Differences in Motivation to Learning English

among Saudi University Students

Ayman Sabry Daif-Allah[1] & Fahad Hamad Aljumah[2]

[1]Professor of Applied Linguistics, Department of English Language and Translation, College of Arabic Language and Social Studies, Qassim University, Saudi Arabia & Arish University, Egypt.

[2]Associate Professor of Applied Linguistics, Department of English Language and Translation, College of Arabic Language and Social Studies, Qassim University, Saudi Arabia.

Correspondence: Dr. Ayman Sabry Daif-Allah, Professor of Applied Linguistics, Department of English Language and Translation, College of Arabic Language and Social Studies, Qassim University, Saudi Arabia & Arish University, Egypt.

Abstract

This paper analyzes and determines the various orientations of 247 Saudi male and female university students for learning English. The descriptive and correlational approaches were used to investigate the participants' motivations. The researchers adapted questionnaires available from the literature to quantitatively collect data. The results show that university students are highly motivated to learning English and therefore, it suggests that motivation is an important variable that shapes learners' idea about foreign language learning. The results also show that students of different gender and majors had different perspectives about English learning. The conclusions, and recommendations of the present study provide platform for future investigations into EFL learners' motivation in other areas of Saudi Arabia or in similar settings in Arabic speaking countries to find out differences in students' orientations.

Keywords: major, gender, motivation, intrinsic, extrinsic, integrative, instrumental, coercive

1. Introduction

In some countries, English is the sole or dominant language. It has that role in the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland. In other countries, English is widely used as a means of communication between people who have different native languages, even though it is not the dominant language of the country. However, English is not the most widely spoken language in the world in terms of the number of native speakers. There are many more Arabic speakers than native English speakers, but Arabic is spoken little outside of Arab communities, so English is the most widespread language in the world. It is difficult to estimate exactly how many English speakers there are, but according to one estimate, as claimed by Khalid (2016), there are more than one billion people around the world who have some knowledge of English, either as a native language, as a second language, or as a foreign language. The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. It is also the language of entertainment and the Internet.

English is studied as a foreign language in countries where it is not generally used as a medium of communication. It is usually the first or most commonly taught foreign language in many countries, and people understand it a little at least. Nduwimana (2019) indicates that English is usually studied for several reasons such as to fulfill school/university requirements; to function and compete effectively in the global economy of today and the future ; to increase job opportunities and salary potential; to develop intercultural sensitivity, to increase global understanding; to improve English vocabulary and language proficiency in order to communicate with members of that language community; to improve critical and creative thinking skills; to improve one's education; to enhance travel and study abroad opportunities; to enjoy great literary and musical masterpieces and films in their original language; to gain social power (prestige); to please one's parents and many more.

In Saudi Arabia today there has been a prominent shift in attitudes towards learning English within the field of English language learning and teaching over the last ten years with greater emphasis being put on learners and learning rather than on teachers and teaching, Mohammed (2015). Learners' needs, interests, attitudes and motivation have become important factors to be considered in educational policies. Students have become the focus of attention in any curriculum planning, design, and development. The emphasis is overwhelmingly on the side of learner-centered practices that honor individual learner perspectives and needs for competence. The voices of the students themselves provide even more support for this perspective. Listening to the voices of students is increasingly being advocated by researchers concerned with enhancing student motivation (Sengkey, 2018 and Loganathan et al., 2016).

Khalid (2016), argues that motivation is the 'neglected heart' of our understanding of how to design instruction. Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they understand their students' goals for learning and work hard to meet these goals, they will fail to improve their English proficiency. What is more, they will not be able to form a cohesive and coherent group, unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals accepted by the group members, that is, students). Accordingly, education must focus on the learner whose motivation should be considered as an integral part of learning. Ali et al., (2019) indicate that the concept of language learning motivation has become central to language learning for it is an important factors affecting language proficiency and it helps learners achieve their goals.

1.1 Context of the Problem

It is the researchers' belief that a better understanding of language learners' motivation can have a beneficial effect on the process of attempting to help language learners in learning English as a foreign language. Nduwimana (2019) found that students at many universities often fail to reach their full potential as English language learners due to low motivation. Some of the factors that affect their motivation relate to the country's education system in general. Others reflect a lack of understanding of learners' motivation and institutional and cultural views of language learning in particular. Thus, students' motivation should be investigated so that their goals can be adequately identified, developed, met and satisfied. These goals should be based on the actual needs of the learners and should also be stated clearly for both learners and teachers.

A considerable amount of research has been undertaken to examine motivation in second/foreign language learning. The motivation studies carried out by (Mat & Yunus, 2014; Fontecha, & Gallego, 2012; Dhaif-Allah ,2005) have suggested that different goals for learning have an impact on the level of achievement in a second/foreign language. However, few studies appear to have been done on students of different majors in the same social, geographical and cultural context. The studies carried out in the Saudi context (Alrabai. 2016; Mohammed, 2015; Alrabai ,2014; Al-Khairy, 2013; Al-Qahtani, 2013; Dhaif-Allah, 2005) suggested the importance of studying students' motivation at higher levels to find out any developments in students' orientations.

The present study, therefore, intends to examine the impact of students' gender and academic background on motivational orientations.

1.2 Research Questions

On the basis of the considerations mentioned above, the present study addresses the following research questions:

1- What are the Saudi university students' goals for learning English in terms of integrative, instrumental and coercive motivation?

2- To what extent are those students motivated for studying English?

3- What is the impact of students' majors and gender on their motivation?

1.3 Hypotheses

1- Saudi university students are significantly motivated to learning English.

2- There are significant statistical differences in motivation between male and female computer students in favor of female students.

3- There are significant statistical differences within each of the five groups' responses to items measuring integrative, instrumental and coercive orientation in favor of instrumental orientation.

4- There are significant statistical differences among university students, of different majors and gender, in their orientations for English language in favor of computer science students.

1.4 Objectives of the Study

This study aims at:

1- Surveying a sample of university students in Saudi Arabia with the aim of obtaining information regarding their motivation for learning English.

2- Identifying gender differences in motivation for learning English.

3- Investigating differences in motivations among university students of different majors (inter-group differences).

4- Investigating differences in motivations within each of the five groups of the participants (intra-group differences).

2. Literature Review

2.1 Motivation and Foreign Language Learning

There is a wide variety of factors affecting Foreign Language acquisition such as: age, attitude, motivation, and aptitude, amount of exposure, and anxiety. These are also responsible for individual differences in learning a foreign language. Zulfikar et al. (2019), Feng et al., (2009) and Rahman (2005), state that individual differences have a significant impact on overall foreign language acquisition and that motivation is concerned with foreign language enhancement. Motivation has been found to be correlated with a number of factors, such as perseverance, classroom behaviors and L2 achievement (Rahman, 2005). Therefore, having a deeper understanding of student's' motivation in Saudi Arabia allows teachers, curriculum planners and policy makers to improve teaching practices and policies and consequently improve achievement in English.

Investigating EFL learner's motivation is also emphasized by Zulfikar et al. (2019) who remark that motivation is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each individual is motivated in different ways, we have to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment in which to learn. Alrabai (2016) argues that motivation is one variable, which, combined with other factors, influences a learner's success in foreign language learning. Support for this has been demonstrated by Al-Khairy (2013) and Al-Qahtani (2013) who found that differences in motivation were responsible for differences in achievement. Alrabai (2014) believes that understanding learners' motivation helps us to rethink our models of learners and learning. It means a relatively dramatic transformation in what we think, as well as what we know about ourselves from experience with our capacities for accessing natural learning and motivation to learn. Most importantly, however, it involves a willingness to entertain alternative perspectives of motivation and what schools and classrooms, teachers and teaching processes need to look like for students to love to learn in school and in life. It means inspiring a thirst for knowledge that leads to competent performance as a natural outcome of learning and schooling. Daif-Allah (2005), highlighting the importance of analyzing students' motivation, believes that unless teachers increase their learners' 'goal-orientedness', make curriculum relevant for them, and create realistic learner beliefs, they will come up against a classroom environment fraught with lack of cohesiveness and rebellion.

In an identical view, Mat & Yunus (2014) explain that motivation is the key to all learning and that lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. They indicate that behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Fontecha, & Gallego (2012) argue that academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence. They go on to emphasize that intelligent students are often out-performed by less bright students with high motivation. Similarly, Sengkey (2018) confirms that motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession. In conclusion, the literature on the role of motivation in second language acquisition has shown that differences in motivation were responsible for differences in achievement. Motivation to learn a foreign language was found to be related to the needs of language learners and that motivation influence second/foreign language achievement.

2.1.1 Definition of Motivation

Motivation has been identified as the learner's goal of learning (Al-Tamimi & Shuib 2009). It is a major part that determines success in foreign language learning. Motivation is also defined as the incentive to on-going goal-seeking endeavors. It is important since it decides learner's active contribution to learning (Shams, 2008). Motivation is an internal drive that makes an individual does the best he can to satisfy his learning desires.

2.1.2 Intrinsic Motivation

The key element of motivation is to attract the learners' attention and direct their energy for learning. Intrinsic motivation comes from inside learners, Smari & Javid (2011). An intrinsic motivated learner's studies because he likes learning. Aldosari (2014) claims that intrinsic motivated learners are usually successful since they are concerned with learning responsibilities for the sake of learning rather than for certificates or job opportunities (extrinsic). More precisely, intrinsic motivation refers to motivation to involve in a task because it is pleasant and sustaining to do. Javid et al., (2017) claim that performance in foreign language is positively influenced by motivation when learners are interested in learning goals, that is, intrinsically oriented. According to Loganathan et al., (2016), intrinsic motivation is usually higher if learners are internally willing to learn.

2.1.3 Extrinsic Motivation

An extrinsically motivated learner usually studies in order to receive a reward, like an academic certificate or a good job Daif-Allah (2005). A learner is extrinsically motivated when he seeks a tangible goal. Al-Mahrooqi & Denman (2014), however, claims that many activities are both intrinsically and extrinsically motivated. Students study hard because they are both thrilled by learning and understanding of a particular phenomenon (e.g., foreign language) and because they are motivated to succeed in the exams following the language course. Aldosari (2014) believes that extrinsic rewards and other external events that are perceived by individuals as controlling their behavior will undermine intrinsic motivation. When they are informative and positive, they will satisfy the need for competence and efficacy, and hence increase the intrinsic motivation.

2.1.4 Integrative Motivation

It has been concluded that successful EFL learners are those who are integratively motivated to learn about the English speaking-people community and their way of life (Al-Mahrooqi & Denman, 2014; Akram & Ghani, 2013; Daif-Allah, 2005). When someone moves to a new community that uses the target language in its social interactions, integrative motivation is a key factor in determining the learner's proficiency level in the language. In such a case integrative motivation is necessary to maintain an appreciation for cultural diversity and for successful communication (AL Harthy,2017).

2.1.5 Instrumental Motivation

Instrumental motivation emphasizes a desire to obtain something tangible as a result of studying the foreign language (Coskun 2014). learners with an instrumental oriented view language learning as a means of getting a good job or as a financial reward (Yeung 2011).

2.1.6 Coercive Motivation

Sometimes, students are pressurized to study to please their parents, relatives or friends. This type of motivation is called Coercive Motivation. Learners who are coercively oriented for learning don't like the foreign language and are usually under pressure and feel obliged to learn it (Drbseh, 2015; Daif-Allah 2005). Therefore, learners with coercive orientation have to study to please their families or to fulfill curricula obligations and so forth.

3. Research Method

3.1 Participants

The participants were 197 male and 50 female Saudi university students. These 247 students were selected randomly from different 2nd level ESP classes at the colleges of Science, Applied Medical Sciences and Computer Science at Qassim University. Their academic backgrounds were physics (n=44 male), and mathematics (n=43 male), microbiology (n=59 male) and computer science (n=51 male & n=50 females).

3.2 The Questionnaire

It is the researchers' belief that university students' gender and academic background affect their motivation for studying English in Saudi Arabia. A questionnaire was developed and administered in English. The questionnaire was developed and adapted and by the authors from Zulfikar et al. (2019), Mat & Yunus (2014), Daif-Allah (2005) and Demir (2003). It included 19 items categorized under six domains (Family, Friendship, Education, Employment, Internet, and Enjoyment). The items deal with the views of the respondents regarding the reasons for

wanting to learn English. Items 4, 5, 14, 17, 18 and 19 have been classified as measuring integrative orientation. Items 8, 9, 10, 11, 12, 13, 15 and 16 were subsumed under instrumental orientation. Finally, Items 1, 2, 3, 6 and 7 were categorized as "coercive orientation ".

4. Results and Discussion

The purpose of the motivation questionnaire was to reveal the extent Saudi university students are motivated to learning English and to detect the reasons underlying language learning. The quantitative data gathered from the motivation questionnaire were tabulated and analyzed statistically using frequency of responses; weighted percentages and rank order. The percentage distribution of responses from 247 college students in Saudi Arabia appears in Table 1.

Table 1. Frequency and weighted percentages of Saudi college students' responses to the motivation questionnaire

I want to learn English because:	Total Agree		Total Disagree		Undecided		Weighted Average	Rank order
Part one: Family	N	%	N	%	N	%		
1- My parents want me to	102	41.28	125	50.64	20	8.08	3.20	19
2- I think my parents are pleased that I am learning English	174	70.43	54	21.89	19	7.68	3.70	14
3- Some of my relatives think that learning English is a privilege	175	70.85	49	19.86	23	9.29	3.78	12
Part two: Friendship								
4- English will help me to better understand English-speaking people and their way of life	223	90.25	18	7.32	6	2.43	4.42	1
5- I love speaking English with foreigners	198	80.16	40	16.20	9	3.64	4.06	6
6- My friends always encourage me to improve my English	114	46.13	100	40.53	33	13.34	3.26	18
Part three: Education								
7- English is a part of the curriculum	199	80.89	42	17.08	5	2.03	4.15	5
8- - I want to study abroad	117	47.36	107	43.34	23	9.29	3.30	17
9-English will enable me to be informed about the attitudes of other countries towards Saudi people	176	71.25	52	21.07	19	7.68	3.79	10
10- I want to get an EFL qualification	176	71.55	53	21.56	17	6.90	3.90	8
Part four: Employment								
11- Learning English is a requirement in most good jobs	205	82.93	34	13.83	8	3.24	4.26	4
12- People who know English will have a better chance of getting a good job	217	87.81	24	9.76	6	2.43	4.29	3
Part five: Internet								
13- I want to use the Internet better	197	79.75	39	15.80	11	4.45	4.03	7
14- Knowing English will give me a chance to chat with foreigners about different topics	177	71.65	55	22.29	15	6.06	3.84	9
15- knowing English will be a chance to talk about my religion to non-Muslims through the Internet	220	89.04	14	5.69	13	5.27	4.37	2
16- Knowing English will be a chance to talk about my country through the Internet	175	70.86	45	18.23	27	10.91	3.75	13

Part six: Enjoyment							
17- I like visiting English speaking countries	133	53.85	95	38.47	19	7.68	3.46	16
18- It will enable me to follow TV English programs and films	165	66.81	76	30.77	6	2.42	3.79	10
19- It will give me a chance to read English magazines and newspapers	168	68.02	58	23.49	21	8.49	3.68	15

Accordingly, the cut-score point in this part of the questionnaire was (3.81). All the items with weighted percentage higher than the criterion were regarded as important reasons for the target group, and consequently became the focus of the students' orientations.

Table 1 provides the answer for the first research question *" What are the Saudi university students' goals for learning English in terms of integrative, instrumental and coercive motivation?* It shows that the domains of friendship, internet and employment are seen to affect students' motivation for learning English. Most of the participants agreed with the following statements:" English will help me to better understand English-speaking people and their way of life 90.25%" ; " knowing English will be a chance to talk about my religion to non-Muslims through the Internet 89.04%"; " People who know English will have a better chance in getting a good job 87.81%"; " Learning English is a requirement in most good jobs 82.93% "; " English is a part of the curriculum 80.89%   "; "I love speaking English with foreigners 80.16%   "; " I want to use the Internet better 79.75%   "; and " I want to get an EFL qualification 71.55% ". These high rankings indicate that participants have strong integrative and instrumental orientations for learning English. However, they most strongly disagreed with the first statement in the questionnaire "My parents want me to 41.35%". This statement was ranked 19 (last) by students and therefore reflects a negative coercive orientation for learning English. Disagreement was also expressed with the following statements: "My friends always encourage me to improve my English 46.13%"; and "I want to study abroad 47.36 %. This disagreement reflects discomfort about such reasons and consequently they are insignificant to underlie English learning.

Table 2. Means, Std. deviation, and (T) value of the responses of university students to the motivation questionnaire items

Group	Variable	N	Mean	Std. Deviation	T value	Tabulated (t)	Sig. (2-tailed)
University Students	Motivation	247	687.21	97.314	30.782	1.96	P < .001

Table 2 shows that the T values (30.782) calculated from the gleaned data in the motivation questionnaire is greater than the tabulated one (1.96). So, it can be concluded that participant's responses are highly significant since calculated T is higher than tabulated Tat, 001 level. This result, therefore, confirms the validity of the first research hypothesis "*Saudi university students are significantly motivated to learning English*" and provides the answer for the second research question *"To what extent are Saudi university students motivated for studying English?"*

The investigation of the third research question, *"What is the impact of students' majors and gender on their motivation for learning English?"* came up with some important findings. The participants of this study are affiliated to four different academic backgrounds: microbiology, mathematics, physics and computer science. Their results are tabulated as follows:

Table 3. Multiple comparisons of university students of different majors to the motivation questionnaire

	(I) Majors	(J) Majors	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
LSD	microbiology	mathematics	78.2105*	9.2845	.000	59.7021	96.7189
		physics	60.6842*	9.2845	.000	42.1758	79.1926
		computer	28.3158*	9.2845	.003	9.8074	46.8242
	mathematics	microbiology	-78.2105*	9.2845	.000	-96.7189	-59.7021
		physics	-17.5263	9.2845	.063	-36.0347	.9821
		computer	-49.8947*	9.2845	.000	-68.4031	-31.3863
	physics	microbiology	-60.6842*	9.2845	.000	-79.1926	-42.1758
		mathematics	17.5263	9.2845	.063	-.9821	36.0347
		computer	-32.3684*	9.2845	.001	-50.8768	-13.8600
	computer	microbiology	-28.3158*	9.2845	.003	-46.8242	-9.8074
		mathematics	49.8947*	9.2845	.000	31.3863	68.4031
		physics	32.3684*	9.2845	.001	13.8600	50.8768

*. The mean difference is significant at the .05 level.

Table 3 shows highly significant differences among the four groups of participants ' responses to the motivation questionnaire. These differences are closely related to differences in their academic backgrounds. Significant motivation differences were found between microbiology, mathematics, physics and computer students in favor of microbiology students who are shown to possess greater motivation than math, physics and computer science students.

Gender differences also seem to have a significant impact on participants' motivation for English language learning as shown in Table (4).

Table 4. Means, Std. deviation, and (T) value of the responses of both male and female computer students to the motivation questionnaire items

Variable	Group	N	Mean	Std. Deviation	T	Tabulated (t)	Sig. (2-tailed)
Motivation	Males	51	187.63	31.78	-4.66	1.96	P < .005
	Females	50	213.00	16.15			

Table 4 shows significant differences between male and female computer students' motivation for English language learning in favor of female students who are proved to be highly motivated to learning English than males. This result came to prove the validity of the second research hypothesis" *There are significant statistical differences in motivation between male and female computer students in favor of female students* ". This finding could be attributed to the high efforts females put on their study. Consequently, major and gender differences should be taken into consideration when designing English language courses for college students.

As to which of the three types of motivation university students are oriented the most, Table (5) is revealing.

Table 5. Multiple comparison of university students' responses to items measuring integrative, instrumental and coercive orientation

Multiple Comparisons

Dependent Variable: Total University

	(I) motivation	(J) motivation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
LSD	instrumental	integrated	-4.0417	54.3914	.942	-119.3462	111.2629
		coercion	79.9250	57.4154	.183	-41.7902	201.6402
	integrated	instrumental	4.0417	54.3914	.942	-111.2629	119.3462
		coercion	83.9667	60.9849	.188	-45.3155	213.2489
	coercion	instrumental	-79.9250	57.4154	.183	-201.6402	41.7902
		integrated	-83.9667	60.9849	.188	-213.2489	45.3155

The multiple comparisons of university students' responses to items measuring integrative, instrumental and coercive orientation was carried out using the Least Significance Difference (LSD). As shown in Table (5), no significant differences were found in university students' motivational orientations at the level of. 0.5, and accordingly, disproves the third research hypothesis:" *There are significant statistical differences in university students' responses to items measuring integrative, instrumental and coercive orientation in favor of instrumental orientation*". This result shows that university students are oriented for integrative, instrumental and coercive goals and that none of the orientations was seen to be significantly important than the other. However, the mean of the students' responses to these orientations show slight differences as shown in the following graph.
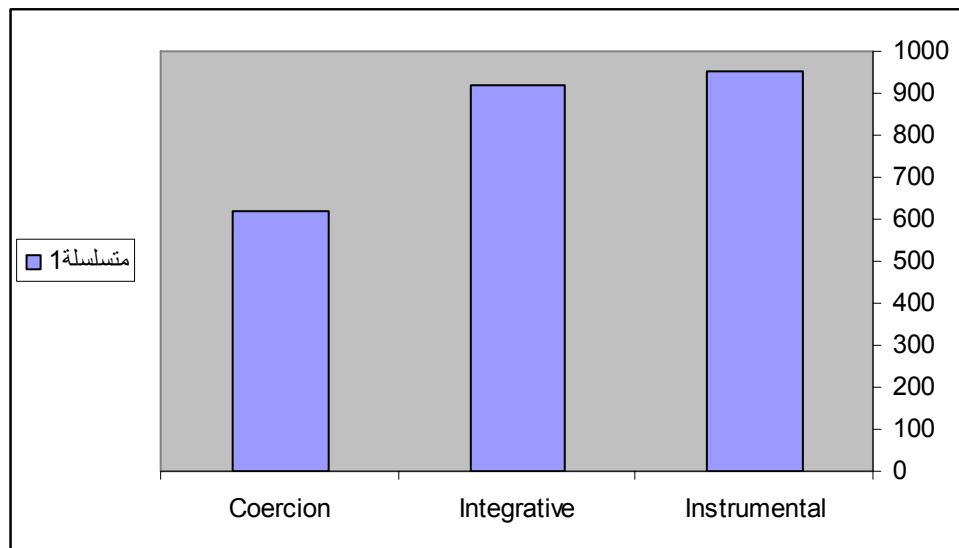

Figure 1. Differences in motivational orientations among university students

Figure 1 shows clearly that university students are more instrumentally and integratively oriented toward learning English than coercively. The university students are therefore motivated to learn about English speaking people and their way of life. They also want to get tangible benefits from the study of English as well as to fulfill curriculum obligations. This finding agrees with Sengkey (2018) who made the point that learners rarely select one form of motivation when learning a second language, but rather a combination of them. Zulfikar et al. (2019) cite the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country in addition to fulfill a course requirement**.**

Similarly, the inter-group instrumental, integrative and coercive differences were also statistically examined to pin point any variations that might exist between the five groups in their orientations to studying English in relation to major and gender differences.

Table 6. Multiple comparisons of university students of different majors and gender to the three motivational orientations

Multiple Comparisons

LSD

(I) departments	(J) departments	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
micro	math	86.1667*	12.8940	.000	59.6110	112.7224
	computer	31.0000*	12.8940	.024	4.4443	57.5557
	physics	70.1667*	12.8940	.000	43.6110	96.7224
	female	5.5000	12.8940	.673	-21.0557	32.0557
math	micro	-86.1667*	12.8940	.000	-112.7224	-59.6110
	computer	-55.1667*	12.8940	.000	-81.7224	-28.6110
	physics	-16.0000	12.8940	.226	-42.5557	10.5557
	female	-80.6667*	12.8940	.000	-107.2224	-54.1110
computer	micro	-31.0000*	12.8940	.024	-57.5557	-4.4443
	math	55.1667*	12.8940	.000	28.6110	81.7224
	physics	39.1667*	12.8940	.006	12.6110	65.7224
	female	-25.5000	12.8940	.059	-52.0557	1.0557
physics	micro	-70.1667*	12.8940	.000	-96.7224	-43.6110
	math	16.0000	12.8940	.226	-10.5557	42.5557
	computer	-39.1667*	12.8940	.006	-65.7224	-12.6110
	female	-64.6667*	12.8940	.000	-91.2224	-38.1110
female	micro	-5.5000	12.8940	.673	-32.0557	21.0557
	math	80.6667*	12.8940	.000	54.1110	107.2224
	computer	25.5000	12.8940	.059	-1.0557	52.0557
	physics	64.6667*	12.8940	.000	38.1110	91.2224

*. The mean difference is significant at the .05 level.

Table 6 shows highly significant differences among the five groups in their responses to the three motivational orientations. Microbiology students are proved to possess the highest orientations of all groups. Additional significant differences were found between male and female computer students in favor of female students. Similarly, computer male students are shown to be more oriented for learning English than mathematics and physics students. However, no significant differences were found between physics and mathematics students. These findings are illustrated clearly in the following graph.
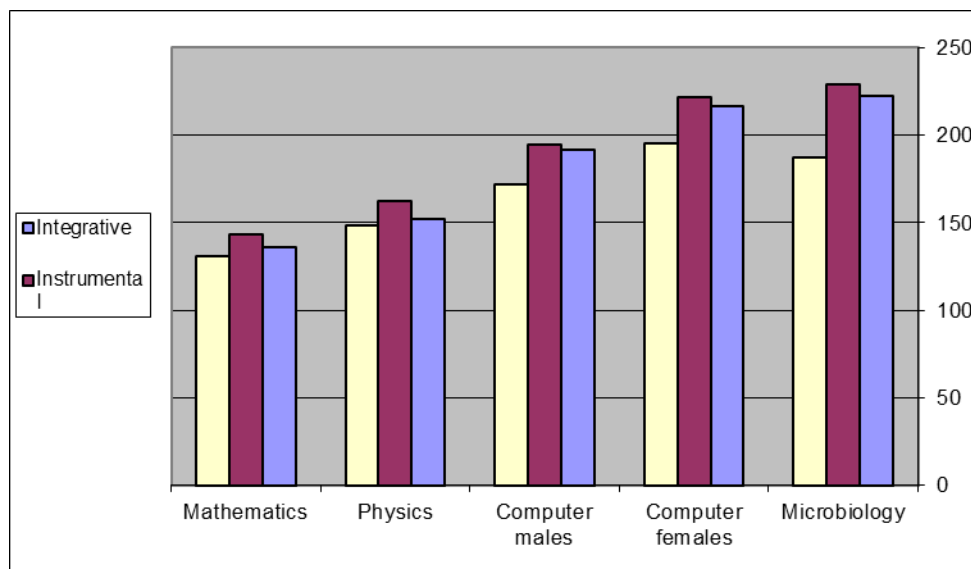

Figure 2. Major and gender differences in motivational orientations among different university groups

Although the above graph shows significant differences among the five groups of participants for their motivational orientations, yet no significant motivational differences are shown to exist within each group. This result came in confirmation of the results derived from Table (5) which displayed no differences in university student's orientations to the study of English.

5. Conclusions and Implications

Due to the limited scope of the present study, the motivation questionnaire results obviously cannot be used to make a sweeping generalization about the motivation University Saudi students for learning English. The findings revealed significant differences in students' motivation due to differences in academic backgrounds. Also, gender differences in overall motivation were also found between male and female computer science students in favor of females who seem to make more effort and have a higher perception of the valence of learning EFL than males. These differences require course planners to put a great deal of thought into developing EFL programs which have obtainable, clear and specific short/long term goals to maintain students' interests.

This study corroborates several findings on motivation from previous studies in the Saudi context (Ali, 2019; Mohammed, 2015; Alrabai, 2014; Al-Qahtani,2013) which stressed the importance of identifying learners' goals for learning English. On the contrary to the findings of Salem (2006) and Obeidat (2005), which revealed no significant gender differences in overall motivation, the findings of this study showed highly significant motivation differences between male and female Saudi students in favor of females. Further, female students were also proved to be more integratively and instrumentally oriented for learning English than males. This result is emphasized by Sengkey (2018), Akram & Ghani (2013) and Demir (2003) who confirmed that female students have more motivation in learning English as a foreign language.

One of the important results gleaned in this research is the significant impact of students' majors on their motivation for learning English. This result is in line with Zulfikar et al., (2019) who found that students of different majors had different perspectives about English learning. Of special interest was the way different majors showed preferences for different language skills and teaching methods. This result proves the inappropriateness of teaching the same course book to students of different academic backgrounds.

Results of the present study show that university students are oriented for integrative, instrumental and coercive goals and that none of the orientations was seen to be significantly important than the other. However, the mean of the students' responses to these orientations shows slight differences. While both integrative and instrumental motivations are essential elements of success, it is instrumental motivation which has been found to top first of Saudi students' orientations for learning English at different levels. In some of the early studies, Daif-Allah (2005) and Demir (2003) integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation. They found that those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning. However, now the importance of instrumental motivation is also stressed (Zulfikar et al. 2019; Nduwimana ,2019; Ali et al., 2019; Sengkey, 2018; Loganathan et al., 2016). Instrumental orientation, in this research, is seen to be more important than integrative orientation. One justification for this is that Saudi students have no chance to interact with members of the target group.

On the other hand, the strong impact of the integrative orientation suggests that language teachers should include a socio-cultural component in foreign language syllabus. In this study, students of different majors and gender at various levels were seen to be significantly integratively oriented for learning English. The findings reveal students' awareness of the importance of learning about the target culture. The students expressed their interest to learn about the English-speaking people and their way of life. This is because they want to get tangible benefits out of learning English. On top of these benefits comes the need to establish cross-cultural communication to change the views of non-Muslims towards Islam and the importance of learning English of international purposes. Therefore, the integration of language and culture could function as a positive motivation to study a foreign language.

Recommendations

In spite of the limited scope of the study, at least a few pedagogical implications could be traced. The study has proved that Saudi students showed positive motivation to learning English as a foreign language and highlighted the value of studying English for both instrumental and integrative goals. It is therefore recommended that EFL courses, methods of teaching, teachers' roles and assessment tools should be adapted to encourage learners perceive English as an essential instrument for achieving their goals. It is also recommended that educationists, in light of the results of the present study, should put students' goals into considerations when designing EFL courses.

The results, conclusions and implications of the present study provide platform for future investigations. This may include:

a. Replicating this study in other areas of Saudi Arabia or in similar settings in Arabic speaking countries to find out differences in students' orientations.

b. Studying the impact of motivation on EFL proficiency.

c. Exploring teachers' motivation towards teaching English and the various types of instruction they use in class to show the relationship between teacher motivation and actual behavior.

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