L2 Motivational Selves of Saudi Preparatory Year EFL Learners: A Quantitative Study

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Abstract

The study examined the English language learning motivation of Saudi preparatory year EFL learners in higher education institutions in the western coastal city of Yanbu Al-Sinaiyah in Saudi Arabia. The current study is significant as so far only one study, investigating the language learning motivational selves of Saudi students, exists. The current study used Dornyei’s L2 Motivational Self System as a theoretical framework. Data was collected through a questionnaire and subjected to principal component analysis (PCA) and regression analysis. PCA revealed seven salient components of motivation of the preparatory year students. Language learning environment and experience emerged as the strongest predictor of inducing English language learning effort.

Keywords: Attitudes, EFL, L2 Motivational Self, language learning, motivation,