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The Role of Motivation in Learning English as a Foreign Language at Northern Border University

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ABSTRACT

The purpose of this paper is to investigate the role of motivation in English language learning in a Saudi context. Motivation is one of the basic elements in the learning and teaching process, and one of the basic conditions upon which the achievement of the goal of the learning depends. This study adopted a quantitative approach by using a three-point Likert scale questionnaire to gather data from 200 Saudi first-year students at Northern Border University. The questionnaire consisted of 10 questions distributed equally between instrumental and integrative motivation. Statistical Package for the Social Sciences (SPSS) was used to analyze the data. The data analysis procedure started with assessing the questionnaire's validity and reliability, using the Pearson correlation coefficient and Cronbach's alpha (α). The findings revealed a high level of both instrumental and integrative motivation in learning English as a foreign language (EFL): the overall means was 2.69 and 2.68 respectively. Saudi students demonstrated a strong desire to learn EFL, emphasizing the importance of learning English for both integrative and instrumental purposes. It is recommended that EFL courses, teaching methods, teacher roles, and assessment methods are changed to encourage Saudi students to see English as a necessary tool for achieving their objectives.

Keywords: Motivation; Instrumental Motivation; Integrative Motivation; English/Learning in Saudi Arabia

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1. Introduction

Motivation is a critical factor that determines the success or failure of any activity. One may claim that success can conveniently be achieved in a given task if motivation is present. In a learning environment, especially language learning, a learner can learn more efficiently if she/he is well motivated. This is confirmed by a number of learning tests and experiments across different fields of study. The tests asked questions such as: (1) What do we mean by saying someone is motivated? (2) How do we develop, maintain, and enhance motivation? Answers to these questions attempted to gain a good understanding of motivation and its role in the teaching and learning process. Teachers, materials writers, students, and researchers agree that motivation is an important agent in making language learning a success.

A learner's motivation can be defined as a learner's direction toward the goals of learning a foreign language (Elliot and Covington^[1]. Gardner^[2] defines motivation as an attempt and inclination toward wanting to learn a language. Motivation implies having a positive attitude toward learning a language or any kind of behavior. Thus, motivation can be thought of as the need to find an objective along with the energy to work toward that particular objective (Oxford and Shearin^[3]. Gardner and Lambert^[4] propose two types of motivation in language learning: integrative and instrumental. Integrative motivation is learning a language for personal growth and knowledge of the culture of that language. A learner hopes that by learning a particular language—in this case English—she/he can better understand the culture and society of English people. The need to learn a language for functional or external reasons, on the other hand, is categorized as instrumental motivation (e.g., passing an exam or gaining financial benefits). Dornyei^[5] argues that motivational construct is made of instrumental and integrative motivation. Most contexts in which language is learned are a mixture of both types of motivation. It might be misleading to state that one is successful in learning a language due to either an integrative or instrumental motive. The effect of each type of motivation varies in the context in which a language is learned.

In studying motivation in a language learning environment, researchers refer to the reasons learners have to involve themselves in the process of language learning. Motivated learners are more likely to overcome challenges and difficul-

ties they encounter in their journey toward reaching higher levels of language proficiency. Thus, understanding the different types of motivation is crucial to the development of effective teaching and learning strategies, which ultimately results in sustained learner engagement. Broadly speaking, there are two categories of motivation: intrinsic and extrinsic. Intrinsic motivation refers to the incentive we feel when completing a task simply because we find it interesting or enjoyable. Learners with intrinsic motivation find language learning to be fun, or they are curious to learn about the language and culture. This type of motivation usually makes learners deeply engaged with the language they are learning, not for external rewards but rather for self-actualization or intellectual satisfaction. For example, someone might learn English because she/he loves English literature and culture. In contrast, extrinsic motivation is fueled by external factors, including a particular goal to reach, or for reward or recognition. For instance, extrinsic motivation might help a learner to advance her/his career, meet academic requirements, or overcome other social and economic pressures.

Integrative motivation, on the other hand, relates to a learner's motivation to integrate themselves in the culture of the language they are learning. While there are other strong reasons for learning a language, including the desire to be able to communicate with speakers of the target language, some learners would like to be part of the community speaking that language. Mastering a high level of proficiency in the language will enable this goal to be reached, which significantly fosters the process of learning. Both integrative and instrumental motivations play a multifaceted and powerful role in language learning. Knowing about intrinsic, extrinsic, integrative, and instrumental types of motivation helps educators and learners find ways to improve language teaching and learning.

The importance of motivation from an educational point of view appears to be for the crucial role motivation plays in learning. It stimulates students' motivation, directs them, and generates specific interests for them that enables them to get involved in the process of language learning with reasonable interest and enthusiasm. This suggests that motivation is an important educational goal targeted by any educational system for its positive effects on students' learning and behavior. It helps students focus on learning, make more effort to learn, take the initiative, and improve their

performance in the target language. In fact, motivation is one of the factors that influence individuals' levels of success in any activity, including language learning. Motivation, whether positive or negative, significantly impacts learners' success in any type of learning, including foreign language.

Understanding the kind of motivation Saudi students have when learning English as a foreign language (EFL) helps educators in the process of language teaching and learning in a Saudi context. As such, this study aims to achieve the following objectives:

1. Explore factors (intrinsic/extrinsic) influencing English language learning among Saudi students.
2. Investigate the role of motivation in learning EFL in a Saudi context.
3. Examine the impact of the cultural environment in shaping Saudi students' motivation to learn.

To achieve the research objective, we seek answers to the following questions:

1. What kind of motivation do Saudi students have in learning EFL?
2. What are the factors that shape the motivation of EFL Saudi learners?
3. Does motivation really impact learning English among Saudi students?

2. Literature Review

In this section we are going to critically evaluate some of the studies conducted on motivation in different contexts, including learning EFL in Saudi Arabia. We will see what has been accomplished in the field and what needs to be addressed by further research, including the present study.

Nguyen^[6] investigated the types and levels of motivation in the process of learning English among college students in Vietnam. In total, 371 EFL first- and second-year undergraduate students participated in the study. The study considered factors that affect students' inspiration, the grade in which students were enrolled, the time they had taken to learn English, and their parents' ability in speaking English. For instrumentally motivated students, English is the language of higher education through which they can obtain good scholarship and future job opportunities. In addition, English is the language of global communication, cultural exchange, and social media. The findings showed that the

students with instrumental motivation outnumbered those who reported integrative motivation. Results showed that the school year and parents' ability in speaking English had a crucial effect on students' motivation to learn English language. The issues looked at in the studies were considered further. A few attempts were made to enhance students' motivation in learning English.

Aljuaid^[7] conducted a study on students' motivation to learn EFL in a Saudi context. The study analyzed 157 undergraduates' motivation to learn English. The study also employed an adapted version of the inspiration scale created by Wen^[8] in the process of data collection. This scale was based on six sub-scales: integrator, instrumental, exertion, valence, desire, and capacity. The motivation levels were compared among students with various dialects of English while observing the change of inspiration on the six sub-scales. It was discovered that there was no discernible difference among the subjects when each level was compared individually. Looking at a combination of undergraduate English students at levels 1, 3, and 4, the inspiration of the latter group came out higher. The difference in the values of the factors—integrator, instrumental, exertion, valence, desire, and capacity sub-scales—was significant. Therefore, the investigation showed that integrative and instrumental motivations are the most important for students learning the language.

Nichols^[9] stated that motivation can often become a complicated issue within an Asian setting, particularly when individual learning and teacher-based lessons overlap. The researcher conducted a study with the main aim of finding ways and techniques to raise students' motivation to learn and keep them motivated for a long period of time. The study covered Chinese Indonesian college students in grade 12. The results of the survey suggest that the students preferred learning via use of audiovisual materials as well as collaborative quizzes. Although these two techniques raised interest and engagement levels among the students, intrinsic motivation had not been significantly enhanced.

Othman et al.^[10] investigated motivation among Afghan students learning English language in Malaysia. The study looked at extrinsic and intrinsic motivation within postgraduate Afghan students of different disciplines, and the way they learn English. The students were completing their postgraduate studies at the University Teknologi Malaysia.

In total, 31 postgraduate students who completed a 14-week bridging course answered a questionnaire. Findings showed that students were mainly extrinsically motivated. In addition, there was no significant difference between male and female students. The study's results confirm previous studies on the role of motivation in foreign language learning. They showed that the students were more reliant on extrinsic motivational factors than intrinsic factors in the process of English learning. The style of learning and teaching activities were key factors in learning English. However, the students did not believe that mastering English would impact their life in a positive way.

Izlin and Rahmati^[11] investigated the cultural barriers and motivational issues that may influence learning English. In total, 69 EFL students participated in the study by answering a three-part survey. The three parts were: demographic profile, culture, and language learning. The findings suggest that cultural barriers and motivational issues have a significant impact on language learning. The study's findings also suggest that methods of teaching and learning English as a second language may be affected. According to the findings, cultural barriers and motivational issues have an impact on language learning. These findings are similar to those of Hossain^[12] in that incorporating a variety of cultures into the learning process can improve it. This reiterates the significant role of cultures in facilitating language learning. Most respondents, on the other hand, disagreed that the textbook they used was difficult to understand because it included too many English cultural components.

Adade^[13] investigated how sociocultural identity and ideological motivation influence language learning. To determine the effect of sociocultural and motivational factors on the learning of grammar and vocabulary, an investigation was conducted among students of different levels (i.e., grade A and grade C schools), focusing on the students' motivation and background. Quantitative and qualitative research tools were used in the process of data collection. The population consisted of teachers and students. While the students completed questionnaires, teachers participated in unstructured interviews. A statistical package for social sciences (i.e., SPSS) was used to analyze the data. Findings suggest that students' sociocultural backgrounds and learning environments significantly influenced their English language learning and eventual competence. Personal moti-

vation was found to be crucial in language learning success, and it usually outweighed the challenges that the students faced. The study recommended that students should be motivated to learn English so they can improve their language competence.

Halimi et al.^[14] studied the role of social, psychological, and cultural factors in shaping motivation among ELF students in Kuwait. The study focused on the motivation, emotions, and cultural background of students. The aim was to acknowledge the differences and similarities in student learning. Gardner's^[2] socio-educational model was used to investigate learning experiences and the effects of motivation on learning. Furthermore, Hofstede's cultural model was used to examine the impact of cultural context on foreign language learning. The data was gathered through surveys conducted among undergraduate students at a private university in Kuwait; 233 questionnaires were completed. For descriptive data analysis, correlation analysis, t-tests, and analysis of variance (ANOVA) were employed. The findings revealed high levels of integrative and instrumental motivation among the respondents, especially the female students.

Purnama et al.^[15] conducted a descriptive-survey study on third-grade students to determine the various types of motivation that students possess and their role in the process of English learning. The study employed 34 student participants to collect data. The research used a questionnaire and interview in the process of data collection. Results revealed that 91.2% of the students' motivation in English learning was rated between 'average' and 'good' levels. The questionnaire showed that 58.8% of students had intrinsic motivation for learning English. Furthermore, the interview results showed that the students learned English because it is an international language. The students believed that English is important for their studies and future careers.

Daif-Allah and Aljumah^[16] investigated motivation among female and male university students for English learning. Data was gathered from 247 Saudi male and female students. The motivation of the participants was investigated using a descriptive and correlational approach. The quantitative data was collected using questionnaires adapted from the literature. The findings revealed that the students were highly motivated to learn English, and that motivation was a key factor in shaping their perceptions of foreign language learning. Furthermore, the findings revealed that students of various

genders and majors had diverse perspectives on learning English. This study's findings and recommendations provide a foundation for future research into EFL learners' motivation in other parts of Saudi Arabia or in similar settings in Arabic-speaking countries.

Zanghar^[17] investigated the instrumental and integrative motivations of Libyan undergraduate students studying EFL. He investigated whether the students were motivated to learn EFL for instrumental or integrative reasons. The study also looked into whether motivation and enthusiasm for English operated jointly among the investigated participants while learning English. A total of 40 Libyan students studying English at the College of Arts in Bani Walid, Libya, participated in the study. The students were in various stages of their four-year university program, with 10 students selected from each year. A 14-item questionnaire on integrative motivations for learning English was completed by all of the participants. SPSS version 21 was used to analyze the data collected from the questionnaires. The findings of the study revealed that Libyan EFL students had both integrative and instrumental motivations for learning English. However, integratively motivated students appeared to outnumber the instrumentally motivated ones. These results also show that the students had a positive attitude toward English-speaking people as well as English societies and cultures. In addition, the results revealed that there was no correlation between Libyan students' motivation and their proficiency in EFL.

Bhuiyan^[18] conducted a study that looked into Saudi students' motivation in learning English at tertiary level. To examine the significance of motivation, Gardner's^[2] socio-educational model of SLA was used. At the elementary and tertiary levels in English language learning, the focus areas were government initiatives, parent inspiration, classroom atmosphere, and teacher inspiration. A questionnaire with an attitudinal scale and a demographic section was used to collect data. Findings showed that, in general, participants believed that English should be taught from grade 1 at elementary level by well-qualified English teachers. In terms of motivation, it was found that parents should care more about the language proficiency of their children rather than their grades in examinations.

In another study, Drbseh^[19] examined the role of motivation in English language learning among university students in Al-Qassim, Saudi Arabia. Data was gathered from

college students in the faculty of science and arts at Muthneb, Qassim University. The aim of the study was to establish whether there was a correlation between the age of students and motivation to learn English. A random sample of 42 male students was chosen. A motivation scale was used, and the data was analyzed using a t-test, a one-way ANOVA, and the Pearson correlation coefficient for one sample. Results show that students had higher motivation scores, with no significant differences in motivation based on class or age.

Motivation of Saudi students to learn English was also investigated by Almegren^[20]. He examined the consequences of "Vision 2030," which is a long-term social and economic development strategy. A total of 175 male and female Saudi students aged 18 to 55 took part in the study. Each participant completed a 27-statement Likert-style survey. The data was analyzed using ANOVA and t-tests. Results indicate that the participants were highly motivated to learn English. This demonstrates how policies and political decisions in a country can motivate people to learn a foreign language. Furthermore, younger female participants were more motivated to learn English than their older or male counterparts. The findings also revealed that the participants were most interested in expanding their vocabulary and were particularly interested in improving their grammatical competence.

Shamiry and Al Fuad^[21] investigated Saudi college students' internal motivational setup and how it negatively affects their learning outcomes. A 10-question survey was administered to 90 students in the Department of English, ranging from level four to eight. The analysis showed that most of the participants were not highly motivated to learn English. They reported that English was not their preferred subject of specialization and that they were forced to choose English as a major for their BA course. The findings revealed that most of students were motivated to study English for extrinsic reasons, such as securing good jobs after graduation. The department's statistics on withdrawn and disadvantaged students are alarming. These findings support the researchers' hypothesis that students in the English department were not motivated enough to learn English. As a result, the researchers recommended that undergraduate students should be motivated to learn English and overcome the challenges posed by extrinsic motivation.

Alrishan et al.^[22] conducted research to ascertain the

influence of teachers' personalities on the desire to learn English among government school pupils in Abha, Saudi Arabia. The descriptive correlative approach was used, and two questionnaires were developed to gather the data. The administration of questionnaires was conducted online, targeting a sample of English language instructors in public secondary schools and a randomly selected sample of high school students in Abha. Results indicated that English language teachers possessed personal attributes that qualify them for teaching in government schools, with an average score of 3.6918, denoting a high level of approval. Additionally, students exhibited a motivation to learn English, as reflected in an average score of 3.7828, signifying a strong degree of approval. The findings indicated that a teacher's personality may positively influence students' willingness to learn English.

Hennebry-Leung and Xiao^[23] argue that teachers should put in mind the fact that pupils learn in different ways, if they are going to be successful in the teaching task. Personality is the most distinctive learner trait; nonetheless, language education research has produced little advancements in comprehending its impact. In the pursuit of establishing frameworks for motivated teaching techniques in language acquisition, a deeper understanding of learners' unique personality is essential for tailoring approaches that address their requirements. This research investigated the influence of learners' personalities and instructors' practices on motivation and self-efficacy in language acquisition. It utilized data from 277 English learners in Hong Kong, aged 11 to 14, and 24 lesson observations across 10 classes. Hierarchical multiple regression analysis was used to demonstrate the influence of personality and teachers' motivational practices on predicting language learning motivation and self-efficacy. The findings indicated that personality factors had a substantial impact on motivational orientations.

Meyer et al.^[24] explored how task-based language teaching (TBLT) influencing motivation among secondary school students learning French as a foreign language. The study compared the motivation levels of students engaged in communicative tasks (e.g., role plays, debates) versus traditional grammar-focused exercises. Results indicated that students in the TBLT group developed significantly higher motivation compared to those in the control group. Students were engaged with tasks that were relevant to everyday in-

teraction. One of the notable limits of this study is that it did not account for the influence of students' proficiency level and the difficulty they faced while speaking in English which may significantly impact their motivation. Further research is needed to show the effects of task difficulty on learners' motivation.

It is clear that studies on motivation in language learning highlight different themes, including the significance of intrinsic versus extrinsic motivation, the role of identity and social context, TBLT, and the impact of digital tools and autonomy. Findings suggest that motivation is influenced by several things, such as educational systems, cultural values, and technological innovations. Saudi students' motivation to learn English is no exception as it is impacted by a variety of factors, including personal, practical, and sociocultural motives. These motivations are classified into intrinsic and extrinsic types, with some learners having a blend of both. This study will contribute to the studies exploring Saudi students' motivation to learn English and how it helps them to be successful learners.

3. Methodology

3.1. Population

The subjects of this research paper were 200 undergraduate first-year students who were studying EFL at the Northern Border University. The study aimed to determine the type of motivation they have for learning English—either integrative motivation or instrumental motivation. The data will give an overall description of how the students are motivated to learn the English language.

3.2. Instrument

For this study, a quantitative methodology was adopted in the form of a three-point Likert-scale questionnaire. Data was collected through an online survey that began on March 31, 2022, and ended on April 3, 2022. The survey consisted of 10 questions distributed into two scales: instrumental motivation (questions 1 to 5) and integrative motivation (questions 6 to 10). The questionnaire was made available for the sample population via an online link connected to their phone numbers. The subjects were given clear instructions and explanations about the questionnaire's objectives and

how best it can be administered.

The questionnaire was divided into three sections to cover the essential aspects of the study. Section one asks questions about the respondent's age, gender, year of study, and field of study. Such demographic variables help to understand the structure of the sample population as they influence the level and type of motivation of the respondents. Section two asks questions about instrumental motivation, namely whether the respondents learn English for functional purposes, like getting a better job or pursuing further education. Questions in this section were designed to measure the importance that students attached to learning English as an international language. A Likert scale (from 1 = strongly disagree, to 5 = strongly agree) was used throughout the questionnaire. Section three asks questions about integrative motivation, whereby students were asked if they learn English in order to be absorbed into English-speaking cultures or to be able to communicate effectively with native speakers of English. Questions in this section were designed to assess the extent to which the students were motivated by cultural and social factors to learn English.

3.3. Administration

Students were available and willing; the questionnaire was administered either online or in person. For the in-person administration, a leaflet was distributed in language classrooms, whereas for the online version it was via email or on the university's learning platform. Students were given about 15 to 20 minutes to complete it, which allowed enough time to think about the questions before answering them. The respondents were assured of their anonymity to encourage active participation and reliable data. After completing the process of data collection, all questionnaires were collected and analyzed using SPSS. The close-ended format was easy to code as the responses were converted to numbers, which were statistically analyzable.

4. Data Analysis

When the deadline passed for completion of the questionnaire, the researchers downloaded the data into an Excel spreadsheet to prepare it and check for missing values. Out of 200 female students who received the questionnaire, 197 completed it (i.e., a response rate of 98.5%). Then,

the data collected was entered into SPSS version 21 (IBM SPSS, Chicago, IL, USA, 2012). The data analysis procedure started with assessing the questionnaire's validity and reliability, using the Pearson correlation coefficient and Cronbach's alpha (α). Descriptive analyses were used to summarize the frequencies, means, and standard deviations for each question on the instrumental and integrative motivation scales. The three-point Likert scale was used to assess the level and type of motivation for learning. The following criteria were used to create this scale, which was used in the questionnaire to specify the level of agreement or disagreement:

Mean range interpretation:

1.00–1.67 = low motivation

1.67–2.33 = moderate motivation

2.33–3.00 = high motivation

A one-sample t-test with a 5% level of significance was used to measure the significance of each motive. If $p = 0.05$, the null hypothesis is rejected in each case, indicating that the motive is significant; otherwise, it is not. The hypothesized value is 2 because the questionnaire is on a five-point Likert scale. Finally, a paired sample t-test at 5% level of significance was used to compare the scores of the instrumental and integrative motivation scales. The null hypothesis is rejected with $p < 0.05$, indicating that there is a significant difference between integrative and instrumental motivation among students; otherwise, the difference between them is not significant.

5. Validity and Reliability of Study Instruments

5.1. Validity

Instrument validity refers to the accuracy of the instruments used in a study Huck^[25] as well as the appropriateness of the inferences or decisions drawn from the instrument's results (McMillan and Schumacher^[26]). An instrument is valid if it measures what is intended to be measured. In the current study, two methods were used to test the validity of the study instrument: internal consistency and construct validity. First, to examine the internal consistency of the instrument, the association between the score of each statement and the total score of the scale for which this statement belongs were investigated.

Table 1 shows that the correlation coefficient between

the scores of each statement of the study instrument and the scale to which it belongs. The results show that the correlation coefficients range from 0.46 to 0.81, and they are all significant at 0.05 level, which indicates a high level of

internal consistency of the instrument.

Subsequently, the construct validity was tested by examining the association between the instrument's total score and the scores of the scales.

Table 1. Internal consistency of study instruments.

Scale	Statement	r	Sig.
Instrumental motivation	Learning English will make it easier for me to find work.	0.51	<0.001
	Because others will appreciate me more, I study English.	0.77	<0.001
	Learning English will enable me to seek resources and information in English on the internet, which will be beneficial to me.	0.55	<0.001
	I'm studying English since I'll need it in my future career.	0.46	<0.001
	I will become more knowledgeable as a result of learning English.	0.70	<0.001
Integrative motivation	I'm learning English so that I can communicate more easily with people who speak the language.	0.52	<0.001
	I study English in order to meet and talk with a wide range of individuals.	0.71	<0.001
	I learn English to better understand the arts and literature of the United Kingdom and the United States.	0.78	<0.001
	I'm learning English so that I can more freely engage in the activities of other cultural groups.	0.81	<0.001
	Studying English will help me to expand my horizons.	0.60	<0.001

Table 2 shows the correlation coefficient between the instrument's total score and the scores of its scales. The results showed that the correlation coefficients were 0.87 for the instrumental motivation scale and 0.93 for the integrative motivation scale, with both being significant at 0.05 level, which indicates a high level of construct validity of the instrument.

Table 2. Construct validity of study instrument.

Scale	r	Sig.
Instrumental motivation	0.87	< 0.001
Integrative motivation	0.93	< 0.001

5.2. Reliability

Reliability means that "On repeated administrations of an instrument, individual scores should be nearly the same or stable. They must be free of sources of measurement errors and must be consistent" (Creswell^[26]). In this study, Cronbach's alpha coefficient was used to measure instrument reliability. Results in **Table 3** show that Cronbach's alpha coefficient was 0.66 for the instrumental motivation scale and 0.71 for the instrumental motivation scale, while the overall Cronbach's alpha coefficient for the instrument was

0.80, which indicates a high level of instrument reliability.

Table 3. Reliability of study instrument.

	Cronbach's Alpha	No. of Items
Instrumental motivation	0.66	5
Integrative motivation	0.71	5
Overall	0.80	10

5.3. Results and Interpretation

The main aim of the current study was to investigate the role of motivation in learning EFL within a Saudi context. This section is devoted to the data analysis and its interpretations based on data gathered from 197 female participants. The data analysis in this section starts with exploring students' perception of instrumental and integrative motivations in learning English as a second language. Participants' responses are presented in terms of frequency and percentage. Standard deviation, mean, and one-sample t-test were used to assess the role of instrumental and integrative motivations in learning English. Then, the relationship between instrumental and integrative motivations was measured with Pearson correlation coefficients. Finally, a dependent sample t-test was carried out to compare the role of instrumental and integrative motivation in learning EFL within a Saudi

context.

5.4. Instrumental Motivation

Students' responses on the instrumental motivations (Figure 1) to learn EFL show a significant agreement between these motives except for the appreciation motive ("Because others will appreciate me more, I study English") and learning English. The results show that 34% of the participants disagreed that other people's appreciation was the motive to learn English. On the other hand, the results indicate that the agreement level for other motives ranges from 82.7% for the knowledge motive ("I will become more knowledge-

able as a result of learning English") to 94.4% for the future career motive ("I'm studying English since I'll need it in my future career") (Table 4).

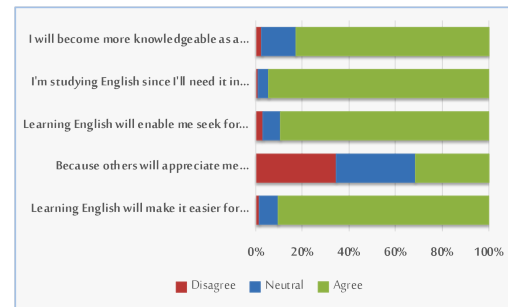


Figure 1. Responses on the instrumental motivation scale.

Table 4. Frequency distribution of responses on the instrumental motivation scale.

Statements	Disagree		Neutral		Agree	
	n	%	n	%	n	%
1. Learning English will make it easier for me to find work.	3	1.5%	16	8.1%	178	90.4%
2. Because others will appreciate me more, I study English.	68	34.5%	67	34.0%	62	31.5%
3. Learning English will enable me to seek resources and information in English on the internet, which will be beneficial to me.	6	3.0%	15	7.6%	176	89.3%
4. I'm studying English since I'll need it in my future career.	2	1.0%	9	4.6%	186	94.4%
5. I will become more knowledgeable because of learning English.	5	2.5%	29	14.7%	163	82.7%

As Figure 2 shows, the means of the instrumental motivations statements range from 1.97 to 2.93, with a standard deviation range of 0.29 to 0.81. The results show a high motivation level for all instrumental motivations except for the appreciation motive (low motivation level). The results of the one sample t-test show that the means of all the instrumental motivations statements except for the second one are significantly higher than the hypothetical mean (2). This indicates a high level of instrumental motivation (except for the appreciation motive) in learning EFL among the sample population. In addition, the results show that the most important instrumental motive was the future career motive, followed by seeking resources and information, knowledge, and finally appreciation (Table 5).

5.5. Integrative motivation

Students' responses to learn EFL (on the integrative motivations scale) (Figure 3) showed a high degree of agreement on the role of all integrative motivation except for the motive of understanding English arts and literature ("I learn English to better understand the arts and literature of the

United Kingdom and the United States"). Results show that 22.3% of the participants disagreed that understanding English arts and literature was among their motives to learn English. On the other hand, 72.1% of the students emphasized the social motive ("I study English in order to meet and talk with a wide range of individuals") and cultural factors motive ("I'm learning English so that I can more freely engage in the cultural activities of English-speaking groups"). The data also shows that the highest agreement level among students was on communication with English people ("I'm learning English so that I can communicate more easily with people who speak the language") (Table 6).

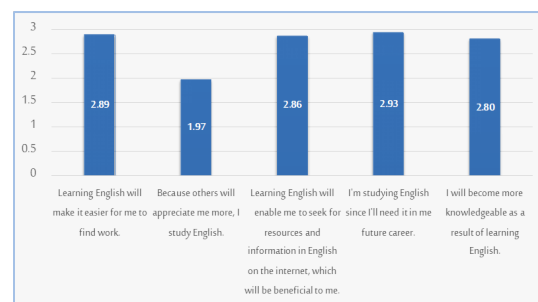


Figure 2. Mean of responses on instrumental motivation scale.

Table 5. Mean, standard deviation, and t-test of responses on the instrumental motivation scale.

Statements	Mean	SD	Rank	Motivation Level*	t-Value	Sig.
1. Learning English will make it easier for me to find work.	2.89	0.36	2	High	34.54	<0.001
2. Because others will appreciate me more, I study English.	1.97	0.81	5	Low	-0.53	0.60
3. Learning English will enable me to seek resources and information in English on the internet, which will be beneficial to me.	2.86	0.42	3	High	28.54	<0.001
4. I'm studying English since I'll need it in my future career.	2.93	0.29	1	High	45.68	<0.001
5. I will become more knowledgeable because of learning English.	2.80	0.46	4	High	24.53	<0.001

*Motivation level: 1.00 to 1.67 = low, 1.67 to 2.33 = moderate, 2.33 to 3.00 = high.

Table 6. Frequency distribution of responses on the integrative motivation scale.

Statements	Disagree		Neutral		Agree	
	n	%	n	%	n	%
1. I'm learning English so that I can communicate more easily with people who speak the language.	3	1.5%	8	4.1%	186	94.4%
2. I study English to meet and talk with a wide range of individuals.	13	6.6%	42	21.3%	142	72.1%
3. I learn English to better understand the arts and literature of the United Kingdom and the United States.	44	22.3%	56	28.4%	97	49.2%
4. I'm learning English so that I can more freely engage in the activities of other cultural groups.	14	7.1%	41	20.8%	142	72.1%
5. Studying English will help me to expand my horizons.	7	3.6%	8	4.1%	182	92.4%

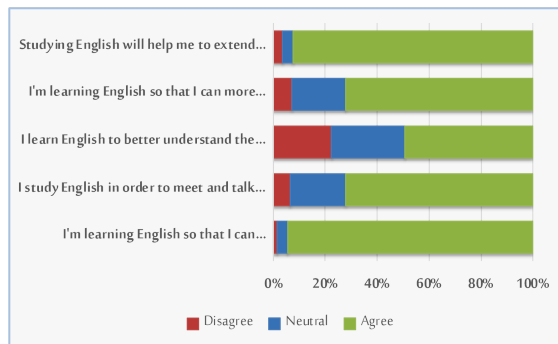


Figure 3. Responses on the integrative motivation scale.

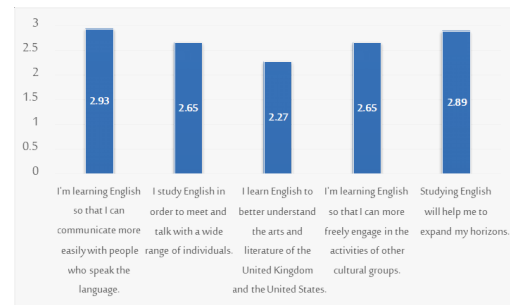


Figure 4. Mean of responses on the integrative motivation scale.

As shown by **Figure 4**, the means of integrative motivation range from 2.27 to 2.93, with a standard deviation range from 0.31 to 0.80. The results show a high motivation level for all integrative motivations except for the arts and literature motive (moderate motivation level). The results of a one sample t-test show that the means of all integrative motivations statements are significantly higher than the hypothetical mean (2). This indicates a significant role in all forms of integrative motivation in learning EFL. In addition, the results of motivation ranks show that the most important integrative motive was communication with English-speaking individuals, followed by the social motive, cultural motive, and understanding arts and literature motive (**Table 7**).

5.6. Instrumental versus Integrative Motivations

Analysis shows that there is a strong relationship between instrumental and integrative motivations, with a Pearson correlation coefficient of 0.62 between the overall students' scores on instrumental and integrative motivations scales. The results show a high motivation level for both instrumental and integrative motivations in learning EFL, with overall mean of 2.69 and 2.68 respectively. However, the results of the dependent sample t-test show no significant difference between the overall scores of the instrumental and integrative motivations scales. The results indicate that both instrumental and integrative motivations have a large role

Table 7. Mean, standard deviation, and t-test of responses on the integrative motivation scale.

Statements	Mean	SD	Rank	Motivation Level*	t-Value	Sig.
1. I'm learning English so that I can communicate more easily with people who speak the language.	2.93	0.31	1	High	41.87	<0.001
2. I study English to meet and talk with a wide range of individuals.	2.65	0.60	3	High	15.32	<0.001
3. I learn English to better understand the arts and literature of the United Kingdom and the United States.	2.27	0.80	5	Moderate	4.70	<0.001
4. I'm learning English so that I can more freely engage in the activities of other cultural groups.	2.65	0.61	4	High	14.96	<0.001
5. Studying English will help me to expand my horizons.	2.89	0.41	2	High	30.14	<0.001

in learning EFL among the sample population. This means that instrumental and integrative motivations have almost the same influence in learning EFL among the investigated students.

As shown by **Table 8**, the students surveyed tended to be more instrumentally motivated due to the status of English as a key to higher education, job opportunities, and global communication. The analysis suggests that integra-

tive motivation is slightly less important because students in Saudi Arabia do not need English in their everyday interactions or for communicating with native speakers of English. However, some learners who are exposed intensively to international media, have traveled to English-speaking countries, or have personal interest in English cultures reported a noticeable level of integrative motivation.

Table 8. Mean, standard deviation, and t-test of responses on the instrumental and integrative motivation scales.

	Mean	SD	t-Value	Sig.
Instrumental motivation	2.69	0.30		
Integrative motivation	2.68	0.39	0.59	0.55

6. Discussion of Results

The main purpose of this study is to investigate the role of motivation in learning EFL, and to discover which type of motivation is more common among Saudi students. Results reveal a few key insights into the factors influencing the students learning English. The findings highlight a combination of intrinsic and extrinsic motivations, with varying levels of enthusiasm depending on personal goals, societal expectations, and educational environments. In this context, the analysis indicates that a significant number of the students surveyed are extrinsically motivated. That is, the main purpose for learning English is associated with external factors, such as securing a good career, academic success, and social recognition. However, a significant portion of the surveyed students demonstrated a stronger inclination toward extrinsic motivation. This means that their primary reasons for learning English are external factors, such as career opportunities, academic success, and social recognition. This aligns with previous studies reporting that English pro-

ficiency is generally viewed as a key to success in education and good job opportunities.

While extrinsic motivation was dominant, intrinsic motivation was also present among students who had a personal interest in learning English. These students enjoyed engaging with English-language media, had a passion for intercultural communication, and exhibited a stronger commitment to their studies. These students tend to enjoy learning English, follow English-language media, or have some interest in intercultural communication. These students tended to perform better in English and showed greater commitment to their studies. This finding confirms Zanghar^[17] who found that EFL students in Libya were integratively motivated to learn English. It is also in line with a study conducted by Daif-Allah and Aljumah^[16], which indicates that university students show high motivation toward English learning when they are interested in English language and culture. However, it contradicts Muftah and Shameem^[27] who suggest that highly motivated students in English classes showed no

interest in the cultural aspects of English people. The study also contradicts Wong's^[28] study, which indicates that the majority of Chinese students only learn English for practical reasons. That is, they study English to pass exams, to get better jobs in the future, and because knowing English is critical to their success. Warden and Lin^[29] investigated motivation among EFL learners at a Chinese school and concluded that students were generally instrumentally motivated. Similar results were reported by Nguyen^[6] who investigated motivation levels and type among first- and second-year students learning English at Vietnam National University. Nguyen^[6] noted that some students were more instrumentally motivated than others. This suggests that learners with instrumental motivation significantly outnumber those with integrative motivation.

In summary, the study confirms that extrinsic motivation is the dominant driving force behind Saudi students' engagement in EFL learning, as English is often viewed as a gateway to academic and professional success especially in the context of 2023 vision which targets a giant leap in the Kingdom's socioeconomic development. However, intrinsic motivation plays a significant role in learning English among students who have a strong interest in English language and culture. These findings contribute to the broader discussion on motivation in language learning and suggest that educators should consider both extrinsic rewards and intrinsic engagement strategies to strengthen Saudi students' proficiency in English.

7. Conclusions

Based on the study's findings, we may highlight the role of the quality of instruction during English classes in impacting motivation. It has been observed that students who learned English using engaging, interactive, and communicative activities showed higher levels of motivation compared to those in traditional classrooms. This suggests that teachers should embrace methods and techniques that help students to engage in the classroom practice, which will ultimately enhance their motivation to learn English. Cultural perceptions of English and the role it plays as an international language significantly shape motivation among Saudi students. While some students expressed concerns about their cultural identity and the dominance of Western cultures, most of the respondents recognized the practical ne-

cessity of learning English for intercultural communication and future job opportunities. Despite high motivation levels, three main challenges hindering students' progress can be highlighted. First, limited exposure to English outside the classroom. Some students reported that they struggled to find English-speaking people to communicate with them. Second, the fear of making mistakes: many students are unwilling to express themselves in English because they fear that their colleagues will negatively evaluate them or even laugh at them if they make a mistake when trying to speak English. Third, curriculum limitations: some students believe that the textbooks they are using would not help them communicate effectively in the real world.

To enhance English learning, classrooms should incorporate more interactive and communicative activities to engage students effectively. Additionally, increasing students' exposure to English through social media, extracurricular activities, and exchange programs can reinforce their language skills. Teachers should also receive training in addressing students' fear of speaking, helping them build confidence in communication. Moreover, aligning English curricula with real-world communication will better equip students with practical language skills. Finally, further research on the cultural and social factors influencing Saudi students' motivation to learn a foreign language can provide valuable insights for improving language education strategies (See Alenezi & Mugaddam^[30] and Alhadi & Mugaddam^[31]).

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The data of this study can be obtained from this paper.

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Conflicts of Interest

The authors declare no conflict of interest.

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