



Exploring Motivational Factors Influencing English Learning in a Saudi University

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Abstract

This research article aims to explore the motivational patterns of students from two different academic streams in the EFL context. To achieve this purpose, the perception, motivation level, and proficiency in the context of English as a Foreign Language (EFL) are investigated. The classroom study was conducted with a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive insights. To gather data, a triangulated method is employed, involving the use of a questionnaire, semi-structured interviews, and classroom observations. The subjects are the two groups of students from the first term of the academic year 2023-24 who are registered under different majors but studying the same English program in their first year of university. To explore the connection between motivation levels and proficiency in the second language (L2), the cumulative percentage scores from formative and summative assessments are analyzed. The results indicate a significant correlation between learners' motivation levels and their proficiency in the second language. However, when comparing academic achievements between the two groups, it is evident that group A significantly outperformed group B. The study is relevant for educators and learners as it adopts a practical and principled approach. Moreover, it provides updated insights into current perspectives on motivation in language learning.

1. INTRODUCTION

Second Language Acquisition (SLA) is a complex process involving the learning of a language other than one's native tongue. The success of this endeavour is significantly influenced by the motivation of learners. Motivation plays a crucial role in determining the intensity, persistence, and quality of language learning efforts. Understanding the various factors that contribute to learners' motivation is essential for educators and researchers alike. Motivation in language learning is commonly classified into two main types: intrinsic and extrinsic. Intrinsic motivation refers to an individual's internal drive and personal interest in learning a language. This can stem from a genuine fascination with second the language and its culture or the desire for personal growth and cognitive development. Extrinsic motivation, on the other hand, involves external factors such as rewards, grades, or social approval. Both types of motivation can coexist, and their interplay influences the learning experience. Hence, SLA is a dynamic process influenced by various factors, with learner motivation playing an important role. Both intrinsic and extrinsic motivation contribute to the success of language learning, and educators must strike a balance between the two.

Moreover, foreign language teachers frequently face the challenge of enhancing their students' motivation in a scenario where learners increasingly opt out of language learning at the earliest opportunity. In language education, teachers focus less on understanding language proficiency differences and more on finding practical ways to help students stay motivated. Teachers want to discover methods that increase both the amount and quality of student participation in learning. Being actively involved is seen as a key factor for effective learning and a more enjoyable classroom atmosphere. In FL (foreign language) learning, engaging students is crucial, especially when communication in the target language rarely extends beyond the classroom. This challenge is intensified by low motivation levels among students, given the obligatory nature of most language studies. Many students express concerns that language study lacks relevance and find it tedious and challenging. In response, L2 teachers need to address this issue by recognizing the link between their teaching methods and students' perceptions of language learning. Thus, the focus is shifting from theoretical discussions to practical solutions, empowering language teachers to enhance motivation and active participation, ultimately enriching the learning experience for both teachers and students.

1.1. Research Questions

1. How do students from two different academic streams perceive intrinsic and extrinsic motivation in the context of learning English as a Foreign Language (EFL)?
2. What are the motivation levels of students from two different academic streams in the context of learning English as a Foreign Language (EFL)?
3. Is there a correlation between motivation levels and academic achievements of both groups in the EFL context?
4. What are the motivational patterns of students from two different academic streams in the EFL context?

1.2. Significance of Study

Studying the motivation levels of English as a Foreign Language (EFL) among university students is of paramount importance for several compelling reasons. Such analysis encompasses the influence on academic performance, language proficiency, retention, effective teaching strategies, cultural and contextual understanding, student engagement, fostering life-long learning habits, and enhancing employability. Through this study, the researcher aims to examine the motivation levels of EFL university students which is imperative for optimizing teaching strategies, enhancing academic outcomes, and preparing students for success in an interconnected and globalized world. Knowledge of students' motivation levels allows the teacher to tailor their instructional methods to better meet the needs of her students. Different students may be motivated by different factors, and the educator can use this information to create a more engaging and effective learning environment. Furthermore, the researcher noted a disparity in the motivation levels within the English language classes of both groups. Consequently, the decision was made to undertake this research to confirm and search into the factors contributing to this divergence. Accordingly, this research aims to contribute to the existing literature on EFL learning by shedding light on the specific motivational factors influencing second language (L2) proficiency in the Saudi context.

2. LITERATURE REVIEW

When it comes to second or foreign language acquisition, motivation is a major factor. To begin with, Gardner and Lambert's (1959) groundbreaking social psychological approach to studying motivation in second language (L2) learning underscored the significance of context in L2 learning motivation. Subsequently, many researchers have contributed to our understanding of the significance of this element, which has been extensively explored in the

field of foreign/second language research (e.g., Dörnyei, 1994, 2005; Dörnyei & Ottó, 1998; Gardner, 1985). There is general agreement that motivation acts as a compelling force with inescapable repercussions on the learning process, even though there isn't unanimity on many matters in the field of second/foreign language learning. (Moskovsky et al., 2013) Academics acknowledge that in the lack of motivation, even exceptionally clever students would not be able to reach their full learning capacity. Many second language study scholars claim that motivated students typically perform better than their unmotivated peers.

Dörnyei (2003a) highlighted the significance of investigating L2 motivation in authentic classroom settings. It was particularly suggested by Dörnyei (2003a) to look at students' learning behaviors as dependent variables, such as their readiness to speak in a foreign language, participation in learning activities, or application of self-regulation techniques. According to Siegel (2003), motivation is affected by learners' attitudes toward the L2 and the learners' culture. Whereas for Brown (2007), motivation is a crucial affective aspect in the process of learning a second or foreign language. Cohen (2010) defines motivation as a dynamic process that is always changing and not static. Cheng and Dörnyei (2007) assert that teachers can enhance students' passion by setting an example for them in the classroom. Additionally, Stipek (2002) emphasizes the need for teachers to project their passion. Therefore, this section outlines the theories and studies that appear advantageous in formulating the framework for the current study.

Bahous et.al. (2011) explored issues affecting students' motivation in an EFL Program by interviewing students and surveying teachers. Findings reveal a lack of motivation due to an emphasis on writing skills, limited novel learning experiences, unengaging materials, and unclear connections between language courses and future careers. Teachers expressed concerns about unmotivated students and rigid syllabi that hinder communicative methods. The study suggests implications for classroom improvement.

Ming, Ling, and Jaffar (2011) conducted a study in East Malaysia, investigating attitudes and motivation of secondary school students towards learning English as a Second Language. The survey, focused on Art and Science students, indicates a generally positive attitude. Notably, Science students and those with higher proficiency display greater interest in enhancing their English skills, highlighting a positive correlation between proficiency level and motivation.

Jia Feng (2015) in his research aimed to examine the relationship between students' motivation and academic performance, utilizing surveys and interviews. Analysis of results revealed that tuition-free students outperformed non-tuition-free peers. A positive correlation emerged between motivation types and learning outcomes, with tuition-free students displaying more intrinsic motivation. This suggests language teachers should foster environments promoting student interest and intrinsic motivation.

Budiana and Djuwari (2018) in their study investigated students' motivation in learning English at STIE Perbanas Surabaya. The students exhibit two types of motivation: extrinsic and intrinsic. Most (78%) admitted that the reason they wanted to study English was because it was required of them as a subject in college. The local educational system, views toward the target language, and the impact of teachers were among the other elements that were shown to contribute to students' motivation to study English as a foreign language.

Aspuri et.al. (2019) studied the motivation of ten EFL students- five were enrolled in the post-graduate program of the English Department at Syiah Kuala University, while the remaining five were from the undergraduate program at UIN Ar-Raniry. The findings indicated that the participants exhibited a robust instrumental motivation in their journey of learning

English. Considering these outcomes, it is suggested that both parents and teachers should encourage and motivate their children and EFL students through instrumental means during the English learning and teaching process.

Husna and Murtini (2019) explored students' motivation in learning English, distinguishing between intrinsic and extrinsic motivation. The study included 139 students enrolled in an English subject during the 2018/2019 academic year. The findings indicated a higher level of extrinsic motivation compared to intrinsic motivation. Despite this, both motivational aspects were generally high, suggesting students possess strong motivation for English learning, offering valuable insights for lecturers to enhance future teaching methods.

Ulfa and Bania (2019) employed a qualitative approach to explore the motivation of forty senior high school students in Langsa to learn English. Using a thirty-five-item questionnaire, the research examined both intrinsic and extrinsic motivation. Findings revealed that teachers significantly influenced extrinsic motivation, while intrinsic motivation was strongly tied to students' personal learning goals. The paper details these factors and discusses implications for teachers' role in motivating students to learn English.

Yuzulia (2021) investigated the many kinds of incentives that students have for learning English. Sixty-two third-grade pupils from a Pekanbaru senior high school participated in this study. A qualitative case study approach was used to achieve the study's goals. A questionnaire with twenty-five questions—some of which were open-ended—was used to collect data for the study. Descriptive approaches were employed for the analysis of the participant replies. The results of the study show that the pupils have a great desire to learn English.

2.1. Studies in the Middle Eastern Countries

In the field of learning English as a foreign language, Dörnyei (1994) suggests that external and practical reasons for learning significantly affect students, especially in situations where they have limited interaction with native English speakers. Studies conducted in Saudi Arabia by Al-Otaibi (2004) and Moskovsky and Alrabai (2009) support this idea, indicating that students in Saudi Arabia show a high level of practical motivation. Al-Otaibi's research focused on language learning strategies and found strong practical motivation, although students showed less effort and desire to use the language. On the other hand, Moskovsky and Alrabai's study looked at internal motivation, but practical motivation was still prominent. Given the ongoing changes in Saudi Arabia's economy and education system, it is crucial to investigate current English learning motivation among students to understand potential shifts in their perspectives over the last decade. Furthermore, Soheil Mahmoudi and Asgar Mahmoudi (2015) explored the influence of internal and external factors on English as a Foreign Language (EFL) learning. They distributed a questionnaire to 140 EFL postgraduate students across three Iranian universities, revealing motivation as a significant factor in EFL acquisition. Additionally, AL Othman and Shuquir (2013) conducted a study on motivation's impact on EFL in the Gulf states context, drawing on firsthand observations from primary sources in the field.

Alghamdi et al. (2023) recently investigated the relationship between motivation and gender in two Saudi Arabian public secondary schools in the Eastern Province. High motivation for learning English as a foreign language (EFL) was found generally, with gender variances in descriptive analysis. In contrast to intrinsic and integrative drive, which was more common among females, extrinsic and instrumental motivation predominated. There was no statistically significant difference in gender.

3. METHODOLOGY

The research will involve administering surveys to a diverse sample of EFL learners in Saudi Arabia and collecting quantitative data on motivation levels, perceptions, and language proficiency. Additionally, in-depth interviews with a subset of participants will provide qualitative insights into the nuanced aspects of motivation and perception. Data analysis will

include descriptive statistical methods for quantitative data and thematic analysis for qualitative data.

3.1. Research Design

In this study, a mixed-methods approach was employed to integrate both quantitative and qualitative methodologies. The qualitative method was utilized to evaluate students' perception of motivation factors, whereas the quantitative method was employed to assess the motivation levels and the correlation between the levels of motivation and English language proficiency. Also, to analyze the performance of both groups concerning their motivation level and to pinpoint the factors contributing to the difference in motivational levels observed in the English language classes of both groups.

3.2. Sample

The students from two groups that were allotted to the researcher during term 1 of the academic year 2023-24 were taken as the subjects. In total, 77 students from the two classes, 44 being from the Computer Science stream (Group A), the students are enrolled in the university-sponsored program and do not have to pay their tuition fee, and the other 33 students are students from the Applied Sciences (Group B), these students pay for their studies and are enrolled in the non-sponsored/self-financed program. The students for both groups were enrolled based on merit and have been studying the same English Language course during the first academic year of 2023-24. Both groups have the same starting point in terms of credit hours. The academic year is divided into three terms, each term is 13 weeks. Data for the present study was collected from the first term. All the students in both groups are females. They are 18-21 years old on average. The researcher assumes that such differences may affect their motivation to learn English, which in turn influences the efforts they have made to their learning. As a result, the author assumes that it is significant to investigate them.

3.3. Research Tools

Due to the nature of this classroom investigation, the sample size is limited, yet it remains reasonably reflective of the overall group. The selection of participants for this study involved a non-random sampling method. Over the study period, a combination of online surveys, semi-structured interviews, and field notes from class discussions was employed to gain insights into students' perceptions of motivation, gathered from female students enrolled in English for General Purpose (EGP) as a compulsory subject. Additionally, to determine the relationship between their motivation level with their English language proficiency, their grades from formative as well as summative assessments were compared. Finally, a thorough analysis was done to identify the motivators contributing to the difference in motivational levels and academic achievement observed in the English language classes of both groups.

3.4. Research Procedures

In this research, information was gathered through various phases. Initially, a survey was conducted to acquire insights into students' views on motivation in learning English. Subsequently, the researcher assessed the level of motivation among the students. The motivation level of both groups was analyzed and compared. The analysis was addressed explicitly to the students, both individually and in a group setting. Ultimately, a comparative analysis was undertaken using the descriptive statistics approach to evaluate the correlation between the motivation level and proficiency in the English language. The questionnaire was administered to two student groups. The author explained the questionnaire's purpose, assuring confidentiality for research purposes. Following the questionnaire completion, ten students from group A and group B were selected randomly for individual interviews. Also, group discussions were organized to understand in-depth knowledge about learners' perceptions toward motivation for L2.

3.5.Data Analysis

The information gathered through various methods underwent a two-step analysis. Initially, the data from the questionnaire was examined to explore into the motivation level of students. Subsequently, field notes and interviews were scrutinized to gain a more profound understanding of learners' motivation behaviors. Following this, a comparison was made between the end-term result percentages of the two groups to determine whether there is any correlation between their motivation level of second language (L2) and L2 proficiency in terms of academic achievement in the EFL context. Finally, the motivational patterns of both groups are identified.

4. RESULTS

In this section, the results derived from the accumulated data will be presented and analyzed, aligning with the research inquiries outlined in the study.

4.1.The Perception Of Students Toward The Intrinsic Motivation In EFL Learning Context: Group A V/S Group B

This comprehensive analysis provides valuable insights into the intrinsic motivation of participants from groups A and B in English as a Foreign Language (EFL) classes. The responses are categorized into five levels: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD). An analysis of each item is as follows:

TABLE 1: Preferences of students of Group A and Group B toward Intrinsic motivation

Items targeting Intrinsic motivation	Group A					Group B				
	SA %	A %	N %	D %	SD %	SA %	A %	N %	D %	SD %
1- Learning English helps me grow as a person	50	31.8	13.6	2.3	2.3	48.5	33.3	18.2	0	0
2- Knowing English lets me talk to different people	56.8	25	13.6	4.5	0	63.6	30.3	3	3	0
3- I learn English to get better at it	63.6	22.7	11.4	2.3	0	60.6	27.3	9.1	3	0
4- English learning makes me more comfortable with English speakers	59.1	27.3	13.6	0	0	69.7	24.2	6.1	0	0
5- Knowing English helps me understand and enjoy English books	54.5	34.1	11.4	0	0	63.6	27.3	6.1	3	0
6- English learning lets me join in activities with different cultures	45.5	36.4	15.9	2.3	0	63.6	27.3	9.1	0	0
7- I learn English because I've always wanted to	52.3	27.3	13.6	4.5	2.3	54.5	24.2	18.2	3	0
8- I study English because I like learning it	45.5	20.5	25	4.5	4.5	42.4	27.3	24.2	3	3
9- Learning English makes me feel more confident of myself	63.6	22.7	13.6	0	0	63.6	33.3	3	0	0

1-Learning English helps me grow as a person: There is a significant positive association between learning English and personal growth, with 81.8% either strongly agreeing or agreeing from group A. Also, group B received a substantial positive response, with nearly 82% (48.5% strongly agree and 33.3% agree) of participants recognizing a connection between learning English and personal development. This suggests that participants of both groups recognize the broader impact of language learning on their personal development.

2- Knowing English lets me talk to different people: In group A, a substantial majority (82.8%) strongly agree that knowing English enables communication with different people. This emphasizes the social aspect of language learning and its role in facilitating interaction

across cultural and linguistic boundaries. For group B, the data indicates a high level of agreement (94% combined between strongly agree and agree) regarding the belief that knowing English facilitates communication with diverse individuals. This suggests a perception of English as a tool for fostering connections with people from different backgrounds.

3-I learn English to get better at it: In group A, a dominant 86.3% express a strong motivation to improve their English proficiency. This indicates a clear focus on skill enhancement, reflecting a proactive attitude towards language learning. Similarly, a significant majority (87.9%) in group B expressed a strong agreement with the idea of learning English for self-improvement. This underlines a proactive and self-driven approach to language acquisition among the respondents.

4- English learning makes me more comfortable with English speakers: Group A's high percentage (86.4%) feel that learning English enhances their comfort level when interacting with English speakers. This positive sentiment bodes well for fostering intercultural communication and relationships. Also, group B's overwhelming agreement (93.9%) that English learning enhances comfort in interactions with English speakers suggests that language proficiency contributes to increased confidence and ease of communication.

5- Knowing English helps me understand and enjoy English books: A majority in group A (88.6%) acknowledges that knowing English contributes to understanding and enjoying English literature. This suggests an appreciation for language as a tool for cultural engagement and intellectual enrichment. Participants from group B also demonstrated a positive connection (90.9%) between knowing English and the ability to understand and enjoy English books, showcasing an appreciation for the cultural and literary aspects of language learning.

6- English learning lets me join in activities with different cultures: While a significant portion of group A (81.9%) agrees that English learning allows them to join in activities with different cultures, the presence of a notable neutral category (15.9%) indicates that cultural engagement might not be the primary motivation for everyone. Learning English is perceived as a means to participate in diverse cultural activities by group B, as indicated by 90.9% of participants agreeing. This aligns with the idea that language serves as a gateway to understanding and engaging with different cultures.

7- I learn English because I've always wanted to: Over three-quarters of group A (79.6%) express an intrinsic desire to learn English, rooted in a long-standing interest. This indicates a strong personal motivation independent of external factors. The statement "I learn English because I've always wanted to" reflects a long-standing intrinsic desire, with 72.7% of respondents of group B, lesser than Group A, expressing a strong internal motivation for language learning.

8- I study English because I like learning it: While in group A, a considerable portion (65.5%) expresses enjoyment in learning English, the presence of a substantial neutral category (25%) and a small percentage in the disagree category (9%) suggests that not everyone finds learning English inherently enjoyable. However, in group B's positive inclination towards the learning process, the motivations for studying English appear diverse, with 69.7% expressing positive feelings ("Strongly Agree" and "Agree") toward the learning process. This suggests a range of motivations beyond a singular, uniform reason.

9- Learning English makes me feel more confident of myself: In group A, the majority (86.3%) strongly agree that learning English makes them feel more confident. This positive impact on self-confidence reinforces the notion that language learning goes beyond just acquiring a skill; it plays a role in shaping one's self-perception. Among the participants of group B, the correlation between learning English and increased self-confidence is strong, with

96.9% strongly agreeing and agreeing. This aligns with the broader theme of personal growth and positive self-perception associated with language proficiency.

In summary, the data from both groups reflects a generally positive intrinsic motivation toward learning English in EFL classes, with strong associations between language learning and personal growth, communication, skill improvement, cultural engagement, and confidence-building. However, individual preferences and motivations vary, as evident in the neutral and disagreeing responses for certain items.

4.2. The Perception Of Students Toward The Extrinsic Motivation In EFL Learning Context: Group A V/S Group B

The provided data presents responses from individuals regarding their motivation for learning English, with a focus on extrinsic factors. Extrinsic motivation is characterized by external rewards or consequences, such as the pursuit of a future job, education abroad, or fulfilling academic requirements. The responses are categorized on a scale from "Strongly Agree" to "Strongly Disagree" as results are shown in Table 2.

TABLE 2: Preferences of students of Group A and Group B toward Extrinsic motivation

Items targeting Extrinsic motivation	Group A					Group B				
	SA %	A %	N %	D %	SD %	SA %	A %	N %	D %	SD %
1- Learning English is important for my future Job	86.4	9.1	2.3	2.3	0	66.7	27.3	4.5	3	0
2- I study English to go for my education abroad	43.2	27.3	25	4.5	0	51.5	27.3	3	6.1	12.1
3- I'm studying English because it is a compulsory subject	34.1	29.5	27	4.5	4.5	48.5	27.3	15.2	6.1	3
4- I learn English to do well in my exams	52.3	27.3	16	4.5	0	60.6	30.3	6.1	3	0
5- Learning English makes me more knowledgeable	61.4	25	14	0	0	51.5	39.4	9.1	0	0
6- Knowing English enables me to contribute to society	47.7	31.8	16	4.5	0	57.6	30.3	9.1	3	0
7- I must learn English to complete university degree	56.8	36.4	6.8	0	0	57.6	30.3	9.1	3	0
8- English proficiency is important for earning respect from others	36.4	25	21	11	6.8	45.5	24.2	27.3	3	0
9- I study English to make my family happy	38.6	9.1	30	2.3	6.8	48.5	27.3	18.2	3	3

1- Learning English is important for my future job: In group A, a significant majority strongly agree (86.4%) that learning English is important for their future job. The majority in group B (66.7% strongly agree and 27.3 % agree) believe that learning English is crucial for

future job prospects. There is a consistent agreement that English proficiency is directly tied to securing a good job.

2- I study English to go for my education abroad: A considerable portion of group A (43.2%) agrees that they study English to pursue education abroad. Additionally, a notable percentage (27.3%) agrees, while a smaller portion is neutral (25%). While in group B, a significant portion (51.5% strongly agree and 27.3% agree) acknowledges the importance of English for studying abroad, a notable percentage expresses disagreement (6.1%) or strong disagreement (12.1%). This suggests a diversity of motivations or potential reservations about pursuing education abroad.

3- I'm studying English because it is a compulsory subject: A substantial number in group A (34.1%) strongly agree that they are studying English because it is a compulsory subject. A comparable percentage (29.5%) agrees, while 27.3% are neutral. A substantial number in group B (48.5% strongly agree and 27.3% agree) consider that the compulsory nature of English influences their learning, indicating a blend of both intrinsic and extrinsic motivation.

4- I learn English to do well in my exams: More than half of group A's participants (52.3%) strongly agree that they learn English to perform well in exams. A significant percentage (27.3%) agrees while a smaller proportion is neutral (15.9%). A strong motivation to perform well in exams is evident as altogether more than 90% (60.6% strongly agree and 30.3% agree) of the students from group B support this factor, emphasizing the instrumental role of English in academic achievement.

5- Learning English makes me more knowledgeable: A considerable majority in group A (61.4%) strongly agree that learning English makes them more knowledgeable. Another significant percentage (25%) agrees. Respondents from group B associate learning English with increased knowledge, suggesting a positive correlation between language acquisition and perceived intellectual growth. 51.5% of the students from this group strongly agree and 39.4% agree with this notion.

6- Knowing English enables me to contribute to society: Nearly half of group A (47.7%) strongly agree that knowing English enables them to contribute to society. A significant percentage (31.8%) agree. More than half of group B (57.6% strongly agree and 30.3% agree) recognize that English proficiency enables them to contribute to society, indicating a sense of social responsibility as a motivating factor. On the contrary, a negligible number of 3% of students disagree with the EFL's contribution to society.

7- I must learn English to complete university degree: In group A, a majority (56.8%) strongly agree that they must learn English to complete their university degree. Another substantial percentage (36.4%) agrees. In group B, the majority strongly agree (57.6%) and agree (30.3%) on the necessity of English for completing a university degree, highlighting the extrinsic motivation associated with academic requirements.

8- English proficiency is important for earning respect from others: A minority of group A (36.4%) strongly agrees that English proficiency is important for earning respect from others. A comparable percentage (25%) agree while others have mixed responses. While a significant portion of group B accounting to 45.5% strongly agree and 24.2% agree that English proficiency is important for earning respect, there is also a notable percentage of 27.3 expressing neutrality. This suggests varied perspectives on the relationship between language skills and societal recognition.

9- I study English to make my family happy: A notable portion of group A (38.6%) strongly agree that they study English to make their family happy. A significant percentage (29.5%) is

neutral, indicating varied motivations within this context. Respondents of group B express a mix of motivations, including a desire to make their family happy (48.5% strongly agree and 27.3% agree). However, a significant percentage (18.2 %) remains neutral, indicating a range of attitudes toward this motivator.

Concisely, the data suggests that individuals are motivated to learn English for diverse extrinsic reasons, including future job prospects, education abroad, academic requirements, exam success, knowledge acquisition, societal contribution, university degree completion, and family happiness. The responses vary across the spectrum, reflecting a range of motivations and priorities among the respondents.

4.3. The Motivation Levels Of Students In The EFL Learning Context (Group A And B)

To determine the motivation level of students of groups A and B, a 5-point Likert scale was used to measure the level and type of students' learning motivation. First, the Likert scale score was calculated, and then the mean of these scores for each item was calculated. After that, the average mean of both groups for intrinsic and extrinsic motivation was calculated. These mean scores were used to compare the motivation level of the groups as shown in figure 1. The motivation levels of mean scores are determined by the following range: 3.68-5 (High degree of motivation), 2.34-3.67 (Moderate degree of motivation), and 1-2.33 (Low degree of motivation)

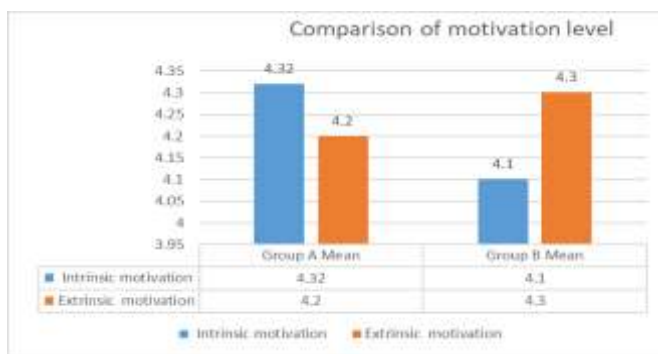


FIGURE 1: Mean scores of motivation level of groups A and B

Based on the comprehensive comparative analysis of the data on the responses of group A and group B to items targeting intrinsic motivation related to learning English (as shown in Figure 1), a few key points emerge to highlight the level of motivation of both groups. Group A demonstrates a slightly higher level of motivation (4.32) as compared to group B (4.1). On the contrary, group B scored a bit higher level of extrinsic motivation. Group B scored a mean of 4.3 in comparison to group A which scored 4.2. In summary, while both groups exhibit positive attitudes toward learning English, group A consistently demonstrates stronger agreement across various statements, suggesting a higher level of intrinsic motivation. Group B, with a slightly higher mean in extrinsic motivation, might respond well to external incentives, rewards, or recognition. Both groups seem to have relatively high mean scores for both intrinsic and extrinsic motivation, suggesting that, in general, students in both groups are motivated in their EFL learning. The difference in means between the two groups is more pronounced in the case of extrinsic motivation, where group B has a noticeably higher mean than group A. For intrinsic motivation, the difference is smaller, with group A having a slightly higher mean. Hence, both groups have high levels of motivation with slight differences in types of motivation within the same category.

Furthermore, to validate the previous findings, the cumulative mean of the motivation level of both groups was calculated. As shown in Table 3, the average of group A's

population is assumed to be equal to the average of group B's population. In other words, the difference between the sample average of group A and group B is not big enough to be statistically significant. The p-value equals 0.06862, which means it is greater than the commonly used significance level of 0.05.

TABLE 3: Statistically insignificant motivation level differences

Group	N	Mean	Std. deviation	Std. error mean	P-value(two-tailed)
A	44	4.26	0.06	0.042	0.068
B	33	4.2	0.1	0.07	

4.4. The Correlation Between Motivation Levels And EFL Proficiency

To address the third research question, inferential analysis was conducted to explore the correlation between motivation level and proficiency in the second language (L2). The findings are presented in tabular format, as depicted in Table 4.

TABLE 4: Scores of groups A and B

Group	Highest score	Lowest score	The mean score of groups
A	100	74	91.7
B	98	56	81.5
Difference	2	18	10.2

Based on the end-term scores in the English language course of group A and group B, a comparative analysis was done. The highest score in group A is 100% and in group B is 98%. The learner from group A scored negligibly better than her counterpart from group B with a difference of 2%. Another comparative analysis demonstrates a similar outcome as the lowest score in group A is 74% and in group B is 56%. The difference between the two scores is in the same vein i.e. the student from group A scored better than her counterpart from group B by a considerable margin of 18%, though. Table 4 and Figure 2 illustrate the numerical analysis of the data. (figure 2)

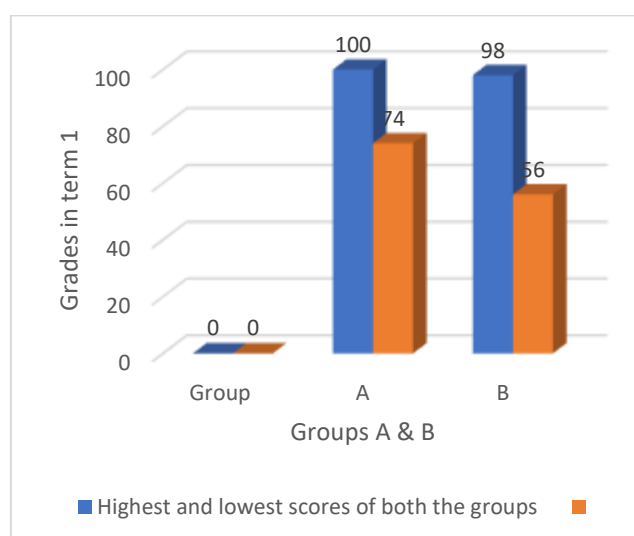


FIGURE 2: Highest and lowest grades of students in Group A and Group B

Further, the comparison of the L2 proficiency level of both groups was done by calculating the mean of the final grades scored in the end-term results. The results exemplify that the difference between the mean scores is significant. The mean score of group A is 91.7% and group B is 81.5%, likewise in this regard group A outperformed considerably with 10.2% (see Figure 3)

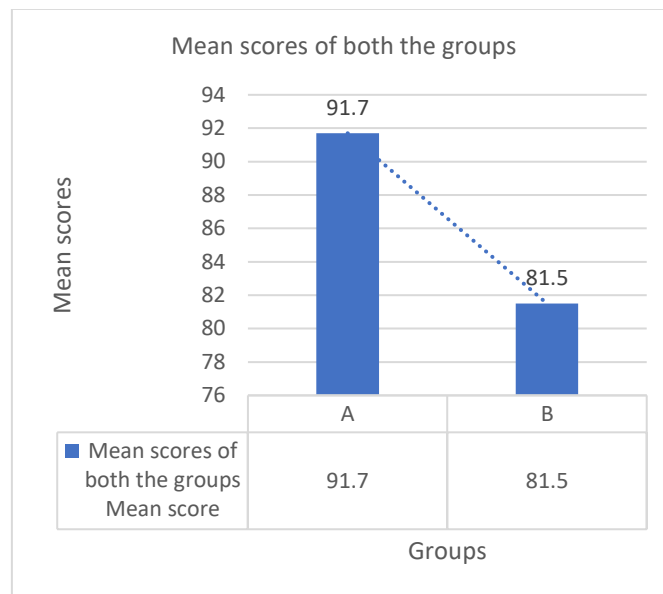


FIGURE 3: Mean scores of Group A and Group B

Therefore, all the above numerical presentations indicate that there is a noticeable relationship between motivation level and L2 language proficiency. The performance level of the students of group A is better than students of group B. If we look at the motivation level, both groups are highly motivated. However, the difference between the grades of the groups is noticeably significant. To gain insight into the reason for lower performance by group B further investigation was done and highlighted in the forthcoming query.

4.5.The Motivational Patterns Of Students Of Group A V/S Group B

The aforementioned findings highlight a noticeable high level of motivation within both groups. Nevertheless, a careful examination of their academic performance in the final term reveals a noteworthy distinction of 10.2% in mean scores between group A and group B. To explore into the motivational dynamics of these groups, a comprehensive analysis was conducted on the background data collected. Notably, the high school grades of both groups were subject to thorough examination and analysis, with the findings presented in Table 5. The difference between the high school grades of both groups is substantially higher as 88.6% of students from group A scored A/A+, while only 60.6% of students from group B could achieve that score. The same is the condition for B/B+ and C/C+ grades. It suggests that group B includes individuals who may be highly motivated but face challenges in reaching the top tier of academic performance. Upon evaluating the proficiency levels indicated by high school grades, it becomes evident that group A has demonstrated a significantly superior performance compared to group B.

TABLE 5: High school grades in English

Grades	Group A	Group B	Difference
A/A+	88.6%	60.6%	28% (less than Gr A)
B/B+	11.4%	30.3%	18.9% (more than Gr A)
C/C+	0%	9.1%	9.1% (More than Gr A)
D/D+	0%	0%	-

To gain deeper insights, rounds of semi-structured interviews and discussions were conducted with the participants. These interactions revealed a pervasive high motivation among the students; however, it was noted that despite their sincerity, group B's students could not achieve results in English language exams that surpassed those of their counterparts in group A. Moreover, the discussions manifest that students of group B need to score high grades so that they can avail themselves of the chance to get transferred to the sponsored program as per the university policy. Also, their lower level of engagement in the learning activities during the classes might be the result of their lower level of proficiency in English. Even this could make them hesitant to participate. Presumably, those who exhibit a high level of motivation to learn English are more likely to actively participate in coursework, engage in class discussions, and dedicate substantial time and effort to their studies. Contrarily, this is not the case with group B which is highly motivated by extrinsic motivation.

Additionally, the educational background of individuals can impact L2 learning outcomes. An inquiry into the duration of English language learning revealed noteworthy insights. Notably, approximately 23% of students in group A and 24% in group B have engaged in English learning for over ten years, indicating a similar proportion across both groups. Conversely, a notable contrast is observed in the duration of five to ten years, with 68.2% in group A and 51.5% in group B, marking a significant difference of 16.7%. Group B respondents exhibit a relatively higher percentage (24.2%) compared to group A (9.1%) for the three to five years duration of learning English.

Intrinsic motivation, which comes from within, is particularly powerful in academic settings. Group A students who are genuinely interested in the subject matter are more likely to excel because their motivation is tied to personal enjoyment and curiosity. It could be an indication that they are more engaged, committed, and persistent in their studies. Moreover, extrinsic motivators like 'learning English for future job opportunities' and 'knowledge acquisition' got more attention from group A than group B. Whereas, for group B, reliance more on extrinsic motivation may lead to a lack of genuine interest in the subject matter. It may also result in a decrease in motivation when external rewards are no longer present. Interestingly, intrinsic motivators like 'learning English for communication and social interaction', 'Learning English to be comfortable with English speakers', and 'learning English for literary and cultural engagements' are more favoured by group B. On account of this, strategies to transition from extrinsic to intrinsic motivation might be beneficial for group B. This could involve helping students find personal meaning and interest in the subjects they study.

In summary, group A, characterized by higher intrinsic motivation, demonstrates a distinct advantage in academic achievement compared to group B. Comprehensive data analysis consistently highlights the important role of intrinsic motivators in influencing the academic performance of adult L2 learners.

5. DISCUSSION

An overall analysis of the questionnaire's findings revealed that all students from group A and group B valued motivation because most of them either strongly agreed or agreed with all the questions. Students gave favorable responses to the questions focusing on their views about motivation to learn English. The variations in responses across different statements indicate a diversity of perspectives and motivations among the respondents. This underscores the complex interplay of intrinsic and extrinsic factors influencing the decision to learn English. Hence, the analysis highlights the multifaceted nature of motivations for learning English, with a blend of extrinsic and intrinsic factors shaping individuals' perspectives. The data indicates a

generally positive and self-driven attitude towards learning English, with a predominant inclination towards intrinsic motivators such as personal growth, cultural engagement, and a genuine interest in the language. The absence of strong disagreement across most statements suggests a widespread alignment of individual motivations with the intrinsic benefits of learning English. Group A (sponsored program) displays more intrinsic motivation, while group B (self-financed) exhibits more extrinsic motivation. The results are similar to Jia Feng's (2015) findings which revealed that 'tuition-free' students displayed more intrinsic motivation in comparison to the 'non-tuition-free' students. Thus, understanding these diverse motivations is crucial for language teachers who cater to the unique needs and aspirations of learners.

Additionally, the specific motivations for learning English may vary between the two groups, and further qualitative analysis or additional context could provide a more nuanced understanding of these differences. Hence, semi-structured interviews and class discussions provide a deeper understanding of the students' perspectives. Likewise, group A and group B reflected the same results as students having a high level of motivation in the EFL context. The responses suggest a varied range of motivations, with a significant percentage expressing a positive inclination toward the learning process. These findings align with the research conducted by Dörnyei (1994, 2005), Dörnyei & Ottó (1998), and Gardner (1985) Mahmoud et al (2024). These scholars similarly emphasized the significance of recognizing and prioritizing the motivational factors in the language learning process.

In addition, students of group A have a strong educational background and may have certain advantages, such as better study habits, critical thinking skills, and a solid understanding of fundamental concepts. On the other hand, learners from group B with a less robust educational background may require additional support to bridge any gaps in knowledge and skills. Also, learners from group B may need to enhance their perception of intrinsic motivators to foster a sense of autonomy and self-direction in learning. This personalized approach enhances the efficiency and effectiveness of the learning process, facilitating higher academic achievement among the intrinsically motivated students of group A. The outcomes align closely with the conclusions drawn by Ming, Ling, and Jaffer's (2011) study, where they observed a high interest in improving L2 skills among science students and learners with higher proficiency. Their findings underscore a positive association between proficiency levels and motivation.

These insights are valuable for educators and curriculum developers, emphasizing the need for tailored instructional strategies. Teachers should aim to strengthen intrinsic motivation among students by fostering a sense of autonomy, self-direction, and personal connection to the language-learning process. This can be achieved through activities that promote critical thinking, cultural exploration, and real-world application of English.

Moreover, incorporating semi-structured interviews and class discussions can deepen understanding of students' motivational factors, allowing for a more personalized approach to teaching. These findings underscore the importance of creating a supportive learning environment that accommodates the unique needs of both groups, ensuring equitable opportunities for academic success.

In the end, as previously highlighted by Gardner (1985), Dörnyei (1994, 2005), and others, understanding the interaction of intrinsic and extrinsic motivation is crucial for optimizing the efficacy of English language training. In addition to improving learning outcomes, customized methods support the long-term growth of driven and skilled English language learners.

6. CONCLUSION

In conclusion, the results of the present study manifest that both groups have positive perspectives toward motivation to learn English and lie under the category of highly motivated learners. However, participants of group A are more motivated intrinsically, whereas group B tends to show a more positive attitude towards learning English for extrinsic motivation. Additionally, both groups performed very well as per the end-term results. Nevertheless, the comparative analysis of performances reveals group A has a significant edge over group B, despite the assumptions that students (group B) from self-financed programs should perform better. Thus, the results underscore the interconnectedness of educational background and the duration of exposure to L2 in shaping students' academic success and engagement in the classroom. These findings can inform targeted interventions or support tailored approaches to enhance motivation in both groups.

Therefore, the results suggest that group A's intrinsic motivation is positively associated with academic achievements, while group B's extrinsic motivation may have contributed to their success. The challenge lies in finding ways to maintain and enhance motivation in both groups for sustained academic success and personal growth. Educational strategies should be tailored to the unique needs and motivations of students within each group. Cultivating intrinsic motivation through meaningful and culturally relevant learning experiences fosters a lifelong love for language learning. Simultaneously, judicious use of extrinsic motivators can provide necessary encouragement and recognition, ensuring a well-rounded and effective language learning journey for learners of all backgrounds and aspirations. Undoubtedly, an important factor in the success of learning is motivation. Students' passion for studying attitude toward the classroom, choice of language learning techniques, and self-efficacy are all strongly impacted by their level of motivation. Consider that individuals within each group may have varying levels of intrinsic and extrinsic motivation. Generalizing too broadly based on group categorization might overlook important individual differences. It is recommended that teachers work hard to find authentic resources and develop interesting language learning activities to pique students' interest and expand learning opportunities, since students who are motivated to learn languages typically perform well in language acquisition.

LIMITATIONS

The findings of this study have limited generalizability to the broader population due to the relatively small sample size. Moreover, the researcher assigned 77 female students from two distinct major program groups to participate in the study.

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