني أتعلم اللغة الإنجليزية لأنها تساعدني على أداء عملي بكفاءة عالية.
					٥. إنني أتعلم اللغة الإنجليزية لأنها تمكنني من التعرف على الأشخاص الذين يتخاطبون باللغة الإنجليزية وعلى عاداتهم الاجتماعية.
					٦. إنني أتعلم اللغة الإنجليزية لأنه من المستحسن اجتماعياً أن يتعلم الفرد لغة أجنبية بالإضافة إلى لغته الأصلية.
					٧. إنني أتعلم اللغة الإنجليزية لأنها تسهل عملية اكتساب الأصدقاء بين الشعوب المتخاطبة باللغة الإنجليزية.
					٨. إنني أتعلم اللغة الإنجليزية لأنها إحدى المواد الدراسية المهمة.
					٩. إنني أتعلم اللغة الإنجليزية لأنها اللغة المستخدمة حالياً في مجال العلوم والتكنولوجيا.
					١٠. إنني أتعلم اللغة الإنجليزية لأنها تساعدني في الترقية لرتبة عسكرية أعلى.
					١١. إنني أتعلم اللغة الإنجليزية لأنني أحتاجها في دراستي الأكاديمية العليا.
					١٢. إنني أتعلم اللغة الإنجليزية لأنها اللغة الرئيسية المستخدمة للتواصل بين معظم شعوب العالم.
					١٣. إنني أتعلم اللغة الإنجليزية لأنها أكثر اللغات استخداماً في مجالات العمل.
					١٤. إنني أتعلم اللغة الإنجليزية لأنها تمكنني من التعرف على طرق معيشة الذين يتخاطبون بها.

القسم الثالث: البنود التالية توضح موقفك تجاه تعليم اللغة الإنجليزية كلغة أجنبية. اقرأ كل بند ثم ضع علامة (✓) في المربع الذي يصف شعورك بشكل صحيح.

الفقرة	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق بشدة
١٥. يجب علينا أن نتعلم اللغة الإنجليزية إذا أردنا أن نتعرف على الأشخاص الذين يتخاطبون بهذه اللغة.					
١٦. مخالطة الأشخاص الذين يتكلمون اللغة الإنجليزية يفيد المملكة في نواحي كثيرة.					
١٧. أسهمت خبرة الذين يتكلمون اللغة الإنجليزية في تطوير المملكة.					
١٨. تستفيد المملكة من الأشخاص الذين يتكلمون اللغة الإنجليزية في تطوير الجوانب الصناعية والفنية المختلفة في البلاد.					
١٩. من الأفضل أن يقوم السعوديون ببذل الجهود للالتقاء بالأشخاص الذين يتكلمون اللغة الإنجليزية كلغة أولى.					
٢٠. إن التعرف على الأشخاص الذين يتكلمون اللغة الإنجليزية يسهل عملية التخاطب بهذه اللغة.					

القسم الرابع: البنود التالية توضح موقفك من ثقافة المتحدثين الأصليين للغة الإنجليزية. اقرأ كل بند ثم ضع علامة (✓) في المربع الذي يصف شعورك بشكل صحيح.

الفقرة	أوافق بشدة	أوافق	غير متأكد	لا أوافق بشدة	لا أوافق بشدة
٢١. يجب أن تحتوي الكتب الدراسية لمادة اللغة الإنجليزية على الملامح التي تمثل ثقافة متحدثيها الأصليين (الثقافة الأمريكية، الثقافة البريطانية).					
٢٢. إن تعلم الثقافة الأجنبية يشكل تهديداً لقيمنا الثقافية.					
٢٣. يجب أن تحتوي الكتب الدراسية لمادة اللغة الإنجليزية على الملامح الثقافية الهامة فقط والتي تسهم في تطوير المهارات اللازمة في تعليم اللغة الإنجليزية.					
٢٤. تشكل عملية تعليم الثقافة الأجنبية تهديداً لاستمرار الحياة العائلية في المملكة.					
٢٥. أنا راضٍ بقيمي الثقافية ولا أرى الحاجة لتعليم أية ثقافة أجنبية.					
٢٦. إن من الإساءة أن نتعلم ثقافة أجنبية مخالفة لقيمنا الثقافية.					

### **The Questionnaire**

Dear Police officer,

The goal behind the design of this questionnaire is to diagnose some of the important and influential elements in the teaching of English as a foreign language to police officers in the Kingdom of Saudi Arabia. You're kindly requested to answer the questionnaire questions in a way that expresses your personal feelings towards these elements, and to provide correct answers because that would help us identify the influential elements in the teaching of English to police officers in the Kingdom. Your answers will be treated as confidential, and will be used only for statistical purposes. Only the researcher will look at your answers.

I appreciate your cooperation and participation in this study. Thank you very much.

Researcher: Mohammed Nasser Alhuqbani  
Cell phone: 0500532686

**Section One: Information about your military identity. Please complete the following items:**

1. Your name (Optional) -----.
2. Your age (Optional) -----.
3. Date of graduation from King Fahd Security College: -----.
4. Your current security sector: -----.
5. Years of service in your security sector: -----.
6. Military rank: -----.
7. Place of work: -----.

**Section Two: The following items show the instrumental/integrative motivations towards learning English. Read each item, and then put (√) in the box that describes your feelings correctly.**

Item	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1. I am learning the English language because it enables me to think and behave like those who speak it.					
2. I am learning the English language because I don't consider the individual educated unless he has the capacity to communicate in English.					
3. I am learning the English language because it enables me to meet and communicate with those who speak it.					
4. I am learning the English language because it helps me perform my job effectively.					
5. I am learning the English language because it enables me to recognize the people who speak it and their social traditions.					
6. I am learning the English language because it is socially plausible for the individual to learn a foreign language, in addition to his first language.					
7. I am learning the English language because it facilitates the process of acquiring friends among English-speaking countries.					
8. I am learning the English language because it is one of the important courses in the school subjects.					
9. I am learning the English language because it is the language used currently in the fields of science and technology.					
10. I am learning the English language because it helps me in the promotion to a higher military rank.					
11. I am learning the English language because I need it in my higher academic studies.					
12. I am learning the English language because it is the major language used in communication among the world's nations.					
13. I am learning the English language because it is the most language used in work fields.					
14. I am learning the English language because it enables me to recognize the lifestyles of those who speak it.					

**Section Three:** The following items show your attitudes towards learning English as a foreign language. Read each item, and then put (√) in the box that describes your feelings correctly.

Item	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
15. We must learn the English language if we want to know those people who speak it.					
16. Mingling with people who speak the English language benefits the Kingdom in many respects.					
17. The experience of those who speak the English language contributed to the development of the Kingdom.					
18. The Kingdom benefits from those who speak the English language in developing the various industrial and technical aspects in the country.					
19. It is plausible for Saudis to spare no effort to meet those people who speak the English language as their first language.					
20. Getting to know the people who speak the English language would simplify the process of communicating in this language.					

**Section Four:** The following items show your attitudes towards the English native speakers' culture. Read each item, and then put (√) in the box that describes your feelings correctly.

Item	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21. The English language textbooks must contain the aspects that represent the culture of its native speakers.					
22. The learning of a foreign culture forms a threat to our cultural values.					
23. The English language textbooks must contain only the important cultural aspects that contribute to the development of the necessary skills in learning the English language.					
24. The learning of a foreign culture forms a threat to the continuity of family life in the Kingdom.					
25. I'm satisfied with my cultural values and I do not see it necessary to learn any foreign culture.					
26. It is an offense to learn a foreign culture that is in contradictory to our cultural values.					

## دراسة دوافع واتجاهات ضباط الأمن السعوديين نحو تعلم اللغة الإنجليزية كلغة أجنبية

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الرياض، المملكة العربية السعودية

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**ملخص البحث.** خلصت الدراسة السابقة في بيثيات تعلم اللغة كلغة ثانية وأجنبية إلى أن الدوافع والاتجاهات تسهم بنجاح في تعلم اللغة. حاولت هذه الدراسة إعادة تطبيق هذه الدراسات في بيئة تعليمية جديدة، وهي تدريس اللغة الإنجليزية لأغراض خاصة (ESP). قامت الدراسة بقياس دوافع واتجاهات ضباط الأمن في المملكة العربية السعودية لتعلم اللغة الإنجليزية. تم توزيع استبانة على ٢٠٦ من ضباط الأمن يمثلون قطاعات أمنية ورتب عسكرية مختلفة. عموماً، أظهرت النتائج أن لدى ضباط الأمن دوافع نفعية وانتمائية معاً لتعلم اللغة الإنجليزية كلغة أجنبية. ولكن، كان دافعهم النفعي لتعلم اللغة الإنجليزية أكثر من دافعهم الانتمائي. كان لبعض القطاعات الأمنية والرتب العسكرية تأثير على دوافع واتجاهات ضباط الأمن نحو تعلم اللغة الإنجليزية والثقافية التي تمثلها. أظهر حاملو رتبة نقيب دافعية نفعية أكثر لتعلم اللغة الإنجليزية من حاملو الرتب العسكرية ملازم، ورائد، ومقدم. كذلك كان لهم دافع انتمائي أكثر نحو تعلم اللغة الإنجليزية مقارنة بحاملو رتبة ملازم ورائد.

أيضاً كان لدى حاملو رتبة نقيب اتجاهات إيجابية مقارنة بحاملو رتبة رائد نحو تعلم اللغة الإنجليزية كلغة أجنبية. أخيراً، أظهرت النتائج أن لدى الضباط العاملين في القطاعات الأمنية: الأمن العام، والجوازات، وكلية الملك فهد الأمنية دافعية نفعية أكثر من أقرانهم العاملين في قطاع السجون. على ضوء هذه النتائج تم مناقشة العديد من المضامين التعليمية والبحثية.