

Motivation: A Driveway to Learning English as a Foreign Language

Dr. Sobhana Nandyal Panduranga

Department of English, Samtah University College, Jazan University, Jizan, KSA

Abstract: *The term “Motivation” refers to an inner urge, drive, impulse, emotion, feeling or desire that stimulates one to do an action. Learning a foreign language is an intellectual task and is influenced by different types of motivations such as – instrumental, integrative, intrinsic and extrinsic. In this study, analytical and descriptive methods of quantitative research were used to assess the impact of motivation on the performance of Saudi EFL learners, who were observed to be lacking motivation in learning English. The sample constituted 100 undergraduate female students of the Department of English, Samtah University College, Jazan University. The questionnaire, constructed to identify the reasons that affect students’ motivation for learning English as a foreign language, consisted of 20 question items related to extrinsic, instrumental, intrinsic and integrative motivations on a 3-point scale. An analysis of the responses in the questionnaire showed that the learners possessed extrinsic, instrumental, intrinsic and integrative motivations, resulting in an impact on their GPA, which was evident from the correlation values between extrinsic, instrumental, intrinsic and integrative motivations and their corresponding GPAs. It is concluded from the findings of the study that EFL learners, who were highly motivated secured high GPA, moderately motivated secured moderate GPA, less motivated secured low GPA and who were not motivated secured very low GPA. It is recommended that EFL teachers should pay attention to learners’ motivational practices, inculcate intrinsic and integrative motivations to sustain their motivational levels and eventually make them autonomous learners.*

Keywords: Motivation, types, English as a Foreign Language (EFL) Teachers & Learners, motivational strategies

1. Introduction

Realizing the importance of English language in the present-day global village as an international language, associate official language, link language, a language for opportunity and employment, no nation can avoid the study of English language. There is a demand for strengthening English language skills in business communication among developing countries like Saudi. The Saudi Government is taking all measures and means to improve the educational system to meet the demands. Of late, there is growing awareness for learning English among Saudi students at the tertiary level, as English has become a global language. The number of students who are seeking admission in B.A. English has been increasing year after year. However, majority of the students are not able to fulfil the program requirements in four years, for reasons like –lack of right perception about learning a foreign language, lack of motivation to learn a target language and facing many academic challenges that may obstruct their progress in developing proficiency in English language.

In a research study, Fahad Alqurashi (2014) examined the motivation of 48 newly admitted students at the English department of Umm Al-Qura University for the study and learning of English as a foreign language. The surveyed informants responded to a two-part questionnaire that measured their intrinsic and extrinsic motivation to explore the problems that many students encounter during their college life that negatively affect their academic progress. Students’ responses revealed that they were highly motivated to learn the target language—which may indicate that there are other factors related to students’ underachievement. The study recommended that students’ motivation be re-examined at different stages during their enrolment in the BA program and that other aspects related to students’ achievement, such as language aptitude, cognitive style and memory, and other affective factors, like

attitudes and anxiety, be scrutinized. In addition, promoting students’ motivation is a key step towards improving classroom atmosphere and making learning more effective and persistent. Learners need to have positive relationships with teachers. On the other hand, positive affirmations, constructive guidance, and encouraging words from the teachers serve as a secure base to enhance students’ self-esteem, create a positive learning experience and build constructive attitudes towards learning the target language.

1.1 Statement of the Problem

The study of the foreign language learning and teaching has been giving opportunities to researchers to draw their attention to motivational practices in learning and teaching of English. Fakieh Alrabai (2014) investigated the beliefs of 36 teachers of English as foreign language in Saudi Arabia of their motivational practices in language classes and their 826 students’ perceptions of their foreign language motivation in the classes. A structured questionnaire was employed to identify the teachers’ frequency of use of some motivational techniques like developing a positive relationship with students, designing and presenting stimulating learning tasks, promoting learners’ self-confidence, enhancing autonomy, reducing language anxiety, etc. A self-report questionnaire was utilized to evaluate some aspects of students’ motivation like their attitudes toward language teacher, self-confidence, autonomy, anxiety, as well as instrumental, integrative, and intrinsic orientations. The findings of the analyses indicated that teachers’ beliefs of techniques use, mostly matched learners’ perceptions of their motivation in language classes. Some areas of discrepancy in teachers and learners’ ratings were identified. Results further indicated that motivational techniques are not frequently utilized in English language classes in Saudi Arabia and that, very important aspects of learners’ motivation like reducing learners’ language anxiety

and promoting their autonomy are frequently ignored in teachers' practices in this context.

The investigator, being a teacher of English tried to have a close look at the impact of motivation in learning English as a Foreign Language. It has been observed that most of the Saudi female students' lack motivation and do not want to learn English. This study has been initiated to have an insight into the reasons that affect students' motivation and its impact on the performance of EFL learners in the Department of English, Samtah University College, Jazan University.

1.2 Research Title

The research study has been entitled as *“Motivation: A Driveway to Learning English as a Foreign Language”*.

1.3 Research Questions

The research questions have been:

- What are the factors that affect learners' motivation towards learning English language?
- Why motivation, has an impact on the performance of Saudi EFL learners ?
- What are the strategies that can be used to increase the motivational levels among Saudi EFL learners?

1.4 Research Objectives

The objectives of the study have been:

- To identify the reasons that affect students' motivation towards EFL learning among Saudi EFL learners;
- To assess the impact of motivation on the performance of Saudi EFL learners; and
- To suggest strategies that can be used to increase the motivational levels among Saudi EFL learners.

1.5 Research Hypotheses

- There exists no significant association between the reasons for learning a foreign language like English and extrinsic and intrinsic motivations and instrumental and integrative motivations among Saudi EFL learners. (In the description, null hypotheses have been indicated separately for types of motivations);
- There exists no significant relationship between different types of motivation and GPA of Saudi EFL learners; and
- There exists no significant association between the motivational strategies for learning a foreign language like English and performance among Saudi EFL learners.

2. Literature Review

Shedding light on the contribution of some previous researchers is fundamental since it will help to suggest and propose solutions concerning the research problem.

2.1 Definitions of Motivation

The word “Motivation” is derived from the Latin word “Movere” which means “to move”, “to drive” or “to drive

forward”. Crump (1995) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Johnstone (1999) considers motivation as a stimulant for achieving a specific target. According to Ryan & Deci (2000), to be motivated means to progress or to be in motion to do something. Joe Kelly (2010) defined “Motivation as a process whereby ‘needs’ instigate behaviour directed towards the goals that can satisfy those needs”. Nevid (2013) stated that “Motivation refers to factors that activate, direct, and sustain goal-directed behaviour... Motives are the ‘whys’ of behaviour, while, the needs are ‘wants’ that drive behaviour and explain what one does. Motive cannot actually be observed but, its existence is inferred based on one’s behaviour”.

Guerrero, M. (2015) attempted to understand motivation over the past forty years in the different theories associated with language acquisition. Espinar Redondo, R., & Ortega Martín, J. L. (2015) aimed at highlighting the importance of motivation in the process of learning English as a foreign language. For that purpose, some factors that affect motivation were described and responses were obtained through a questionnaire from the students of fourth year compulsory secondary education. The main conclusions of the research show the fundamental role of factors such as the teacher, the four skills, students' interests and daily habits, among others. Some guidelines for a teaching methodology were proposed with the intention for future development. Mitra Alizadeh (2016) examined the term motivation, explained different types of motivation, reviewed previous studies about the role of motivation in language learning, mentioned conditions of motivation, and finally stated key factors of motivation. Tengku Sepora Tengku Mahadi (2012) shed light on what takes to establish and manage an effective and successful language classroom in terms of learners' motivation. It was designed to investigate the impact of motivation in the context of language learning.

In a study, Zubairi, A.M., & Sarudin, I (2009) investigated Malaysian students' motivation to learn a foreign language. Triangulation of methods consisting of survey questionnaire, document analysis and focus group discussion were employed for data collection. A survey based on a 16-item questionnaire was formulated and more than 500 students from University Kebangsaan Malaysia (UKM) and University Technology MARA (UITM) responded to the survey. Responses to the survey were subjected to the Rasch and descriptive analyses to capture salient features of students' responses. The findings of the study indicated that UKM and UITM students were extrinsically and intrinsically motivated to learn a foreign language. The results of the t-test, however, indicated a significant difference in terms of the motivation of students from the two universities.

2.2 Types of Motivation in Foreign Language Learning

The different types of motivation are: Instrumental, Integrative, Intrinsic and Extrinsic. People have different reasons for studying a foreign language, may be due to certain practical purposes or due to a special affinity for the language. Language teachers are aware of the career

advantages that language proficiency can bring, but in the view of most of the language learners, studying the language is only an abstract undertaking required for an academic degree. Language teachers and researchers have recognized the important role of motivation in language learning since the seminal work of Gardner and Lambert (1972). They proposed the framework to understand the different motivations that language learners typically have. They distinguished two types of language learning motivations: instrumental motivation and integrative motivation.

2.2.1 Instrumental Motivation

Learners with an instrumental motivation want to learn a language for some practical purpose such as to get admission into college for attaining an academic degree. Most of such language learners have a clear instrumental motivation for language learning.

2.2.2 Integrative Motivation

Learners with an integrative motivation, want to learn the language to understand it better and get familiarised with the people who speak that language. Further, interest in the culture associated with that language appears to be yet another reason leading to their integrative motivation for language learning.

2.2.3 Extrinsic Motivation

Extrinsic motivation is generated by external factors that are related to specific tasks. It is evident in an EFL classroom where a teacher motivates students to perform a desired behaviour or involve in an activity to get an award.

Examples: English teachers motivate the students to work hard –

- To get good grades and excel in their academics
- To participate in a competition to win an award.

Because of extrinsic motivation, some of the students will work hard and-

- Get good grades excelling in their academics
- Participate in a competition and win an award.

In the above situations, the behaviour of the students is motivated by a desire and students involve themselves to get something in return like an award/reward.

Pintrich & Schunk (1996) found out that those who are extrinsically motivated perform tasks and expect reward, teacher admiration, prevention of punishment in return to their contribution. Vansteenkiste, Lens, & Deci (2006) observed that extrinsic motivation is the readiness to take part in activities with an anticipation of a reward.

2.2.4 Intrinsic Motivation

Intrinsic motivation involves a person to engage in a behaviour which is personally rewarding, performing an activity for its own sake rather than the desire for some external award/reward. Due to intrinsic motivation, students-

- Participate in a sport as they find the activity enjoyable
- Solve a word puzzle as they find it challenging and brain teasing
- Play a game as they find it exciting.

In the above situations, the behaviour of the students is motivated by an internal desire for self-satisfaction. Walker, Greene, & Mansell (2006) observed that students who have intrinsic motivation are inclined towards taking challenges and gain knowledge from their slips and mistakes. Eventually, in the integration process one's existing knowledge gets assimilated with new knowledge.

Kimberly A. Noels, Richard Clement, and Luc G. Pelletier (2001) conducted a research study for two purposes: (a) to replicate previous research on intrinsic and extrinsic motivation for language learning in French Canadian students of English, and (b) to consider the relations between intrinsic and extrinsic motivation and the integrative orientation. Quebecois university students (N = 59) in a summer English immersion course completed a questionnaire addressing their reasons for language learning, perceptions of autonomy and competence, effort expended in language learning, determination to pursue English studies, and course achievement. The results of correlational analyses supported the predicted relations between theoretical antecedents and consequences of intrinsic and extrinsic orientations. The integrative orientation correlated most strongly with the intrinsic orientation. The results were discussed in terms of the implications of orientations for language learning outcomes. In a research study, Kimura, Y (2001) explored the types of language learning motivation possessed by Japanese EFL learners from diverse learning milieus. Research on L2 motivation has been conducted within the paradigm of social psychology. A 50-item motivational questionnaire based on several motivational components from educational and social psychology was administered to 1,027 participants from various learning contexts. Exploratory factor analysis confirmed six motivational factors and the follow-up multivariate analysis of variance (MANOVA) indicated that some factors are characteristic of certain language learning milieus, while others are common to all situations. The results were discussed in terms of the motivational characteristics of EFL learners in Japan.

Schmidt, R., & Watanabe, Y. (2001), reported the results of a survey of motivation, use of language learning strategies, and learner preferences for various kinds of pedagogical activities carried out with 2,089 learners of five different foreign languages (Mandarin Chinese, Filipino [Tagalog], French, Japanese, and Spanish) at the University of Hawaii. Questionnaire responses were factor analysed, and a common factor structure was found for the sample as a whole, consisting of the factors of Value (a belief that studying the language is worthwhile for a wide variety of reasons), Expectancy (a combination of self-confidence, self-assessed aptitude for language learning, and lack of anxiety), Motivational strength, Competitiveness, and Cooperativeness. It was found that motivation does indeed affect strategy use and preferences for different types of classroom activities, but some associations are much stronger than others. The motivational factors of value, motivational strength, and cooperativeness affect strategy use and pedagogical preferences most strongly, while the heritage language factor appeared to have little or no influence on these variables. Of the different types of learning strategies, the use of cognitive and metacognitive

strategies is most affected by motivation, and among the types of pedagogical preferences that were investigated, approval of challenging activities was most affected by motivation.

Kamal Heidari Soureshjani and Noushin Naseri (2011) led a study which attempted to shed light on, is there any interrelationship between the four different types of motivation (intrinsic, extrinsic, instrumental, and integrative) and the lexical-oriented knowledge of Persian language learners. 360 Persian EFL language learners were randomly selected and three different instruments- two questionnaires on motivation and a vocabulary test were administered among them to respond. The results of the study first revealed that there was a positive but weak correlation between the two main variables of the study. Secondly, it became evident that there was a significant difference between the instrumental and intrinsic types of motivation. The results of the study provided substantial implications for better recognition of affective needs of language learners that lead to conditions for more effective language learning. Meilen Jin (2014) in a study, employed 300 college students to further explore students' instrumental motivation and integrative motivation and the data analysis of the study somehow shows difference from others, supporting that college students do have expectation and strong integrative motivation toward English language learning and recommendations are offered to the teachers to develop college students' integrative motivation in English language teaching, suggesting focusing on cultural education in particular.

Yee Chee Hong and Malini Ganapathy (2017) conducted a qualitative case study that used focus group interviews to elicit data from 12 students in a secondary school in Penang. The findings indicated that students are more instrumentally motivated than integrative motivation in ESL learning. Instrumental motivation is found to have a greater impact on students' English language learning. The research also highlighted that vocabulary and grammar are the biggest areas of problems that are encountered by students during their ESL learning process, which influence on their speaking and writing skills.

2.3 Motivation in Learning and Teaching of English

Learning a foreign language is an intellectual task and is affected by different types of motivation such as – instrumental, integrative, intrinsic and extrinsic motivations. Brewer & Burgess (2005) viewed motivation as a basic and essential part of learning. Gardner (1985) believed that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target.

In case of second/foreign language acquisition, the learners' intention would be learning a target language, a desire to achieve or attain it. Cook (2000) states that acquisition of a language is not the same among all learners. He also opined that there are three main factors which influence the second language acquisition such as age, personality and motivation. Motivation is the most significant factor that

affects second language acquisition. Ellis (1994) suggested that motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it". Light Brown and Spada (2001) identified motivation in second language acquisition as a complicated process which involves learners' communicative needs and their attitude towards second language community. They believed that when learners need to speak the second language with the aim to accomplish specific goals, they will be motivated to obtain expertise and skill in it. Their research study proved that whether second language learning is successful or not, depends on the types of motivation.

The investigator Dornyai, Zoltan (2001) argued that the initial research inspiration and standard-setting empirical work on L2 motivation originating from Canada has borne fruit by 'educating' a new generation of international scholars who, together with the pioneers of the field, have applied their expertise in diverse contexts and in creative ways, thereby creating a colourful mixture of approaches comparable to the multi-faceted arena of mainstream motivational psychology.

2.4 Literature Gap

The literature review indicated a plethora of studies have been undertaken to address the impact of motivation in English language learning, types of motivation and their inter-relationship since it plays a key role on EFL learners' performance. All in all, the Saudi Arabian and international studies have shed light on the ways how motivation influences the performance of the EFL learners. Therefore, the present study was an ardent effort to fill the gap of literature by concentrating on the feasible relationship between types of motivation and EFL learners' performance.

3. Research Methodology

The study aimed at assessing the relationship between the different types of motivation and the performance of EFL learners.

3.1 Design

The present study examined the relationship between different types of motivation and GPA in terms of correlation. Since such a relationship is liable to be investigated through correlational tests, the study followed a correlational design which concentrated on studying the variables in relation to one another. Correlation is a statistical measure that indicates the extent to which two or more variables are related to each other. A positive correlation indicates the extent to which those variables increase or decrease in parallel and a negative correlation indicates the extent to which one variable increases as the other decreases. It is zero correlation when there is no relationship between the variables.

3.2 Participants of the study or Sample of the study

Constituted 100 undergraduate female students of the Department of English, Samtah University College, Jazan University. The researchers made use of quota

sampling which required the representative individuals who were between the ages of 25-30.

3.3 Data gathering Instrument: was a Questionnaire which was adapted from one of the previous studies done by Kimura, Y. Nataka, Y & Okumara, T (2001) in a way to meet the requirements of the research study. The questionnaire has been constructed to identify the reasons that affect students' motivation for learning English as a foreign language. It consisted of 20 question items related to extrinsic, instrumental, intrinsic and integrative motivations on a 3-point scale. Please refer to Appendix A1 for the Questionnaire.

3.4 Data Collection

The study was conducted in the Department of English, Samtah University College, Jazan University. The data was collected from 100 undergraduate female students who were between the ages of 25-30 and they formed the sample of the

study. A questionnaire has been administered to the female students of the Department of English to collect the data. The participants have been informed about the significance of the study. The investigator clarified the students' doubts, raised while giving their responses in the questionnaire.

3.5 Data Analysis

The data gathered from the participants has been analysed. Chi square and correlation have been calculated.

4. Results

The responses of the EFL learners in the questionnaire have been reported. The chi square values have been calculated based on the responses of participants –

4.1 Responses of the EFL learners in the Questionnaire

Item no.	Reasons for Learning a Foreign Language like English	Agree(3)	Disagree(2)	Don't know(1)	Chi square	Sig
Extrinsic Motivation						
1	I am learning English because it is my course requirement.	65	25	10	48.5	**
2	I need to learn English as I must pass examinations.	60	30	10	38	**
3	I like to learn English as I like my teacher.	30	55	15	24.5	**
4	I am learning English because everybody is learning English.	30	50	20	14	**
5	I am learning English because English is a must for a Saudi in this global society.	45	50	5	36.5	**

1) Extrinsic Motivation

Chi square values for 1 to 5 items have been 48.50, 38.00, 24.50, 14.00 and 36.50 and are significant at 0.01 level. It is evident that all the students possess extrinsic motivation.

Thus, the null hypothesis formulated that “there exists no significant association between the reasons for learning a foreign language like English and extrinsic motivation among Saudi EFL learners” is not accepted.

2. Instrumental Motivation						
Item no.	Reasons for Learning a Foreign Language like English	Agree (3)	Disagree (2)	Don't know(1)	Chi square	Sig
6	I want to learn English because it is useful when traveling in other countries.	60	25	15	33.50	**
7	I want to learn English because I want to study abroad in the future.	40	45	15	15.50	**
8	I am learning English because my future job requires the English skills.	40	45	15	15.50	**
9	I am learning English as I can make friends or correspond with people in foreign countries.	50	35	15	18.50	**
10	If I learn English better, I will be able to get a good and exciting job.	65	25	10	48.50	**

2) Instrumental Motivation

Chi square values for 6 to 10 items have been 33.50, 15.50, 15.50, 18.50 and 48.50 and are significant at 0.01 level. It is evident that all the students possess instrumental motivation.

Thus, the null hypothesis formulated that “there exists no significant association between the reasons for learning a foreign language like English and instrumental motivation among Saudi EFL learners” is not accepted.

3. Intrinsic Motivation						
Item no.	Reasons for Learning a Foreign Language like English	Agree(3)	Disagree(2)	Don't know(1)	Chi square	Sig
11	I study English because I like it.	30	50	20	14.00	**
12	I have a feeling of satisfaction when I am learning English.	30	50	20	14.00	**
13	I wish I could learn English without going to school.	50	30	20	14.00	**
14	I want to learn any foreign language and as many as possible.	40	50	10	26.00	**
15	I want to continue studying English for the rest of my life.	20	60	20	32.00	**

3) Intrinsic Motivation

Chi square values for 11 to 15 items have been 14.00, 14.00, 14.00, 26.00 and 32.00 and are significant at 0.01 level. It is evident that all the students possess intrinsic motivation.

Thus, the null hypothesis formulated that “there exists no significant association between the reasons for learning a foreign language like English and intrinsic motivation among Saudi EFL learners” is not accepted.

Item no.	Reasons for Learning a Foreign Language like English	Agree(3)	Disagree(2)	Don't know(1)	Chi square	Sig
Integrative Motivation						
16	I want to know about people of other countries.	40	40	20	8.00	NS
17	I would like to make friends with people of other countries.	40	40	20	8.00	NS
18	I am learning English because I can read about people of other countries.	30	50	20	14.00	**
19	I am learning English because I can communicate with people of other countries.	30	45	25	6.50	NS
20	I am learning English as most of my favourite writers are English.	20	55	25	21.50	**
Note: NS = Not Significant; ** = Significant at 0.01 level; * = Significant at 0.05 level.						

4) Integrative Motivation

Chi square values for 16, 17 and 19 items have been 8.00, 8.00 and 6.50 and are not significant at 0.01 level. It is evident that all the students do not possess integrative motivation in some of the question items. Thus, the null hypothesis formulated that "there exists no significant association between the reasons for learning a foreign language like English and integrative motivation among Saudi EFL learners" is accepted.

Chi square values for 18 and 20 items are 14.00 and 21.50 and are significant at 0.01 level. It is evident that few students do possess integrative motivation in some of the question items. Hence, the null hypothesis formulated that "there exists no significant association between the reasons for learning a foreign language like English and integrative motivation among Saudi EFL learners" is not accepted. From the above analysis, it has been observed that the association between the factors that affect learning a foreign language like English and integrative motivation' included in the study is achieved and indicated that some students are integratively motivated and few were not.

4.2 Influence of Intrinsic and Extrinsic Motivation on Learning

Extrinsic and intrinsic motivation can play a significant role in learning settings. Some experts argue that the traditional emphasis on external rewards such as grades, report cards, and gold stars undermine any existing intrinsic motivation that students might have. Others suggest that these extrinsic motivators help students feel more competent in the classroom, thus enhancing intrinsic motivation. Intrinsic motivation is one's interest, eagerness and zeal to take part in activities as the individual derives pleasure out of it.

Ryan & Deci (2000) introduced another concept called Self-determination theory in the field of motivation. The types of motivation were categorized based on the different rationales which strengthen a deed or an achievement. David G. Meyers (2010) explained, if a reward boosts one's feeling of competence after doing a good work, the enjoyment of the task may increase. Rewards can sometimes motivate high performance and creativity. Extrinsic rewards are scholarships, admissions and jobs that often follow good grades. Some students opine that schooling is fun and useful for their future. Thereby, they are both intrinsically and extrinsically motivated. Many other students are predominantly extrinsically motivated for schoolwork because they realize that schooling is important in life.

4.3 Influence of Integrative and Instrumental Motivation on Learning

Integrative and instrumental motivations can also play a significant role in learning settings. Several studies have found that language learners who have integrative motivation are more successful than those who are instrumentally motivated. It is evident that integrative motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated language learners. Integrative motivation is proven to have a strong impact on successful language learning.

Ellis (1994) compared the two types of motivation and believed that the best motivation is the integrative motivation, which makes one more competent and well-organized. Cook (2000) further believed that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and an effective factor for second language learning. He also felt that learners who donot have instrumental or integrative motivation will face problems to learn and gain knowledge of a second/foreign language in the classroom.

4.4 Relationship between Instrumental Motivation and Extrinsic Motivation

Instrumental motivation is otherwise extrinsic motivation. Hence, learning is not a goal on its own, but an instrumental activity. Learning is not done for its own sake but, as it will have a positive impact in the future. Even students, who dislike the content of a course, will study that course to succeed in the exam, because they know that it is important for their future career.

4.5 Relationship between Integrative Motivation and Intrinsic Motivation

Integrative motivation is otherwise intrinsic motivation. Learning is a goal on its own and an integrative activity. It is done for one's own sake (self-satisfaction) as it will not only enhance knowledge but also have a positive impact in the future.

4.6 Relationship between different Types of Motivation and GPA

Correlation			
	Correlation	PValue	Sig
Relationship between Extrinsic motivation and Instrumental motivation.	0.520	0.000	**
Relationship between Extrinsic motivation and Intrinsic motivation.	0.580	0.000	**
Relationship between Extrinsic motivation and Integrative motivation.	0.417	0.000	**
Relationship between Instrumental motivation and Intrinsic motivation.	0.404	0.000	**
Relationship between Instrumental motivation and Integrative motivation.	0.287	0.000	**
Relationship between Intrinsic motivation and Integrative motivation.	0.473	0.000	**
Relationship between Extrinsic motivation and GPA	0.311	0.000	**
Relationship between Instrumental motivation and GPA	0.287	0.000	**
Relationship between Intrinsic motivation and GPA	0.371	0.000	**
Relationship between Integrative motivation and GPA	0.511	0.000	**

Note: NS = Not Significant; ** = Significant at 0.01 level; * = Significant at 0.05 level.

From the above table it can be interpreted that correlation is significant at 0.01 level and there is a positive upward relationship between:

- Extrinsic motivation and Instrumental motivation;
- Extrinsic motivation and Intrinsic motivation;
- Extrinsic motivation and Integrative motivation;
- Instrumental motivation and Intrinsic motivation;
- Instrumental motivation and Integrative motivation;
- Intrinsic motivation and Integrative motivation;
- Extrinsic motivation and GPA;
- Instrumental motivation and GPA;
- Intrinsic motivation and GPA; and
- Integrative motivation and GPA.

It is evident that majority of the students are motivated. Thus, the null hypothesis formulated that “there exists no significant relationship between different types of motivation and GPA among Saudi EFL learners” is not accepted.

4.7 GPA (Grade Point Average) of EFL Learners

The GPA of level-8 students of the academic year 2018 –’19 of the first semester was collected from the administration to study the impact of motivation on the performance of the EFL learners.

Grade Point Average (GPA)	Number of EFL Learners
5.00 – 4.51	18
4.50 – 4.01	20
4.00 – 3.51	17
3.50 – 3.01	16
3.00 – 2.51	17
2.50 – 2.01	10
2.00 – 1.00	2
Total	100

It is quite obvious from the table that EFL learners who were highly motivated secured high GPA, moderately motivated secured moderate GPA, less motivated secured low GPA and who were not motivated secured very less GPA.

5. Discussion

As the research questions and objectives were stated earlier, the research hypotheses were developed to address the feasible nexus between motivation and Saudi EFL learners’ performance. The first research question was to identify the factors that affect learners’ motivation towards English

language. The first research objective has been achieved by identifying reasons and the first null hypothesis has not been accepted.

The second research question was to assess the impact of motivation on Saudi EFL learners’ performance. The second research objective has been achieved by assessing the impact of motivation on Saudi EFL learners’ performance and the second null hypothesis has not been accepted.

The third research question was to suggest motivational strategies for better performance of Saudi EFL learners. The third research objective has been achieved by suggesting motivational strategies and the third null hypothesis has not been accepted. Motivation is a crucial factor which has affected the performance of the Saudi EFL learners. It is evident from the correlation values between Extrinsic motivation and GPA, Instrumental motivation and GPA, Intrinsic motivation and GPA, Integrative motivation and GPA. It is therefore, concluded from the findings of the study that EFL learners, who were highly motivated secured high GPA, moderately motivated secured moderate GPA, less motivated secured low GPA and who were not motivated secured very low GPA.

It is noteworthy to mention that the findings of the present study overlap with what have been examined by earlier researchers. There is an impact of motivation on EFL learning among Saudi EFL learners. This finding has been in line with the research studies of Mitra Alizadeh (2016), Guerrero, M. (2015), Espinar Redondo, R., & Ortega Martín, J. L. (2015), Fakieh Alrabai (2014), Fahad Alqurashi1 (2014), Tengku Sepora Tengku Mahadi (2012) and Zubairi, A.M., & Sarudin, I (2009).

The different types of motivations were interrelated such as - Extrinsic motivation and Instrumental motivation, Extrinsic motivation and Intrinsic motivation, Extrinsic motivation and Integrative motivation, Instrumental motivation and Intrinsic motivation, Instrumental motivation and Integrative motivation, Intrinsic motivation and Integrative motivation. This finding has been supported by the research studies of Kimberiy A. Noels, Richard Clement, and Luc G. Pelletier (2001), Kimura, Y (2001), Schmidt, R., & Watanabe, Y. (2001), Dornyai, Zoltan (2001), Kamal Heidari Soureshjani and Noushin Naseri (2011), Meilen Jin (2014) and Yee Chee Hong and Malini Ganapathy (2017).

5.1 Suggestions

Sevtap Karaoglu (2008) pointed out that motivation plays a significant role in the process of EFL learning and provided suggestions as how to keep EFL learners motivated in the classroom.

- Motivated EFL teachers can effectively teach EFL, if they understand the relationship between motivation and its impact on the EFL learners' performance.
- An effective EFL teacher must explore the sources of intrinsic motivation in order to connect them with external motivational factors which can be absorbed in EFL classroom setting.
- EFL learners need quality instruction, input, interaction and scope for meaningful output, for making progress while sustaining motivation for EFL learning.
- Learners have different purposes for studying EFL. Hence, it is important for EFL instructors to identify learners' purposes and needs and develop appropriate motivational strategies.

5.2 Motivational Strategies

EFL teachers should –

- **be a role model**

Presentations should be delivered with energy and enthusiasm. When teacher's motivation and passion are displayed, it will have an impact on the students and motivate them.

- **get to know their students.**

As a teacher, one should be able to tailor instruction to the students' concerns and display interest in students' learning and faith in their capabilities.

- **use examples and correlate to real life situations.**

Students should be explained why a particular concept's comprehension is desired for further study. They should also be made aware, how a course prepares students for future opportunities.

- **give students control over their own education.**

Students should be given freedom to choose their project topics.

- **set realistic performance goals and help students achieve by encouraging them**

Teachers should design students' assignments in a challenging way and inform the students on how they would be assessed.

- **place appropriate emphasis on testing and grading**

Tests should be a means of showing what students have learnt.

- **be constructive in criticism**

Teachers should use positive competitions, offer rewards and praise when students deserve.

- **give constant feedback**

Teachers should give feedback on students' work, focus on improvisation and look for ways to stimulate their progress.

- **use a variety of student-centred teaching activities.**

Teach Thought Staff (2017) proposed that activities should engage students and give them opportunities to master them. Discovery teaching activities develop a sense of reasoning and problem-solving, underlying principle on their own. Cooperative learning activities are effective as they provide positive classroom environment. Learners will understand their responsibility, if they are allowed to work in pairs or groups. Self-reflection should be encouraged. Ken Bain (2004), indicated that teachers should make learning interesting through varied experiences duly emphasizing communicative activities, negotiation and utility.

- **use flipped learning, a blended learning.**

Teachers should make use of technology in the classrooms. Flipped learning is a pedagogical approach, a change in the traditional class and an Information Communication Technology (ICT) usage that countermands the traditional learning environment by delivering instructional content online.

6. Conclusion

The results of the study revealed that motivation is a vital factor in the field of learning a foreign language. EFL teachers should be aware of different types of motivation. They should pay attention to motivational practices of their learners. They should make learners inculcate intrinsic and integrative motivations and sustain their motivational levels. They should make their learners manage anxiety, develop achievement need, self-confidence, self-efficacy and self-direction. They should make learners understand the long-term prospects, by highlighting the positive aspects of EFL learning. Usually EFL learners, have negligible chances to communicate with the native speakers of English. They should have the tendency for self-development which would perhaps become a guiding factor for effective communication of English language and be on par with other English speakers across the globe. If EFL teachers can induct technology into their classrooms and help learners to create, strengthen, sustain and visualise their prospects, then EFL learners will eventually overcome their challenges and become autonomous learners.

7. Acknowledgement

This study has been carried out by Dr. Sobhana Nandyal Panduranga of the Department of English, Samtah University College, Jazan University. I thank Ms. Amjad Ali Hajj Aati, B.A. English Language Student - I semester (2018-'19) for rendering help in administering the questionnaire to the participants of the study. I am highly thankful to Ms. Seham Arishi, Coordinator, Dept. of English and Dr. Ayesha Arishi, Dean, Samtah University College, Jazan University for all the support extended to conduct this research study and ensuring its successful completion.

References

- [1] Brewer, E. W., & Burgess, D. N. (2005). "Professor's role in motivating students to attend class". *Journal of Industrial Teacher Education*, 42(3), 24.

- [2] **Crump, C.A. (1995)**. "Motivating students: A teacher's challenge". *Sooner Communication Conference*, Norman, Oklahoma.
- [3] **Cook, V. (2000)**. *Linguistics and second language acquisition*. Beijing: Foreign Language Teaching and Research Press and Macmillan Publishers Ltd.
- [4] ----- (2000). *Second language learning and language teaching*. Beijing: Foreign Language Teaching and Research Press and Edward Arnold (Publishers) Ltd.
- [5] **Dagmar Recklies (2014)**. Motivation – Basic Concepts and Theories. <https://www.themanager.org/2014/12/motivation-basic-concepts-and-theories/>
- [6] **Dornyei, Z. (2005)**. *The Psychology of Language Learner*. Lawrence Erlbaum Associates, New Jersey, Mahwah.
- [7] **Dornyai, Z (2001)**. "New Themes and Approaches in L2 Motivation Research". *Annual Review of Applied Linguistics* 21:43 - 59 · DOI: 10.1017/S0267190501000034
- [8] **Ellis, Rod. (1994)**. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. -----, *The study of second language acquisition*. Shanghai: Shanghai Foreign Language Education Press by Arrangement with Oxford University Press.
- [9] **Espinar Redondo, R., & Ortega Martín, J. L. (2015)**. Motivation: The road to successful learning. *PROFILE Issues in Teachers' Professional Development*, 17(2), 125-136. <http://dx.doi.org/10.15446/profile.v17n2.50563>.
- [10] **Fahad Alqurashi (2014)**. *The Effects of Motivation on EFL College Students' Achievement*. *English Language Teaching* ISSN 2372-9740 (Print) ISSN 2329-311X (Online) Vol. 2, No. 4, 2014 www.scholink.org/ojs/index.php/selt
- [11] **Fakieh Alrabai (2014)**. *Motivational Practices in English as a Foreign Language Classes in Saudi Arabia: Teachers Beliefs and Learners Perceptions*. *Arab World English Journal*, Volume.5, Number.1, p 224-246. www.awej.org
- [12] **Fakieh Alrabai (2016)**. *Factors Underlying Low Achievement of Saudi EFL Learners*. *International Journal of English Linguistics*, Vol.6, No.3. Url: <http://dx.doi.org/10.5539/ijel.v6n3p21>, doi: 10.5539/ijel.v6n3p21
- [13] **Gardner, R. C., & Lambert, W. E. (1972)**. *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House Publishers.
- [14] **Guerrero, M. (2015)**. *Motivation in second language learning: A historical overview and its relevance in a public high school in Pasto, Colombia*. *HOW*, 22(1), 95-106. <http://dx.doi.org/10.19183/how.22.1.135>.
- [15] **Hashem A. Al Samadani & Salem S. Ibnian (2015)**. *The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement*. *International Journal of Education and Social Science* Vol. 2 No. 1. www.ijessnet.com
- [16] **Johnstone, K. (1999)**. *Research on language learning and teaching*. London: Routledge.
- [17] **Kamal Heidari Soureshjani and Noushin Naseri (2011)**. *The Interrelationship of Instrumental, Integrative, Intrinsic, and Extrinsic Motivations and the Lexical-oriented Knowledge among Persian EFL Language Learners*. *Theory and Practice in Language Studies*, Vol.1, No.6, p 662 – 670. Doi:10.4304/tppls.1.6.662.670
- [18] **Kelly, J (2010)**. *How Managers Manage*, <https://www.goal-setting-guide.com> > Motivation
- [19] **Ken Bain (2004)**. *What the Best College Teachers Do*, Harvard University Press, pages 32-42. Linda Nilson (2003), *Teaching at its Best: A Research-Based Resource for College Instructors*, 2nd edition, Anker Publishing, pages 41-44. Matt DeLong and Dale Winter (2002), *Learning to Teach and Teaching to Learn Mathematics: Resources for Professional Development*, Mathematical Association of America, pages 159-168. Vanderbilt University, Centre for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>
- [20] **Kimberly A. Noels, Richard Clement, and Luc G. Pelletier (2001)**. *Intrinsic, Extrinsic, and Integrative Orientations of French Canadian Learners' of English*. *Canadian Modern Language Review*, 57, 3. University of Toronto.
- [21] **Kimura, Y (2001)**. "Language Learning Motivation of EFL Learners in Japan – A Cross -Sectional analysis of Various Learning Milieus". *JALT Journal – Issue 23*, http://jalt.publications.org/jj/issues/2001-05_23.1
- [22] **Light Brown, P. M. & Spada N. (2001)**. *Factors affecting second language learning*. In: Candlin, C.N. & Mercer, N. (Eds.), *English language teaching in its social context*. London: Routledge.
- [23] **Meilen Jin (2014)**. *A Case Study of Non-English Major College Students' Motivation in English Language Learning*. *OJML* > VOL.4, No.2
- [24] **Mitra Alizadeh (2016)**. *The Impact of Motivation on English Language Learning*. *International Journal of Research in English Education*, Vol.1, No.1. www.ijreeonline.com
- [25] **Myers, D.G. (2010)**. *Psychology: Eighth Edition in Modules*. New York: Worth Publishers.
- [26] **Nevid J.S. (2013)**. *Psychology: Concepts and Applications*. Belmont, CA: Wadsworth Cengage Learning; 2013.
- [27] **Pintrich, P. R., & Schunk, D. H. (1996)**. *Motivation in education Theory, research, and applications*. Englewood Cliffs, NJ Prentice Hall.
- [28] **Ryan, R. M., & Deci, E. L. (2000)**. "Intrinsic and extrinsic motivations: Classic definitions and new directions". *Contemporary Educational Psychology*, 25, pp. 54-67.
- [29] **Schmidt, R., & Watanabe, Y. (2001)**. *Motivation, strategy use, and pedagogical preferences in foreign language learning*. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 313–359). Honolulu: University of Hawaii 'Second Language Teaching and Curriculum Centre.
- [30] **Sevtap Karaoglu. (2008)**. *Motivating Language Learners to Succeed*. *Advancing Excellence in English Language Teaching*. TESOL International association, Vol.5, Issue 2. <https://www.tesol.org/read-and-publish/journals/other-serial-publications/complete>

links/compleat-links-volume-5-issue-2-(june-2008)/motivating-language

[31] **Teach Thought Staff (2017)**. *21 Simple Ideas to Improve Student Motivation*, <https://www.teachthought.com/pedagogy/21-simple-ideas-to-improve-student-motivation>

[32] **Tengku Sepora & Tengku Mahadi (2012)**. *Motivation, Its Types, and Its Impacts in Language Learning*. International Journal of Business and Social Science, Vol. 3, No. 24. [Special Issue – December 2012]

[33] **Vansteenkiste, M., Lens, W., & Deci, E. L. (2006)**. "Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation". *Educational Psychologist*, 41(1), 19-31.

[34] **Walker, C., Greene, B., & Mansell, R. (2006)**. "Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement". In *Learning and Individual Differences*, 16(1), pp. 1-12.

[35] **Yee Chee Hong & Malini Ganapathy (2017)**. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*. *English Language Teaching*; Vol. 10, No. 9; Published by Canadian Centre of Science and Education.

[36] **Zubairi, A.M., & Sarudin, I (2009)**. "Motivation to Learn a Foreign Language in Malaysia". *GEMA Online Journal of language Studies*, 9 (2), 73-87. <http://ejournals.ukm.my/gema/article/view/158>

Appendix – A1

Students' Questionnaire on Motivation

Item no.	Reasons for Learning a Foreign Language like English	Agree(3)	Disagree(2)	Don't know(1)
1. Extrinsic Motivation				
1.	I am learning English because it is my course requirement.			
2.	I need to learn English as I must pass examinations.			
3.	I like to learn English as I like my teacher.			
4.	I am learning English because everybody is learning English.			
5.	I am learning English because English is a must for a Saudi in this global society.			
2. Instrumental Motivation				
6.	I want to learn English because it is useful when traveling in other countries.			
7.	I want to learn English because I want to study abroad in the future.			
8.	I am learning English because my future job requires the English skills.			
9.	I am learning English as I can make friends or correspond with people in foreign countries.			
10.	If I learn English better, I will be able to get a good and exciting job.			
3. Intrinsic Motivation				
11.	I study English because I like it.			
12.	I have a feeling of satisfaction when I am learning English.			
13.	I wish I could learn English without going to school.			
14.	I want to learn any foreign language and as many as possible.			
15.	I want to continue studying English for the rest of my life.			
4. Integrative Motivation				
16.	I want to know about people of other countries.			
17.	I would like to make friends with people of other countries.			
18.	I am learning English because I can read about people of other countries.			
19.	I am learning English because I can communicate with people of other countries.			
20.	I am learning English as most of my favourite writers are English.			

Questionnaire – Adapted from Kimura, Y. Nataka, Y & Okumara, T (2001). "Language learning Motivation of EFL learners in Japan – A Cross-sectional Analysis of Various Learning Milieus". http://jalt.publications.org/jj/issues/2001-05_23.1