

The Effect of a Second Language Setting on the Intrinsic and Extrinsic Motivations of Saudi Learners of English

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Abstract: The study presents a survey designed to measure levels of intrinsic and extrinsic motivation in Saudi learners of English in the United Kingdom. As part of the study, a 32-item structured questionnaire and some open-ended questions were administered to a randomly selected sample of 80 Saudi learners who were studying either Academic or General English in various language institutions and universities across the UK. Data collected through the survey were subjected to some basic statistical analyses, such as "mean" and "standard deviation", inferential statistics, such as correlations and ANOVA, and thematic analysis for the open-ended questions. Based on the results from the analysis, a number of generalizations and conclusions were made in relation to the role of motivation in learning English for Saudis temporarily studying in the UK educational setting. In addition, some recommendations are offered, which can help Saudi teachers and learners of English achieve better learning outcomes.

Keywords: Context, English, extrinsic, foreign, instrumental, intrinsic, language, learners, learning, motivation, orientations, participants, Saudi, study, UK.

INTRODUCTION

Richards, Platt and Platt [1], define motivation as "...the factors that determine a person's desire to do something..." (p.238). It is defined in plural terms, implying that it is a complex construct of many subcomponents. L2 motivation has been perceived differently by various psychological schools of thought.

First, behaviourists believe that motivation is an anticipation of reward and is a result of external factors, such as education requirements, parents, teachers, or peers. Second, cognitivists emphasize motivation as a factor of the individual's intents, decisions, and underlying needs. Third, constructivists emphasize the social [2].

In addition, in 1959, Gardner and Lambert were the first to distinguish between integrative and instrumental motivations/orientations. Hedge [3] defines integrative motivation as "wishing to integrate into the activities or culture of another group of people" and instrumental motivation as "needing a language as an instrument to achieve other purposes such as doing a job effectively or studying successfully at an English-speaking institution".

Moreover, another distinction between two important types of motivation was made by Deci and Ryan in their self-determination theory (SDT). They make a distinction between intrinsic and extrinsic motivation. First, extrinsic motivation is "a construct that is involved whenever an activity is done in order to attain some separable outcome" or when the individual does an activity for "its instrumental value". On the

other hand, intrinsic motivation is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" [4]. Dörnyei [5] also states that intrinsic reasons refer to the engagement and experience of a learner who is motivated to learn the language for fun, value, challenge, or to have positive contact with the L2 group.

For the purposes of this study, "it could be assumed that extrinsic motivation is somehow related to instrumental motivation and intrinsic motivation is related to integrative motivation" because "extrinsic motivation is related to the purpose of getting something in the outside world like getting a prize. But in contrast, intrinsic motivation pertains to internal factors and learning the language just for itself" [6]. It must be noted that both intrinsic and extrinsic motivations are important and beneficial in leading to success [5]. It is not realistic to declare EFL/ESL students as intrinsic or extrinsic learners, as they may have mixed motives [7]. The intensity of extrinsic or extrinsic motivation depends on the context [8].

Modern approaches to human behaviour, however, focus more on the dynamic nature of motivation. Dörnyei's work, for instance, investigates

the complex processes of motivation and how motivation works [9]. All these views need to be considered together to determine learners' motivation overall. Another reason for the complexity of L2 motivation is that it combines several multi-faceted subcomponents and "any individual may be influenced by a variety of motivations" [3]. The variety is not only in the level (amount) of motivation but also in the orientation (type) of motivation. The social situation is what determines the types of learners' motivations and which of these types is most important for language learning [10]. Research has also indicated that motivation is a key factor for success in the L2 classroom [2]. Therefore, it is important to identify learners' motivational orientations and goals in learning English, in order to help teachers create an appropriate classroom environment [5].

There seems to be a scarcity of research on the motivational orientations of Arab learners in general and of Saudi learners studying in an L2 context specifically. There are only two publications (to the researcher's knowledge) that have come close to dealing with this issue. First, Abu-Rabia [11] conducted a study of Arab students' attitudes and motivational constructs toward ESL learning in the context of Canadian society. The results show that the motivation of these students was primarily instrumental rather than integrative. Second, Alzayid [12] conducted a qualitative study to investigate how motivation in English L2 learning changed over time for Saudi students studying at a university in the US. The results reveal the temporal and dynamic changes in the motivation for the Saudi students because of factors such as the learning environment, standardized English tests (e.g. TOEFL and IELTS), the role of the teacher, and economic factors.

Indeed, the question of context in language learning motivation has not been addressed fully by SLA researchers [13]. The purpose of this paper is to identify the relevance of the different kinds of language learning motivation in a new context: international Saudi learners temporarily studying English in an English-speaking country (the UK). More than 15,000 Saudi students attend universities in the UK and find themselves having to enrol in intensive English programmes. This context was chosen for two reasons. First, there is a scarcity of research on the motivation of learners who have left an FL setting in order to live temporarily in an L2 setting for the purpose of studying. Thus, they represent a bridge between two frequently studied populations: L2 learners and FL learners [14].

Second, although there are a small number of studies dealing with the motivations of Saudi learners in an EFL context (e.g. [8, 15], there seems to be a scarcity of research on their motivational orientations in the target language (TL) context. Since context affects

learners' motivations, it is very unlikely that this context will be the same as in the FL context. This is because they have opportunities and the need for direct contact with the language community in addition to needing to learn English for academic purposes. Furthermore, each academic context is specific, so it is essential to study how this context shapes their motivations. This may help us to explore whether such learners have unique learning needs.

In light of these issues, the objective of the research is to identify the combinations among the motivational factors for international Saudi learners temporarily studying English, concentrating on intrinsic and extrinsic orientations. Although any type of motivation can facilitate the process of TL learning, the intensity of it depends on the learning context [8]. Therefore, the major theoretical motivation for this study is to see whether a relationship can be found between motivation and this specific social context. This can be done by examining students with different lengths of stay, to allow for more in-depth analysis. In addition, investigating the orientations of language learning motivation in the UK-based context will expand our understanding of the social nature of motivation, which moves the study beyond learners studying in the UK and contributes to our understanding of the issue of motivation of Saudi learners of English. Thus, the study will contribute to understanding the complex process of language learning motivation, which is an important factor of L2 acquisition.

The research questions are

Q1: To what extent do Saudi students on UK-based English courses already possess motivation for learning English?

Q2: What are Saudi students' motivational orientations for learning English in a UK-based setting?

Q3: Are there variations in motivation across learners on the basis of their length of stay in the UK?

The first question aims to identify the current levels of motivation of the students. It is predicted that Saudi learners of English have some degree of motivation for learning English since they have come so far from their country and enrolled in an English language programme. The second question intends to measure the levels of motivational orientations and the specific intrinsic and extrinsic motivations that the students have. Finally, the third question aims to identify if there is a relationship between the students' motivation and their length of stay in the UK.

RESEARCH METHODOLOGY

Research Method

In this study, both quantitative data and qualitative data were collected by using a questionnaire.

The main reasons for gathering both types of data were to ensure research validity and to try to reach a comprehensive understanding of the complex phenomenon of motivation by looking at it from different angles. First, quantitative data was collected using a structured questionnaire. Second, qualitative data was gathered through open-ended questions. These questions were used as a follow-up in order to elicit more information and achieve more in-depth analysis.

Participants

The participants were 80 adult Saudi students (62 male and 18 female) studying English on a British higher-education English course (in UK universities or language institutions). The sampling was random and included groups who had stayed in the UK for different lengths of time in order to measure the independent variable 'length of stay'. A total of 17 participants indicated that the length of time they had studied English in the UK was less than three months, whereas 18 others had studied from three to six months. Moreover, 30 others had studied English from six months to a year, while 15 participants had studied for more than a year.

Materials

The survey had three parts. The first part started with demographic questions in order to collect general information about the participant's gender, level of study, length of stay, etc. After that, the structured questionnaire contained 32 items and a five-point agree/disagree Likert scale to elicit the participant's preferred motivational orientations. It was modelled on questionnaires presented by Schmidt and Watanabe [16], with distinct emphasis on the following variables: instrumental/extrinsic motivation, intrinsic/integrative motivation, and the possible sources of motivation. The questionnaire was adapted to suit the needs of international Saudi learners of English. Since the original questionnaire consisted of 91 items, it was shortened to 32 items in this study for the sake of the sample's convenience and to ensure that the participants gave authentic responses. Moreover, some items were reverse-coded (items 6, 28, and 30) to ensure the participants' authentic responses and to make the results more reliable. Finally, the third part of the survey included three open-ended questions in order to give the participants the option to express their ideas and feelings toward some of the issues explored in this research. The questions were adapted from interviews conducted by Alzayid [12] on the English language motivation of several Saudi students studying in the US. An Arabic version of the questionnaire was administered to the participants to generate their authentic responses and to avoid any language-related confusion.

Data Analysis Procedures

The data analysis was divided into two parts. First, statistical analysis was used for the structured

questionnaire such as the calculation of mean and standard deviation values to establish the degree of the participants' motivation overall. Also, inferential statistics were used to establish whether the correlations among intrinsic and extrinsic motivations were statistically significant. The program used was SPSS (Statistical Package for the Social Sciences), which is most commonly used in applied linguistics and educational research [17]. In addition, a one-way analysis of variance was used to analyse the data according to the 'length of stay' variable. Second, thematic analysis was used to analyse the data collected through the open-ended questions. Miles and Huberman [18] suggest three processes in qualitative data analysis: "data reduction, data display, and conclusion drawing/verification". In accordance with these processes, the qualitative data obtained through the open-ended questions was analysed by exploring the responses of the participants. The emerging themes were categorized and then compared with the whole set of data. The data was reduced and organized and displayed in the form of tables. Finally, discussions and conclusions were developed from the analysis and verified through reference to previous notes, in order to ensure its validity.

RESULTS AND DISCUSSION

Statistical Analysis

Descriptive Statistics

The participants were asked to respond to a five-point agree/disagree Likert scale to elicit their preferred motivational orientations. The data obtained through the administration of the questionnaire was subjected to a number of basic statistical analyses, such as the calculation of mean and standard deviation (*SD*) values using Excel. The relative levels of the motivational types were established through calculating the mean of each questionnaire item (i.e. a higher mean presumably indicates a higher level of a motivational type). The total mean of the questionnaire items is 3.90, and the standard deviation is 0.36. Since our scale ranged from 1 to 5, the total mean (3.90) is higher than the average (3). This could indicate the students' overall positive attitude toward learning the English language.

After this, the questionnaire items were ranked comparatively according to the highest means. The results also show that the means of the questionnaire items are a fairly gradual continuum of values and are all above the average (3), which may indicate that the different types of motivation (i.e. extrinsic or intrinsic) for the participants also have relatively high scores. It also shows that some types of intrinsic motivation may be more relevant to Saudi learners of English in an L2 setting than others. For example, it appears that most items that have relatively high mean values are items targeting enjoyment, cooperativeness, and interest in foreign languages and cultures, which are all related to the intrinsic type of motivation. On the other hand,

items relating to competitiveness, which is also a type of intrinsic motivation, as well as items relating to motivational strength, have much lower mean scores. This can be interpreted as indicating that these learners may prefer cooperation than competition in learning English.

It is also interesting to note that the questionnaire items targeting extrinsic/instrumental motivation are also quite evenly spread. Participants' responses to individual items may indicate how they feel about various aspects of this type of motivation. Consider the following items (the mean values of the responses are provided in brackets alongside each item):

- 8. *Increasing my proficiency in the English language will have financial benefits for me.* (4.26)
- 7. *Being able to speak English will add to my social status.* (4.03)
- 9. *I am learning the English language because it will enable me to understand English-speaking films and programmes.* (3.90)

From the participants' responses to these items, it seems clear that they were aware of the range of advantages that knowledge of English can have for individuals in all aspects of their personal and professional lives, which is a prerequisite of L2 motivation.

On the other hand, it appears that most of the participants enjoyed learning and using English not just for academic purposes but also for social purposes and for interacting with native speakers in the UK. Consider

the two highest ranking items, which both have a 4.40 mean value and target the intrinsic type of motivation:

I enjoy using English outside of class whenever I have the chance.

Studying the English language is important because it will allow me to interact with people who speak it.

The following statement, however, which targets the instrumental/extrinsic type of motivation, has a relatively lower mean value (3.74):

I mainly study the English language to satisfy the university language requirement.

This may be due to the fact that the participants in this study were studying English in a country that speaks it and they had the chance to use it for everyday interactions. In contrast, Saudi EFL students in Saudi Arabia mainly have instrumental motivation and their main contact with the language is through the academic or professional fields.

Inferential Statistics

Next, the researcher tested whether the results observed in the sample were powerful enough to be generalized to the whole population. Since the focus of this study is on intrinsic and extrinsic motivations, it is interesting to see if the correlations among them are statistically significant. The following table includes the total number of participants (*N*), the means of the two variables compared (*M*), and the standard deviations (*SD*).

Table-1: Intrinsic vs. Extrinsic Motivations

Motivation Type	Mean	N	Std. Deviation	Std. Error Mean
Intrinsic	3.98	80	.513	.057
Extrinsic	3.98	80	.648	.073

The analysis produced an identical mean for both intrinsic motivation ($M=3.98$, $SD=.51$) and extrinsic motivation ($M=3.98$, $SD=.65$), but the key question is whether this score reaches statistical

significance. In L2 motivation studies, meaningful correlations are detected between 0.30–0.50 ([19]; [17]). The researcher carried out this test using SPSS and the results are shown in the following table.

Table-2: Pearson Correlation

Motivation	N	Correlation	Sig.
Intrinsic & extrinsic	80	.485	.000

In this table, the correlation between intrinsic and extrinsic motivations is considered true because the probability figure (marked as 'Sig.' in the table) is smaller than 0.05 (it is 0.00). Analysis using Pearson's correlation coefficient suggests that there is a significant positive correlation between intrinsic and extrinsic motivations ($r > 0.5$, $p < .001$).

Next, the data was further analysed according to the length of stay in the UK. With regard to the length of stay, the participants were divided into four groups (see table3). In this case, an analysis of variance (ANOVA) was used to assess the significance of the differences in the means of more than two groups [17]. This analysis was performed to establish whether the differences among the participants' total motivations are statistically significant. The following table and

chart display the mean values for each of the four groups.

Table-3: Mean Values According to Length of Stay in the UK

Period of Study	Mean	N	Std. Deviation
Less than 3 months	124.47	17	19.539
From 3 to 6 months	129.61	18	9.995
From 6 months to a year	124.80	30	9.334
More than a year	119.40	15	18.780
Total	124.80	80	14.288

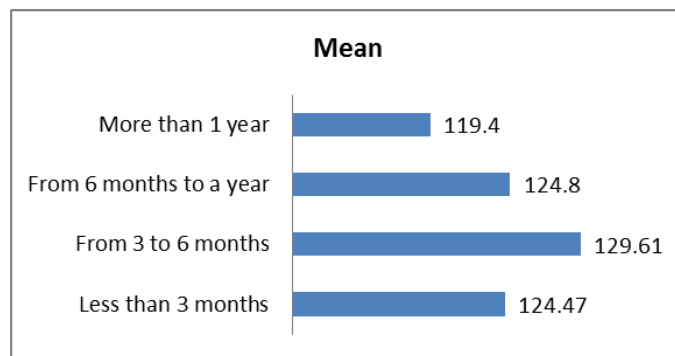


Fig-1: Comparative Ranking According to Length of Stay

Table-4: ANOVA Statistics According to Length of Stay

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Period of study	787.646	1	787.646	4.467	.038	.056

The ANOVA analysis indicates that there are significant differences in the total motivation, $p < 0.05$ (it is 0.04). According to figure 1, it appears that the group with the highest mean score for motivation was those who had spent three to six months studying English in the UK, while those who had spent more than a year studying English in the UK scored the lowest mean value for motivation. This finding may suggest that more time studying English in the UK does not necessarily add to students' motivation. However, it should be noted that the sizes of the groups were unequal and this may have affected the results.

Thematic Analysis

The data collected through the open-ended questions is summarized and analysed in the tables and sections below. The tables include comments by respondents in order of frequency, with the most frequent comments listed first. This "strategic and technical detachment" approach to both data collection and analysis is used to minimize the impact of a researcher's views on the analysis of data [20]. A number of recurrent themes were revealed through the analysis.

Table-5: Reasons that Motivated the Participants to Study English in the UK

Answers (using respondents' words)	Responses
To complete my studies in higher education	39
English is the native language in the UK / Britain is the source of the English language	7
It is close to my country (Saudi Arabia)	6
I need it for my (future) job	6
I like the English language	4
My partner (husband/wife) is studying here	3
It is better / (The British institutions) are better at teaching English than Saudi institutions	3
I like the British accent	2
It takes a shorter time to study a Master's or a PhD in the UK	2
I want to learn a new language / Learning something new is interesting	2
I want to combine studying and using the language	1
English is an international language	1
The culture of the country	1

Reasons that Motivated the Participants to Study English in the UK

The first open-ended question asked: ‘*Could you talk about some of the reasons that motivated you to study English in the UK?*’ The purpose of this question was to allow the respondents to express their views openly and help us find new and unexpected reasons. A total of 60 participants responded to this question with various reasons explored in table 5.

When interpreting these motivations to learn English in the UK, some of the responses can be easily categorized into either intrinsic or extrinsic motivations. For example, the most mentioned reason (‘*To complete my studies in higher education*’: 39 responses) is an instrumental/extrinsic type of motivation. Other extrinsic reasons include: ‘*I need it for my (future) job*’ (six responses) and ‘*It takes a shorter time to study a Master’s or a PhD in the UK*’ (two responses). These participants were mainly studying English for professional and educational purposes.

On the other hand, intrinsic reasons include ‘enjoyment’, such as the comment ‘*I like the English language*’ (repeated by four participants). Other intrinsic reasons are related to ‘interest in foreign languages and/or cultures’, such as ‘*I like the British accent*’ (two participants), ‘*I want to learn a new language*’, ‘*Learning something new is interesting*’, ‘*English is an international language*’, and ‘*The culture of the country*’. The general frequency of responses may indicate that extrinsic reasons were cited more frequently than intrinsic ones. However, other reasons

were given that do not explicitly fall under these types of motivation. For example, consider the second comment in the table (repeated by seven participants): ‘*English is the native language in the UK*’ or ‘*Britain is the source of the English language*’. These participants’ motivation for choosing to learn the English language in the UK was because they wanted to be able to learn in an environment where there are native speakers of the language. A similar motivation may be found in a comment made by another participant, who wrote: ‘*I want to combine studying and using the language*’. This may indicate that the participant had both intrinsic and extrinsic motivations.

Changes in the English Language Motivation of the Participants

The second open-ended question was: ‘*Did your language learning motivation change after you came to the UK? Why or why not?*’ The purpose of this question was to give us more insight about the factors that contribute to their motivation beyond the intrinsic–extrinsic dichotomy, as well as the factors that hinder motivation. This might help find new implications for learning/teaching the English language. A total of 66 participants responded to this question, of whom 59 wrote ‘yes’ or ‘very much’, whereas seven others responded with ‘no’ or ‘not much’.

To begin with, for those who answered positively (59 participants), there were many reasons (see table 6).

Table-6: Reasons for Positive Motivation Changes after Coming to the UK

Because... (using respondents’ words)	Responses	Theme (researcher’s analysis)
The need (opportunity) to use it for all life’s necessities (for daily life) / There are a lot of native speakers of English / I’m learning the language from its source / I’m in a country that speaks the language	25	The language is used in daily life in a native country
It is important for my educational and professional life / I want to be fluent in English to help me study (get accepted to a university) / To communicate better with my supervisor and peers	12	Educational and professional reasons
There are better institutions / Better, more varied teaching methods / Brilliant teacher performance – makes you feel you are alone in class when you ask a question / A variety of learning resources / Most knowledge is in this language	6	Better resources and teaching methods
Competition / challenge – with myself or with peers	5	Competition/ challenge
It is key to understanding different cultures and knowledge / To strengthen my relationship with the community / The British culture accepts new students or students with poor language without mocking their mistakes	5	Relationship with and knowledge of culture and society
Personal effort / Tried to master the language myself / Tried to memorize vocabulary	3	Effort
I found the language easier to learn	3	Ease
English is an international language / I realize its importance when I travel to foreign countries / I enjoy seeing different cultures trying to communicate in	3	English as a lingua franca

one language		
It is fun / It is joyful	2	Enjoyment
It is an opportunity for development	1	Development

This table shows that 25 students commented that their motivation had increased because they had the chance to practise the language daily in an English-speaking country with native speakers for different reasons and situations. This may be mainly an intrinsic reason because the participants were taking interest in the social context or culture. The fourth and fifth categories are also mainly related to intrinsic motivation, as the students had either competitiveness or integrative motivation and interest in the foreign culture. Twelve students, however, were motivated extrinsically to use the language as an instrument to achieve their educational and professional goals (see the second category). In addition, six others stated that their motivation had increased because they had found better teaching methods and resources.

On the other hand, seven participants stated that they had become less motivated after they had come to the UK for reasons such as: *'the teaching methods'* (participant #79), *'there are a lot of Arab learners, and the teachers and institutions do not care*

about the student or care only about some students' (#59), and *'British society does not like to talk to strangers like us, so I only talk to my teacher and classmates'* (#27). From these comments, we can see that certain 'teaching methods' were demotivating for some students, as well as the difficulty of integrating with the culture. An interesting comment was made by participant #59: *'there are a lot of Arab learners'*. This is considered as a problem because they might tend to rely on their first language when communicating in this situation, which can be a demotivating factor for them in learning an L2.

Students' Experiences of Communicating in English inside the UK

The third open-ended question asked: *'What has been your experience of communicating in English inside the UK?'* It aimed to find further factors that may have affected their motivation to use and learn the language. A total of 52 participants out of 80 responded to this question. See the following table for their descriptions.

Table-7: Adjectives Describing Experiences of Communicating in English in the UK

Answers (using respondents' words)	Responses
Good	18
Brilliant/Excellent/Great	12
Very good	5
Weak / Not so good / Very difficult / Not satisfied	5
Fun/Joyful/Nice	3
Okay	3
Was hard in the beginning but easier now	3
Successful	2

As seen in this table, it appears that more respondents were having good experiences of communicating in English inside the UK. Some participants gave further explanations and insights into their experiences. There were positive explanations, such as the following response: *'communicating in English has improved my language quickly, especially conversations'* (#11). Moreover, one respondent stated that the experience had been *'nice and joyful, and a person needs confidence to not be embarrassed when making mistakes'* (#31). Two others (#55 & #67) mentioned that they *'try to use it in the street, in stores, and everywhere to become fluent in English'*. From these comments, it appears that some students were using the social context they were living in as an advantage.

On the other hand, there were some difficulties that the participants had faced while communicating in the UK. Seven respondents mentioned that it had been

'difficult (sometimes) to communicate with natives in daily life (outside the institutions) because of some accents'. The participants had encountered many native speakers with different accents. This can make everyday communication difficult and may demotivate some students. Moreover, another participant appeared to have experienced difficulty in integrating with the community, as he mentioned that *'British people do not like to communicate with strangers'*.

Summary of the Research Findings

Conclusions drawn from the analysis are presented through answering the research questions.

To what extent do Saudi students on UK-based English courses already possess motivation for learning English?

The high mean scores to the structured questionnaire items and the participants' answers to the open-ended questions suggest the students' overall

positive attitude and motivation to learn English. This finding confirms our hypothesis that they had some existing degree of motivation.

What are Saudi students' motivational orientations for learning English in a UK-based setting?

Although Saudi studies in the EFL context suggest that extrinsic/instrumental motivations are higher than intrinsic/integrative motivations [8], this does not seem to be the case in this study. This is because the mean values for both intrinsic and extrinsic motivations are identical and have a significant positive correlation. Moreover, extrinsic (instrumental) motivation and intrinsic motivation (and its various types: 'integrativeness', 'cooperativeness', 'competitiveness', and 'interest in foreign languages and cultures') are ranked differently in the results. This justifies the notion that intrinsic motivation is not a single type but encompasses different types [15], of which some may be more relevant to Saudi learners of English in an L2 setting than learners in an EFL context or from other countries.

Because the participants were no longer in an EFL context, it was expected that their English language motivation would change. The participants' responses to the second and third open-ended questions confirm this hypothesis and reveal the factors that had affected their motivations either positively or negatively in the new L2 context. Another significant finding is the demotivating factors for Saudi students of English after they had come to the UK.

Are there variations in motivation across learners on the basis of their length of stay in the UK?

The analysis of the data shows that there were significant differences in the learners' motivation according to the length of stay in the UK. This confirms our hypothesis that there is a relationship between this variable and English language motivation and improves our understanding of the language learning motivation process, which is a crucial aspect of L2 acquisition. However, one limitation in this analysis that could have affected the measurements was that the sizes of the groups across this variable were unequal.

CONCLUSION

Overview of the Study

The present study intended to investigate Saudi students' preferred motivational orientations in studying English in an L2 setting (the UK), specifically their intrinsic and extrinsic motivations. This study has shown that this new context represented both opportunities and challenges for these learners, which affected their motivations to learn English either positively or negatively. The findings of several studies in both L2 and EFL contexts are in line with the present study's finding that social context can dramatically affect the motivations of learners [5].

Significance of the Study

This study is expected to contribute to our understanding of the social nature of English language motivation in the L2 context for many reasons. First, the findings confirm that motivation is a complex, multidimensional process. As reported in the discussion, both intrinsic and extrinsic types of motivation were found to be important in this context and were significantly correlated. Learners can have mixed motives and not be exclusively motivated by either extrinsic or intrinsic motivations, as much research has reported [8, 7, 21]. The intensity of these motivations, however, is different from one context to another [8]. Second, this study also indicated that the motivations of Saudi learners of English in the UK are shaped by both internal and external factors which need to be considered and implicated in teaching practices in the UK setting.

Third, the random selection of the sample of participants helped us in achieving valid generalizations for the whole population of Saudi learners of English in the L2 setting. This allowed the investigation to move beyond the UK-based context to contribute to our understanding of the issue of international learners temporarily studying in an L2 setting. It also gave us rich data to create high credibility and quality in reporting the outcomes and implications. Fourth, this research attempted to investigate the temporal nature of motivation in by investigating the motivational variations among learners according to the time they had spent in the L2 setting. Finally, this study revealed some difficulties that Saudi students face in learning English in the L2 setting.

Implications

Practical implications can be derived from the participants' experiences of communicating in English inside the UK. Many stated that their fluency had improved because they had incorporated the English language in everyday conversations. This study also indicated that learners are not just interested in the language but also in the foreign culture. Therefore, another practical implication is to incorporate cultural elements in the EFL or L2 classroom to enhance students' motivation. This can be done in the form of tapes, conversations, and role plays. On the other hand, an obstacle that many of the participants had faced while communicating in the L2 context was the accents of some natives outside of classrooms. Thus, language teachers and educators need to prepare students before they travel to a foreign country by letting them hear samples of the different accents they may encounter to be familiar with them.

Moreover, there are many practical techniques that can be used by teachers to motivate their students, such as Dörnyei's [19] comprehensive collection of

motivational strategies. First, teachers should create a pleasant classroom atmosphere, and having a supportive relationship with the students. Second, encourage the students' motivation by making the curriculum relevant to them. Also, their language-related attitudes can be increased by promoting contact with native L2 speakers, in order to generate the learners' integrative/intrinsic motivation. To encourage their instrumental/extrinsic motivation, teachers should remind students of the consequences that may arise from learning the L2, such as achieving their valued goals. Third, the learners' motivation should be maintained by increasing the intrinsic enjoyment of participating in tasks. Fourth, teachers should encourage positive self-evaluation by providing positive feedback. Moreover, increase learners' self-confidence by encouraging them to be proud and celebrate their success by giving them good grades.

LIMITATIONS AND RECOMMENDATIONS

Further research needs to be done regarding the role of social context in English language motivation. The overall limitation of this study is the short timescale and thus the tool selected was surveys. Therefore, it is recommended that further research be undertaken to investigate the changing nature of learners' motivation through a variety of methods, such as conducting interviews in addition to surveys at different stages of the students' arrival to the new social and educational context. In addition, access to a larger sample size may help in making the generalization of the findings more accurate. Another limitation of the study is that it did not assess how motivational factors affect language achievement, which could allow for more in-depth analysis in further studies. Also, variables such as gender, university major, cultural background could also be examined in further studies to provide a more comprehensive understanding of this complex construct.

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