

Unveiling Motivational Factors: Understanding Saudi University Students' Drive to Acquire Proficiency in English Language

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Abstract

This research endeavor sought to meticulously assess the intrinsic and extrinsic motivational dynamics prevalent among Saudi undergraduate students undertaking the acquisition of English as a foreign language at Shaqra University. Concurrently, the study aimed to elucidate potential differentials in motivation levels predicated on gender distinctions and diversified academic specializations. Employing a methodologically rigorous descriptive paradigm for both data collection and analysis, the study harnessed the instrumentality of meticulously crafted questionnaires. The study's demography encapsulated a discerningly chosen cohort of 130 preparatory-level students enrolled in English as a foreign language courses within the esteemed College of Computer and Information Technology and Applied Medical Sciences. This participant pool was judiciously derived through the application of a convenience sampling methodology. The primary conduit for data aggregation was an intricately devised questionnaire strategically fashioned based on the nuanced adaptations of a survey instrument developed by Daif-Allah and Aljumah (2020). The empirical revelations unveiled a conspicuous manifestation of heightened intrinsic motivation (mean: 3.53 ± 1) and extrinsic motivation (mean: 4.02 ± 0.7) among preparatory year students at Shaqra University engaged in the pursuit of English language proficiency. This conspicuous manifestation accentuates a resolute ardor among the student cohort for the acquisition of English proficiency. Moreover, discerning scrutiny discerned no statistically discernable variances in motivation levels contingent upon gender disparities or academic pursuits across diversified specializations at the preparatory level within the ambit of English language acquisition.

Keywords: motivation; learning English; intrinsic; extrinsic; Saudi university students.

Introduction

The current study highlights the importance of English as a universal language since most communication is performed in English. Many Saudi high school graduates are still not fluent in English despite having studied the language for at least three years. Most Saudi institutions are required to provide supplementary English-language assistance for the first two years of higher education. Employers frequently express dissatisfaction with the level of English language ability of graduates. There are several factors responsible for Saudi students' low proficiency in speaking English. The students' drive to learn English could be one of the contributing elements (Ali, Shamsan, Guduru, & Yemmela, 2019; Al-Hassaani & Al-Saalmi, 2022; Alshammari, 2022). This is because that motivation among students has received significant attention as a crucial variable influencing the pace and

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prosperity of the language learning process. According to Ellis (1994) and McDonough (1983), one of the key elements determining whether pupils are successful or unsuccessful in learning the language is their motivation.

English is learned as a new language in nations where its usage as a communicating language is not a common practice. It is evident that a significant majority of individuals residing in nations where English is widely adopted, either as a primary language or as a medium of instruction, possess a fundamental grasp of the language. This can be attributed to the recognition of English as a crucial skill necessary to navigate the academic landscape, compete in the global economy, and enhance critical thinking abilities.

Alrabai (2014) believes that educators who want to help English learners learn English as a foreign language would benefit from knowing more about what drives language learners. Nduwimana (2019) argues that many university students do not reach their full potential as English language learners because they do not have the drive to do so. Numerous elements influence students' motivation, according to Al-Seghayer (2014), some of which are connected to the country's general educational system. Horwitz (1988), Peacock (1999), Bernat & Lloyd (2007), Rad (2010), and Altan (2012) expose a lack of knowledge of students' motivations, particularly with institutional and cultural perceptions of language acquisition. Therefore, it is essential to take their motivation into account in order to effectively identify, develop, achieve, and satisfy students' goals. These goals, which are based on the actual needs of the children, should be made clearer to instructors and students.

Drawing on motivation studies conducted by Yunus and Mat (2014), Gallego and Fontecha (2012), and Dhaif-Allah (2005), which identified various learning objectives influencing learners' proficiency in second or foreign languages, and building upon investigations by Al-Khairy (2013), Al-Qahtani (2013), Alrabai (2014, 2016), Dhaif-Allah (2005), and Mohammed (2015) that explored the motivation to learn English as a second language among university students across different majors within the Saudi Arabian socio-cultural context, this study seeks to examine the motivation of Shaqra University students pursuing English language proficiency in the fields of computer and information technology and medical sciences. A primary objective is to ascertain potential differences in motivation levels among preparatory students undergoing English language instruction at Shaqra University. This investigation holds significance as it aims to establish a factual foundation for English-medium institutions to refine teaching strategies based on students' motivation. Additionally, the study's outcomes could inform Saudi universities' administrators in prescribing or developing English-language instructional materials to optimize teaching and learning standards. Furthermore, insights from this research may be instrumental in addressing motivational challenges identified through learner feedback, thereby fostering a more integrative drive for language study and facilitating the attainment of a commendable level of English proficiency among students.

Literature Review

Motivation and Learning English Language

Freud (1900) developed the psychoanalytic hypothesis that focused on needs as a person's primary motivator. Clark Hull later advanced the Drive Theory in 1940 (habit strength, four biological needs). After some time, B.F. Skinner made the distinction between stimuli and reinforcement for the first time in 1948. Following that, Rotter developed the Social Learning Theory in 1960, and Atkinson proposed Achievement Motivation in the same year. Achievement and motivation have received more attention (Zaman, 2015). As English is the most emphasized language in Saudi Arabia, students try hard to master it. This challenging engagement often discourages them from studying other languages. Students from English-speaking backgrounds appreciate receiving education from colleges, but those from non-English-speaking backgrounds struggle greatly, which in most cases demotivates them from learning this target language. Most students face challenges in learning English where they need to get a better grade or result, which represents an additional stimulus for

language learning. Students will efficiently learn a language when they want to do so. They require internal drive for this reason, which raises their feelings about the language as they study it. Hence, the most crucial element in learning a second language is motivation. They will be able to achieve their objective if they maintain a good outlook and are motivated to learn. Motivation, according to Gardner, is the consequence of exerting effort, possessing a desire to learn a language, and having good views toward the language (Haque & Haque, 2014).

The expression "degree of expressed motivation to learn the language, which is the most powerful influence on strategy choice," is used to define motivation (Oxford & Shearin, 1994). Internal or external variables might encourage learners. If a person has intrinsic motives for learning a language, they will learn or acquire it just for delight or satisfaction. For instance, someone can compose a narrative since it relieves them of all their tension. Alternatively, when students are inspired externally, they will attempt to acquire a language to attain a higher-rewarded outcome. Having pleasure or having firsthand experience will not help them learn. Additionally, Brown (1994) provided a definition of motivation that included words such as innate drive, urge, desire, or emotion. Such words encourage students to take specific action. Oxford and Shearin (1994), who supported self-desire to accomplish a goal, mostly agreed with Brown. Numerous academics have various definitions of motivation. It is critical to understand how motivation affects pupils' performance. Some higher education students in Saudi Arabia carry out their duties mainly in English, which represents their second language. The current study will concentrate on how teachers motivate students and how motivation affects students' performance.

The socio-educational model of second language learning by Gardner (1985) highlights two characteristics of language learning: aptitude and drive. The learners who have higher motivation and ability will perform in a good way as compared to those who have lower ability and motivation. These students pay closer attention to language acquisition and are more goal oriented. They exhibit a robust desire to participate in language learning and are keen to learn about various topics. Some students exhibit both high talent and low or strong motivation. Both aptitude and drive depend on formal and informal language learning environments. Informal language learning involves daily life experience-based learning, such as learning through television or radio, while formal language learning takes place via learning language in a schoolroom. In a formal learning setting, both ability and motivation are important. However, motivation would have a higher importance than ability in an informal setting. The educational environment and the cultural backdrop both influence motivation, but not ability.

Then, cognitive perspectives also address the mental processes that affect learners' motivation. According to a cognitive psychologist, a person's motivation is influenced by the perceptions he has of his potential and limitations. In this respect, self-determination theory emphasizes the learner's intrinsic and extrinsic motivation. Noels and his associates developed this theory. The desire to learn an additional language is an example of intrinsic drive, while the desire to accomplish the objective is an example of extrinsic motivation. It is widely acknowledged that motivation is the most critical factor for second language learning. Motivation, as described by Dörnyei and Ushioda (2013), is highly descriptive.

They considered the Latin word "movere", which means "to move," as the source of motivation. Our actions and decisions are influenced by motivation. They used the direction and magnitude of the phrases to characterize motivation. They provided a more detailed definition of motive that rests in the decision to take a particular course of action, sticking with it, and putting forth the necessary effort. More specifically, motivation enables students to select actions. Motivating oneself to learn the language during that procedure may help one succeed. Learners should put in their utmost effort to achieve the objective. These three things can occur only if the student has the drive to learn. However, the students are guided or led to the options via incentives. Students merely need to have faith that they can achieve something. Motivated people demonstrate their potential. From casual talks, the following definition of motivation can be drawn: The

need to act is constant for students. It resembles a process that must be continuously activated. Students should keep working toward their objectives. One general concept, "motive", underlies all these activities (Zaman, 2015).

According to Dörnyei (2001), there are numerous academic disciplines on the idea of motivation to learn a foreign language, but no theory has yet been able to fully account for its difficulty. Moreover, Gardner (2006) stated, "Motivation is a very complex phenomenon with many facets; therefore, it is not possible to give a simple definition." (p.242). This is because different perspectives have investigated the expression of motivation differently. Regarding the behavioral perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000). The word "motivation" is closely associated with the student's decisions and choices regarding the goals or experiences they will follow or preclude; besides the level of effort, they will exert in that respect according to a cognitive perspective. Constructivists place more emphasis on the social context in their concept of motivation as well as the choices made by the individual. Despite the variations in each of the three various perspectives' conceptions of motivation, the idea of "needs" is essential. To put it another way, "the satisfaction of wants is gratifying, requires choices, and, in many circumstances, must be interpreted in a social context" (Brown, 2000).

According to Harmer (1991), motivation in language learning can be classified into two distinct types based on the concept of "goal". The first type is a short-term goal, which refers to a student's desire to achieve success in a particular task or activity soon. For instance, students who aim to pass an exam or obtain a high grade or score. The second type is a long-term goal, which pertains to a student's aspiration to gain better employment opportunities in the future and to communicate effectively with people who use the target language that they are learning. Gardner (1985) also suggests that language learning reasons can be grouped to reflect some broad objectives, which he refers to as "orientations" for conceptual clarity after classification. Ellis (1986) further remarks, "The learner's overall goal or direction can be used to characterize motivation in language acquisition", (p.300) when discussing the need to categorize the causes of language acquisition. However, studies on the motivation of language learners rarely distinguish between integrative and instrumental drives (Brown, 2000). According to Gardner (1985), an integrative perspective indicates "a sincere and genuine interest in the individuals and culture that the other group represents," while an instrumental focus highlights more on "the benefit and value of learning a new language". Therefore, the instrumental orientation does not emphasize interpersonal relationships, whereas the integrative orientation places a strong emphasis on interpersonal relationships. Harmer and Gardner provide a useful starting point for investigating the motivation of Saudi university students to learn English. However, it is important to note that these are just two of the many factors that can influence motivation. Other factors that may be relevant include the student's personality, the learning environment, and the teacher's teaching style.

Saudi university students' social, environmental, cultural, and religious convictions, among other things, have an impact on how they study English. Teachers play a critical role in their students' learning process. While some studies suggest that students may experience frustration when learning the language, they can be motivated by acquiring language skills for work purposes and creating a positive learning environment (Mohammed, 2015). Additionally, Sengkey (2018) and Loganathan et al. (2016) confirm that language teaching systems should consider learners' goals, beliefs, and motivations. Any planning, design, or development of a curriculum must now prioritize the students and consider their internal and external motives for learning the language. Therefore, we should investigate the motivation of university students to learn English as a foreign language, listen to their points of view, and understand their reasons for learning the language.

Intrinsic Motivation

According to Javid and Smari (2011), getting students' attention and focusing their energy on learning is a crucial component of motivation. In addition, learners are motivated

internally by intrinsic factors. According to Aldosari (2014), an intrinsically motivated student studies well because he enjoys doing so. Intuitively motivated learners often succeed because they are concerned with learning obligations for the love of learning rather than for credentials or employment chances (extrinsic). Intrinsic motivation, in other words, is the desire to engage in a task because it is enjoyable and satisfying to complete (Javid et al., 2017). Intrinsically motivated learners are more likely to do well when motivated to pursue their learning objectives. In general, intrinsic motivation is strong if learners are inwardly motivated to study (Loganathan et al., 2016).

Extrinsic Motivation

According to Daif-Allah (2005), an extrinsically motivated learner learns a language for a reward, such as a certificate or a decent job. According to Al-Mahrooqi and Denman (2014), when a student pursues a concrete objective, this is known as extrinsic motivation. Yet, many actions are motivated by both intrinsic and extrinsic factors. Students put in a lot of effort in their studies because they enjoy learning and comprehending a particular topic in a foreign language and because they have the drive to do well in the exams. Extrinsic rewards and other events that people see as directing their behavior will decrease intrinsic motivation. When they are enlightened and encouraged, they will have their desire satiated for competence and effectiveness, which will, in turn, raise intrinsic drive (Aldosari, 2014).

The Objectives of study

The study aims to achieve three primary objectives. Firstly, it seeks to ascertain the extent of both extrinsic and intrinsic motivation prevalent among Saudi undergraduate students at Shaqra University in the pursuit of learning English as a foreign language. Secondly, the investigation aims to discern potential disparities in motivation levels between male and female undergraduate students engaged in English language learning at Shaqra University. Lastly, the study aims to explore whether variations in academic specialization contribute to divergent motivation levels, specifically among Shaqra University students majoring in computer science and applied medical sciences. Through a comprehensive exploration of these objectives, the research endeavors to provide valuable insights into the multifaceted nature of motivation in the context of English language acquisition within the university setting.

Research Questions

The study poses three central research questions to comprehensively investigate the motivations underlying English language learning among Saudi students. Firstly, it seeks to discern the extrinsic and intrinsic factors motivating Saudi students in their pursuit of learning English. Secondly, the research explores the influence of students' gender on their motivation levels for acquiring a foreign language. Lastly, the study delves into the impact of students' academic majors on their motivation to learn a foreign language, aiming to uncover potential variations and insights within this context. These research questions serve as critical inquiries guiding the investigation into the multifaceted aspects of motivation in the realm of English language acquisition among the Saudi student population.

Research Method

The current study adopted a descriptive method of data collection and analysis with a questionnaire. The study population consists of male and female students studying English as a foreign language at the preparatory level in the College of Computer and Information Technology and the College of Applied Medical Sciences at Shaqra University. (Shaqra University is a public university located in Shaqra, Saudi Arabia, approximately 190 kilometers northwest of Riyadh. The university was founded in 2009 and has 24 colleges). The total

number of students in the study population is 200. From this population, a sample of 130 students was selected using a convenience sampling method. This sample represents 65% of the study population and includes students from both colleges. Among the participants in the study, there were 49 male students, accounting for 37.7% of the total sample. Conversely, there were 81 female students, representing 62.3% of the total sample. This indicates that the number of participants from both sexes is similar. Furthermore, there were 73 participants from the College of Computer and Information Technology, making up 56.2% of the total sample. Additionally, there were 57 participants from the College of Applied Medical Sciences, accounting for 43.8% of the total sample.

Instruments

The study utilized a questionnaire that was developed by Daif-Allah and Aljumah (2020). The questionnaire consisted of two parts. The first part gathered demographic data from the study sample, including information on gender and college specialization. While the second part of the questionnaire focused on motivational reasons and was divided into two sections. The first section explored intrinsic motivational reasons and consisted of 8 items. The second section examined external motivational reasons and included 10 items. Both sections of the questionnaire employed closed-ended questions, which were presented on a five-point Likert scale. Participants were asked to select their responses based on the provided scale. The study assessed the reliability of the questionnaire using Cronbach's alpha coefficient, which yielded a value of 0.955. This high value indicates that the questionnaire is highly reliable in measuring the intended constructs (Cooke et al., 2012).

Data Analysis

The dataset obtained from the questionnaires underwent rigorous statistical analysis utilizing SPSS version 28, a widely recognized and utilized statistical software package. The analytical framework employed a t-test methodology, which served as a robust statistical tool to ascertain the presence of significant mean differences between two distinct groups. In particular, this investigation focused on discerning potential variations in motivational levels based on gender distinctions and academic specializations within the collegiate context. The application of the t-test ensured a meticulous examination of the statistical significance of observed differences, thereby enhancing the validity and precision of the findings. This analytical approach aligns with established best practices in quantitative research, contributing to the scholarly rigor of the study's methodology.

Results and Discussion

The ensuing section presents the culmination of our investigation into the motivational dynamics of Saudi undergraduate students engaged in English language learning at Shaqra University. This section synthesizes the outcomes derived from the comprehensive analysis of questionnaire data, employing robust statistical methodologies. The elucidation of these results provides a nuanced understanding of the intrinsic and extrinsic motivational factors influencing students within the studied context. Subsequently, the discussion delves into the implications of these findings, offering valuable insights into the multifaceted nature of motivation in the pursuit of English language proficiency.

Results

What is the level of intrinsic motivation for learning English as a foreign language among Saudi undergraduate students at Shaqra University at the preparatory level?

Table 1: the mean, sd, and rank for the items about the level of intrinsic motivation for learning english as a foreign language among saudi undergraduate students at shaqra university at the preparatory level (n = 130).

Items		Strongly agree	Agree	Neutral	disagree	Strongly disagree	Mean	SD	Degree	Rank
1. I like to learn English because it is fun.	N	32	36	38	24	0	3.5	1.0	Agree	3
	%	24.6	27.7	29.2	18.5	0.0	8	5	e	
2. I enjoy speaking English outside of education.	N	35	32	38	25	0	3.5	1.0	Agree	1
	%	26.9	24.6	29.2	19.2	0.0	9	8	e	
3. Learning English gives me a sense of success.	N	32	35	41	22	0	3.5	1.0	Agree	1
	%	24.6	26.9	31.5	16.9	0.0	9	4	e	
4. I like to learn English to develop my English language skills.	N	30	39	38	23	0	3.5	1.0	Agree	3
	%	23.1	30.0	29.2	17.7	0.0	8	3	e	
5. I like to learn English so I can share my knowledge of the language with others.	N	34	28	39	29	0	3.5	1.1	Agree	5
	%	26.2	21.5	30.0	22.3	0.0	2	1	e	
6. I like learning many interesting things in English.	N	31	30	41	27	1	3.4	1.0	Agree	6
	%	23.8	23.1	31.5	20.8	0.8	8	9	e	
7. I feel happy when I learn something interesting in English.	N	27	33	43	26	1	3.4	1.0	Agree	7
	%	20.8	25.4	33.1	20.0	0.8	5	6	e	
8. I work very hard to learn English because I feel bad if I do not.	N	32	25	42	30	1	3.4	1.1	Agree	8
	%	24.6	19.2	32.3	23.1	0.8	4	2	e	
Mean							3.5	1.0	Agree	
							3	0		

Table 1 underscores the noteworthy observation that participants in the study manifest a commendable degree of intrinsic motivation in their pursuit of English language acquisition, as evidenced by a robust mean score of 3.53 ± 1 . This discernible level of intrinsic motivation suggests a prevailing positive disposition among the participants toward the process of learning English as a foreign language. The findings further illuminate that this motivation is underpinned by a confluence of factors, encompassing a genuine enjoyment for the learning process, the anticipation of success, the intrinsic value attached to language proficiency, a proclivity for knowledge dissemination, and an inherent curiosity for acquiring intellectually stimulating content. This multifaceted motivational landscape holds profound implications for educators and educational institutions. These identified motivational factors serve as invaluable insights, providing a strategic basis for the design and implementation of language learning programs. By

aligning pedagogical approaches with these motivational catalysts, educators and institutions can effectively enhance the overall learning experiences and outcomes of students engaged in the acquisition of English as a foreign language.

What is the level of extrinsic motivation for learning English as a foreign language among Saudi undergraduate students at Shaqra University at the preparatory level?

Table 2: The mean, SD, and rank for the items about the level of extrinsic motivation for learning English as a foreign language among Saudi undergraduate students at Shaqra University at the preparatory level (n = 130)

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD	Degree	Rank
1. Because it is more important for my career and academic development.	N	44	60	22	4	0	4.11	0.79	Agree	1
	%	33.8	46.2	16.9	3.1	0.0				
2. To get my friends to respect me more.	N	28	60	24	12	6	3.71	1.05	Agree	10
	%	21.5	46.2	18.5	9.2	4.6				
3. Because I need a good score on tests.	N	41	61	23	5	0	4.06	0.80	Agree	5
	%	31.5	46.9	17.7	3.8	0.0				
4. To serve society.	N	34	67	22	7	0	3.98	0.81	Agree	9
	%	26.2	51.5	16.9	5.4	0.0				
5. To make a positive change in my family.	N	38	62	24	5	1	4.01	0.84	Agree	7
	%	29.2	47.7	18.5	3.8	0.8				
6. To contribute to Saudi society.	N	31	72	22	5	0	3.99	0.75	Agree	8
	%	23.8	55.4	16.9	3.8	0.0				
7. To have a good job.	N	44	61	20	5	0	4.11	0.80	Agree	1
	%	33.8	46.9	15.4	3.8	0.0				
8. To work at a highly reputable institution.	N	38	67	21	3	1	4.06	0.79	Agree	5
	%	29.2	51.5	16.2	2.3	0.8				
9. To receive a high salary.	N	38	69	19	3	1	4.08	0.77	Agree	3
	%	29.2	53.1	14.6	2.3	0.8				
10. To have job security (e.g., a permanent contract).	N	38	68	19	5	0	4.07	0.77	Agree	4
	%	29.2	52.3	14.6	3.8	0.0				
Mean							4.02	0.70	Agree	

Table 2 shows that the study participants exhibit a high level of extrinsic motivation to learn English as a foreign language, with a mean score of 4.02 ± 0.7 . This indicates that participants are strongly motivated by external factors in their pursuit of learning English, particularly driven by career and academic considerations. Additionally, participants are also motivated by altruistic reasons and the desire for job stability.

Determine whether there is a difference in the level of motivation between male and female undergraduate students at the preparatory level while learning English at Shaqra University.

Table 3: T-test results for differences between males and females regarding the level of motivation

Motivation	Group	Mean	SD	t	P
Intrinsic motivation	Male (n = 49)	3.47	1	-0.567	0.572
	Female (n = 81)	3.57	1		
Extrinsic motivation	Male (n = 49)	3.96	0.67	-0.639	0.524
	Female (n = 81)	4.04	0.71		

* P value <0.05, ** P value <0.01

Table 3 shows that there was no statistically significant difference in the levels of intrinsic and extrinsic motivation between male and female students (p-value > 0.05). This suggests that both male and female students demonstrated similar levels of intrinsic and extrinsic motivation in their pursuit of learning English as a foreign language. The lack of a significant difference implies that gender did not play a significant role in influencing the motivational factors related to English language learning in this study.

Does the level of motivation while learning English differ between undergraduate students at the preparatory level at Shaqra University based on their majors?

A t-test was conducted to test if the level of motivation while learning English differs between undergraduate students at the preparatory level at Shaqra University based on their majors.

Table 4: T-test results for differences between students' majors in terms of their level of motivation

	Group	Mean	SD	t	P
Intrinsic motivation	College of Computer and Information Technology (n = 73)	3.51	0.98	-0.220	0.828
	College of Applied Medical Sciences (n = 57)	3.55	1.03		
Extrinsic motivation	College of Computer and Information Technology (n = 73)	3.93	0.74	-1.580	0.117
	College of Applied Medical Sciences (n = 57)	4.12	0.63		

* P value <0.05, ** P value <0.01

Table 4 shows that there was no statistically significant difference in the levels of intrinsic and extrinsic motivation between students in the College of Computer and Information Technology and students in the College of Applied Medical Sciences (p-value > 0.05). These findings suggest that there is no significant difference in the level of motivation for learning English between undergraduate students at the preparatory level at Shaqra University based on their majors. Both groups of students exhibited similar levels of intrinsic and extrinsic motivation in their English language learning endeavors.

Discussion

The examination of the motivation dynamics among Saudi university students undertaking English language learning provides nuanced insights into their intrinsic and extrinsic motivational factors. The discerned high levels of motivation align with the broader discourse on the positive orientation of Saudi students toward learning English (Aljumah & Daif-Allah, 2020; Alqahtani, 2021), establishing a robust foundation for understanding the multifaceted nature of their motivational landscape.

Within the realm of intrinsic motivation, the predominant endorsements revolve around the joy derived from utilizing English, the sense of achievement in the learning process, and the pursuit of language proficiency. This orientation suggests a deeper appreciation for English beyond its utilitarian value, emphasizing the students' intrinsic desire for personal growth and fulfillment. While congruent with findings by Mohammad (2015), indicating a strong motivation linked to language skill acquisition, the deviation from Sengkey's (2018) study underscores the importance of considering cultural influences on intrinsic motivation variations.

Extrinsically, students exhibit a marked drive toward career development and academic achievement, echoing the instrumental motivations prevalent in Saudi EFL students (Alqahtani, 2021). The moderate strength in altruistic motives, such as societal contribution and fulfilling familial responsibilities, further delineates a holistic perspective toward English language proficiency, encompassing broader societal and personal goals. These findings align cohesively with previous research emphasizing the instrumental value ascribed to English within Saudi educational and employment contexts (Daif-Allah, 2012; Alrabai, 2014).

Surprisingly, the absence of significant motivational differences between genders and academic majors challenges prior research findings (Daif-Allah, 2012; Aljumah & Daif-Allah, 2020). While this may be attributed to sample size constraints, it prompts considerations regarding the evolving dynamics of motivation in Saudi university students. Future investigations with more extensive, randomized samples could elucidate potential nuanced variations within demographic subgroups.

In conclusion, the study underscores the intricate interplay of intrinsic and extrinsic motivations shaping Saudi students' pursuit of English language proficiency. The multifaceted motivational landscape, encompassing personal, societal, and instrumental dimensions, provides a comprehensive framework for educational institutions and educators to tailor language learning programs effectively. As the educational landscape continues to evolve, a nuanced understanding of these motivational intricacies is imperative for optimizing teaching strategies and fostering an environment conducive to enhanced language learning experiences and outcomes.

Conclusions & Recommendations

The findings emphasize the importance of educational policies and teaching practices that leverage both intrinsic interests and extrinsic goals. By capitalizing on students' enjoyment of learning while highlighting the practical benefits of English proficiency, educators can cultivate motivation among Saudi undergraduates. To effectively nurture student motivation, it is crucial to incorporate student-centered activities that focus on achievement and real-world application, aligning with the motivational profiles of Saudi undergraduates. Although the study has limitations, such as a small sample size, it contributes significantly by exploring the motivations for learning English among Saudi university students in a specific institution.

The implications of these findings are significant for the development of effective educational programs, materials, and activities tailored to the motivational needs of this population. By addressing these needs, educational initiatives can promote personal growth and future career success among Saudi undergraduate students.

The study's findings yield several recommendations aimed at enhancing the teaching and learning experiences for English language learners at Shaqra University. Firstly, it is advised to create opportunities for students to apply English in authentic contexts, such as engaging in language exchanges with native speakers or participating in language-related activities. Secondly, the integration of more engaging and interactive activities in English language classes is recommended to cultivate intrinsic motivation, encompassing group

discussions, debates, and games. Thirdly, emphasizing the practical applications of learning English, particularly its significance in academic and career success, intercultural development, and global understanding, is deemed beneficial. Additionally, extrinsic incentives, including awards, recognition, or certificates tied to proficiency levels, are suggested to motivate students. Tailoring English learning opportunities to students' academic majors, incorporating specialized terminology in medical or computer sciences, is proposed to heighten motivation. Furthermore, the adoption of a learner-centered approach, accounting for individual needs and goals, is advocated to bolster motivation and engagement. Professional development opportunities for English language teachers to enhance teaching strategies and effective motivation techniques are also recommended. Lastly, encouraging positive feedback and recognition for student progress is proposed to augment satisfaction with the learning experience and foster increased motivation.

Limitations

There are temporal, spatial, and human limitations associated with this study. Human limitations arise from focusing solely on preparatory-year students majoring in Computer Science and Applied Medical Sciences at Shaqra University, rather than including all students at the university or preparatory-year students from different disciplines. Ornyei & Taguchi (2009) also highlight the young age of the study sample and the specific motivations they chose to learn English. Furthermore, it takes considerable time for the measurement methods to achieve effectiveness in terms of validity and reliability to fully understand the underlying factors driving student motivation. Additionally, future research should address the limitations of the small and homogenous sample used in this study. Furthermore, the study did not investigate the impact of the type of secondary school attended by students, whether it was government, private, or foreign. It also did not examine the extent to which students' prior exposure to English language courses influenced their motivation. These aspects should be explored in future studies.

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