

# The Role of Motivation and Gender in English Language Learning for Saudi Students

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## Abstract

There are a variety of factors that affect the English language learning process such as motivation and gender. The present study highlights the importance of motivation and gender in the English language learning process. This study follows a mixed-method approach; qualitative and quantitative data were collected and analyzed. Qualitative data were collected through a self-determined motivation questionnaire and a self-assessment chart from fifteen male and fifteen female Saudi students. The participants were all studying English in the United States to continue their university-level education. Data were analyzed co-relationally, using statistics and descriptions, quantitatively. The results have revealed interesting findings, as the female participants tend to demonstrate more motivation towards learning the English language, further highlighting that participants of different genders had different perspectives about learning the English language. The conclusions, implications, and recommendations of this study provide a foundation for future investigations into the English language learners' motivation in Saudi Arabia and other similar settings, with the goal of identifying variances in students' orientations.

**Keywords:** gender, motivation, English language learning

## 1. Introduction

The English language is the most widespread language in the world. English language learning is prevalent in all domains of Saudi Arabian education (Daif-Allah & Aljumah, 2020; Saaty, 2018). For instance, English is used to fulfill university requirements and to increase job opportunities (Nduwimana, 2019; Khalid, 2016). Learning a second/foreign language is a complex process. Several factors affect the English language learning process, including biological and psychological variables (Ranjan & Philominraj, 2020). Motivation and gender are significant factors in learning a language. Understanding the language learner's motivation and its relation to gender helps language instructors to better scaffold the course content and help their students in the learning process. Therefore, learners' motivation should be investigated to assess the relationship between learners' motives and how they meet their goals in the learning process.

It is been argued that motivation is neglected educationally in designing instruction (Khalid, 2016). Additionally, teachers should understand their students' goals for learning and work hard to meet these goals. Education must focus on the learner whose motivation should be considered an integral part of learning. The focus on motivation in language learning has become a critical component in language development since it influences language competency and aids learners in achieving their objectives (Ali & Bin-Hady, 2019). Besides, in educational research, gender differences seem to have a significant impact on students' motivation for English language learning. Therefore, gender differences should be taken into consideration when designing English language learning courses.

Today, in Saudi Arabia, there has been a noticeable change in attitudes towards learning English within the field of English foreign/second language learning and teaching. Over the past ten years, there has been a stronger emphasis on students and learning rather than on teachers and teaching (Mohammed, 2015). Students' needs, interests, attitudes, and motivation have become major considerations in educational policies and practices. Therefore, in any curriculum planning, design, and development, students have become the center of attention. Listening to students' voices is increasingly being advocated by researchers to better consider, understand, and enhance students' motivation (Sengkey, 2018; Loganathan et al., 2016).

Although there is a growing interest in the field of language teaching and the relationship between the students'

motivation and gender in various contexts (e.g., Aldosari, 2014; Al Harthy, 2017; Daif-Allah & Aljumah, 2020; Polat, 2011; Ranjan & Philominraj, 2020), there is limited research among Saudi students who are studying English in the United States to pursue their education there. Examining the link between motivation and gender would provide instructors and researchers with a better understanding of the language learning process and best practices in teaching the English language.

## **2. Literature Review**

### *2.1 Gender, Motivation, and Language Learning*

Gender is an important factor that influences motivation in learning English as a second/foreign language. Many studies (e.g., Akram & Ghani, 2013; Aldosari, 2014; Shaaban & Ghaith, 2000; Javid, Al-Asmari, & Farooq, 2012) have reported a significant relationship between gender and motivation in the process of language learning. Research studying motivation and gender differences in language learning contexts has observed that females are more motivated in language learning than males (e.g., Dörnyei, Csizér, & Németh, 2006; Mori & Gobel, 2006). Specifically, the findings of these studies showed that female students tend to be more willing to put more effort into learning English than their male peers. These efforts include studying, attending tutoring sessions, and participating in English classes.

Furthermore, many studies in the context of second language learning showed that females are generally more motivated than males (e.g., Dörnyei, Csizér, & Németh, 2006; Mori & Gobel, 2006; Baker & MacIntyre, 2000). For instance, Kang (2000) reported that female learners proved to have higher integrative orientations than male learners. In addition, Kissau (2006) found that female students of French seemed to have more enthusiasm than males. The results reported that while most female students wanted to be fluent in French, male students generally wished to drop their French studies. Therefore, aspects of gender differences related to motivation are evident in some research. However, motivation is not a fixed factor in second language acquisition. Female superiority cannot be generalized to all language learning settings. In Chung and Huang's study (2010), the data collected showed that most of the participants found learning English to be both useful and exciting. Most of these Taiwanese students enjoyed learning English through games, and they liked being praised with words and grades. Gender did not make any significant difference in this study. Rather, all the students liked learning English because they liked receiving compliments and encouragement from their parents and teachers. Boys and girls alike were motivated.

### *2.2 Motivation and Language Learning*

As mentioned earlier, factors influencing the language learning process can be varied, except when looking at motivation. Motivation is considered to be an important factor that determines the success of learning (Deci & Ryan, 1985; Dörnyei, 2011). Motivation can be defined in a few different ways. First, it is defined as "what moves a person to make certain choices, to engage in action, to expend effort and persist in action" (Dörnyei & Ushioda, 2021, p. 3). It can also be defined as the force to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989). According to Woolfolk (1998, as cited in Rehman, Bilal, Sheikh, Bibi, & Nawaz, 2014), motivation is "an internal state that arouses, directs and maintains behavior" (p. 372). Finally, it can be defined as "an internal process that activates, guides and maintains behavior over time" (Salvin, 2001, p. 345, as cited in Rehman et al., 2014). Motivation is important in the language learning process as it "determines the extent of the learner's active involvement and attitude toward learning" (Ngeow, 1998, p. 1). Moreover, Gardner (1985) identifies motivation as the most influential factor in learning a new language. He emphasizes that to truly learn a language, individuals must find the learning environment rewarding to be motivated to learn the target language.

Many studies (e.g., Aldosari, 2014; Daif-Allah & Aljumah, 2020; Javid et al., 2012) investigated the effects of intrinsic and extrinsic types of motivation and their relation to gender in learning. None of these studies examine Saudi students and the difference between males and females when studying English in the United States to continue their university-level education there. Nonetheless, many educational theories can be involved when referring to motivation in language learning. For this study's purpose, the researcher selected the Self-Determination Theory to examine the connection between motivation and gender in the English language learning process.

## **3. Motivation and Self-Determination Theory (SDT)**

Self-Determination Theory (SDT) is a meta-theory of motivation that offers a broad framework for many studies on human motivation and personality (Table 1) (Deci & Ryan, 1985; Ryan & Deci, 2000, 2002). Self-Determination Theory defines intrinsic and varied extrinsic sources of motivation and explains the roles of intrinsic and types of extrinsic motivation in cognitive and social developments and individual discrepancies (Deci

& Ryan, 1985). For example, students who are externally motivated do their homework because they fear bad grades or being reprimanded in class. Students who have introjected motivation want to please their teachers or parents or avoid shame. Also, students who have identified motivation want to excel in their classes and use what they are studying in their future careers. Students who have integrated motivation enjoy the subject and want to learn it as well as they can. Therefore, the Self-Determination Theory is an attempt to explain the interaction between the extrinsic forces acting on persons and the intrinsic motives and desires inherent in human personality (Deci & Ryan, 1985; Ryan & Deci, 2000). As Ryan and Deci (2000) propose, “To be self-determined is to endorse one’s actions at the highest level of reflection.”

Psychologists Edward L. Deci and Richard M. Ryan (1985) developed the Self-Determination Theory. They suggest that to foster successful learning, it is important to focus on active and autonomous forms of extrinsic motivation, such as praise and punishment. This theory is based on the relationship between extrinsic and intrinsic motivation. Furthermore, the Self-Determination Theory posits that there are two main types of motivation: intrinsic and extrinsic. Both types are powerful forces in shaping who we are and how we behave (Deci & Ryan, 1985, 2008; Ryan & Deci, 2000, 2002). In education, language learners are centrally concerned with motivation, which is what moves oneself or others to act. They are often motivated by external factors such as rewards, grades, evaluations, compliments, or fear of judgment from others (Daif-Allah & Aljumah, 2020). Generally, people are motivated from within, by interest, caring, and curiosity. These intrinsic motivations can involve passions, creativity, etc. For students, whether in K-12 or university, both extrinsic and intrinsic motivations are essential in the learning process (Aldosari, 2014; Javid et al., 2012). Among the positive extrinsic motivations are high grades, praise from teachers and parents, and respect from classmates (Daif-Allah, 2005). Among the negative extrinsic motivations are low grades, disregard from teachers, lecturing or punishment from parents, and ridicule from classmates. Intrinsic motivations may include satisfying one’s ego, achieving higher self-esteem, or avoiding guilt. On the higher levels, students may consider the task to be personally important or even part of their sense of self.

There are several levels of extrinsic motivation that represent the degree to which the behavior has been integrated into the individual’s self-perception (Deci & Ryan, 1985; Ryan & Deci, 2000). The first level is external regulation, in which motivation is exclusively external and regulated by control, obedience, conformity, and external rewards and punishments. The next is introjected regulation, in which the motivation is somewhat external and is driven by self-control, competition, and internal rewards and punishments (such as pride, shame, guilt). The third is identified regulation, the motivation is somewhat internal and based on conscious personal values that are important to the individual. The final level in extrinsic motivation is integrated regulation, in which intrinsic sources, beliefs, and desires guide an individual’s behavior to be self-aware.

The right end of the continuum displays intrinsic motivation where an individual is entirely motivated by intrinsic sources. In intrinsic regulation, individuals are self-motivated, self-determined, and driven by pleasure, fun, interest, enjoyment, and the satisfaction that comes from the behavior or activity they are involved in. From the aforementioned, it is clear that as individuals progress along this continuum, their motivation becomes less controlled and more self-determined (Ryan & Deci, 2000).

Table 1. Motivation types

#### Self-Determination

Extrinsic Motivation				Intrinsic Motivation
External regulation	Introjected regulation	Identified regulation	Integrated regulation	Knowledge Accomplishment Stimulation
External	Focus on approval:	High perceived:	Integrated into	Internal
<ul style="list-style-type: none"> <li>● control</li> <li>● rewards</li> <li>● obedience</li> <li>● punishments</li> </ul>	<ul style="list-style-type: none"> <li>● competition</li> <li>● internal rewards and punishments (pride, shame, guilt)</li> </ul>	<ul style="list-style-type: none"> <li>● value</li> <li>● personal importance</li> </ul>	<ul style="list-style-type: none"> <li>self-concept/</li> <li>self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>● pleasure</li> <li>● fun</li> <li>● enjoyment</li> <li>● satisfaction</li> </ul>

## 4. Methodology

### 4.1 Participants and Setting

The participants in this study were fifteen male students and fifteen female students. Their ages ranged from 20 to 29. They were selected randomly. They were all located in the United States to continue their education both in undergraduate and graduate studies. All were Saudi citizens and native speakers of Arabic who were studying English as a second language at a private American University in Pennsylvania. They were all at different levels of

English-speaking proficiency. Being born in Saudi Arabia, these students were raised speaking Arabic, with varying degrees of exposure to the English language. Several students studied at government schools, where they started to learn English in the sixth grade, while a few studied at private schools, where they learned English along with Arabic. Additionally, some of the participants went to English Language Institutes in Saudi Arabia. By this time, all of the participants were proficient in their English-speaking abilities.

In the United States, Saudi students are a small minority, as a result, they are obliged to learn how to speak proficient English and establish linguistic and cultural awareness in that language. They are all learning the language in order to continue their education in the United States, where English is the dominant language.

#### *4.2 Research Questions*

This study investigates how motivation influences students' ability to learn to speak proper English and motivation's relation to gender, specifically in the differences between male and female Saudi students. The following research questions were proposed:

- Are there any significant differences between how Saudi male and female students learn to speak English proficiently?
- Are there any significant differences between Saudi male and female students in their motivation to increase their speaking proficiency levels?
- What motivates Saudi students to learn to speak English as a second language?

#### *4.3 Instruments*

Each participant filled out a self-determined motivation questionnaire (Appendix A) and a self-assessment chart (Appendix B), electronically, to measure how gender affects students' motivation to learn English as a second language, particularly in speaking. This questionnaire is composed of 16 questions and one open-ended question. Items were answered on a 1–7 scale, to rank how important each sentence is in describing students' motivation to learn to speak English. A ranking of 1, meaning "Not true at all" to 7, meaning "Very true". The self-assessment chart consists of 3 sentences that were answered on a scale of 1 to 5. The sentences measure the participants' own English professionalism in speaking according to different scenarios. The self-determined motivation questionnaire was given to collect data about how students can be motivated differently. The self-assessment chart aimed to collect information about the individual's ability to speak English.

### **5. Pilot Test**

Six Saudi students studying English at an English language institute were asked to complete the questionnaire to examine its feasibility and efficiency. This pilot test was conducted to eliminate any unforeseen issues and to detect any potential errors. It also assesses the questionnaire's comprehension as well as its level of difficulty.

### **6. Data Collection and Analysis**

This study followed a mixed-method approach; qualitative and quantitative data were collected and analyzed. Qualitative data were collected through a self-determined motivation questionnaire and a self-assessment chart. Then, data were analyzed co-relationally, using statistics and descriptions, quantitatively. Both instruments were given in person to each participant with no time constraints.

#### *6.1 Discussion and Results*

The results of the present investigative research reveal significant findings. This study builds upon current research studies of motivation and gender as they affect English language learning in various educational settings. To discover which factors influence students' learning outcomes regarding speaking English learning, it is necessary to understand each student's differences. Motivation and gender are key factors in learning second/foreign languages. The reported findings view motivation and its relation to gender as a sociocultural construct and relate them both to the attainment of second/foreign language learning. In the processes of second/foreign language attainment, it can be helpful to acknowledge the effect of gender on motivation and to educate second/foreign language teachers and learners about how sociocultural norms and regulations may affect their students' learning process.

In English language learning settings, it is necessary to develop second/foreign language teachers' awareness of sociopsychological elements, especially motivation and gender-based perspectives. Teachers must consider students' language learning motivations in different learning settings. For example, Cabral's (2005) study revealed that students enjoyed getting the attention of their instructor and classmates in EFL classes and liked to be asked to participate in activities, games, and role-playing. It was clear that these students had better attitudes and

motivations for their EFL classes than others. Instructors also were aware that students were motivated by receiving attention from teachers and their classmates. As one native English-speaking student in Portugal said, “The teacher is always asking me to tell the others about my former school, about my country...” (Cabral, 2005). In contrast, students mentioned their teachers’ lack of enthusiasm in the classes taught in Portuguese. One of the students said, “PNL [Portuguese as a native language] classes are boring, the teacher is never happy...” Another example comes from Chung and Huang’s (2010) study, students in Taiwan enjoyed learning English because they liked compliments and encouragement from their parents and teachers. They also noted that “Students in rural schools find English interesting probably because they learn English in a happier and less stressful way in the learning environment of the countryside” (Chung & Huang, 2010). This shows that the students were motivated extrinsically to learn English.

As this study followed a mixed-method approach; qualitative and quantitative data were collected and analyzed. Qualitative data were collected through a self-determined motivation questionnaire and a self-assessment chart. Therefore, data were analyzed co-relationally, using statistics and descriptions, quantitatively. The results are discussed as followed: First, data analysis from the self-determined motivation questionnaire, which includes 16 questions and an open-ended question. Second, data from the self-assessment chart consists of 3 sentences. Finally, a descriptive analysis of the correlation between the data.

### 6.2 Self-Determined Motivation Questionnaire Results

Regarding motivation, the results differed significantly according to gender differences. The data analysis of the self-determination questionnaire (Appendix A) showed that thirteen of the participants’ scored high for intrinsic motivation, ten of which were females and three males. One female shared both introjection and identification motivations equally. Another female shared equally introjection and intrinsic motivations. Two male students scored extrinsic motivation as their highest motivation. Another male student showed extrinsic motivation and identification evenly. Another male student’s score showed that identification was his highest motivation. As the data show, almost all of the students’ significant differences were influenced by gender.

The results of the external regulation section (Figure 1) in the survey show that males scored 71% and females scored 29%. This explains that the male students are motivated to do their classwork in order not to get in trouble or be punished by the teacher or parents if they did not do it. Males also think that they have supposed to do their classwork, such as participation and homework because of course requirements. On the other hand, females are less worried about getting in trouble or being punished by the teacher or parents. Females are motivated to do their classwork, not by external regulations, control, rewards, or punishments. Females are motivated to participate and work on course requirements less by external regulations than males.

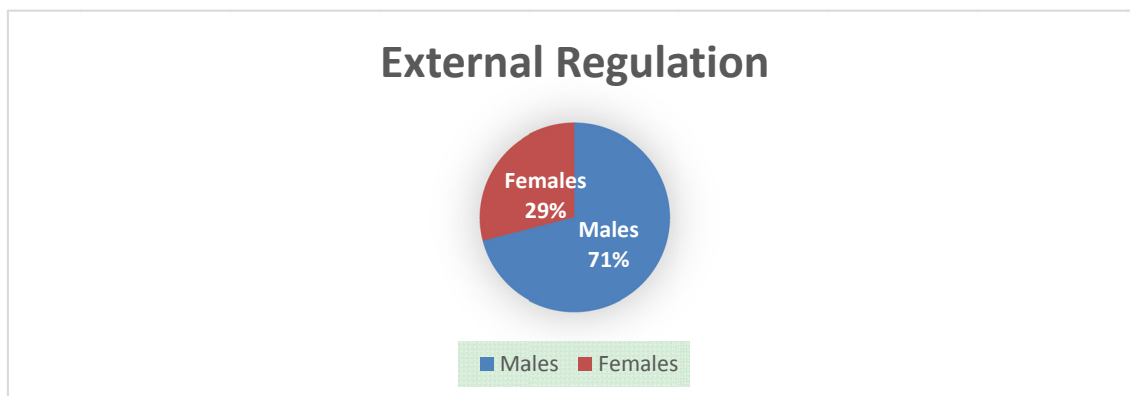


Figure 1. External regulation

Regarding introjected motivation (Figure 2), the males scored 31% and the females scored 69%. This explains that the females were motivated and more focused. They want their teachers to think they are good students. Also, the female students cared about their self-image, more than males did. Females feel good about themselves when they accomplish classwork, and they feel bad and ashamed of themselves if they do not do what they are supposed to do according to their course requirements (e.g., class activities, assignments, presentations, group-work projects, etc.).

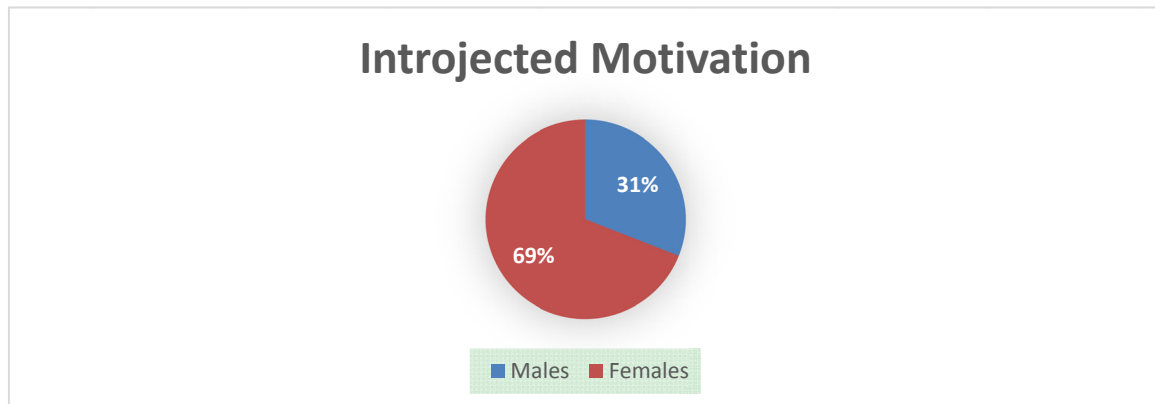


Figure 2. Introjected motivation

Concerning identified motivation (Figure 3), the results were similar for both males and females. The males scored 55% and the females scored 45%. This emphasizes that both males and females are highly concerned about their future careers. Both were motivated to learn English to have good job opportunities and get a respectable career path. However, the males were slightly more concerned about being friends with English speakers than females. Additionally, males were more motivated to communicate with native English speakers than females.

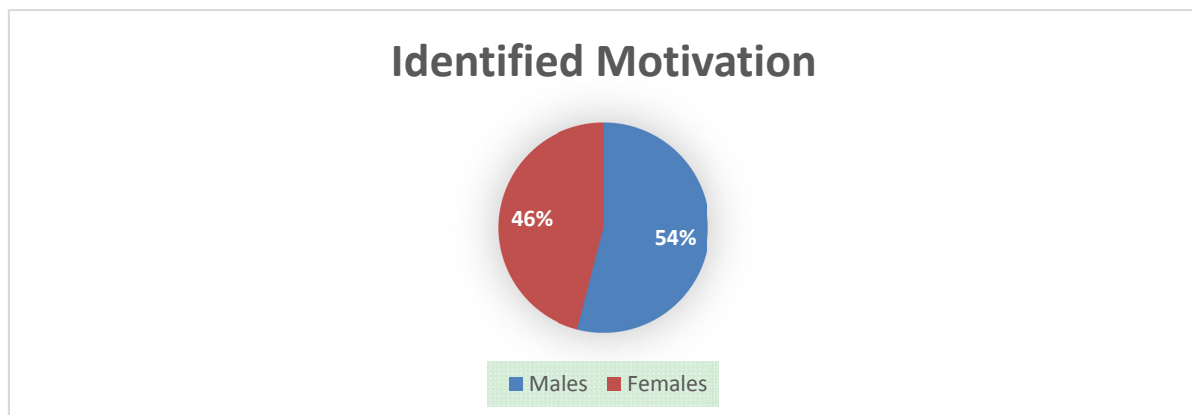


Figure 3. Identified motivation

As far as integrated motivation (Figure 4), the results were also similar for both males and females. The male students scored 44% and the females scored 56%. The female students were more concerned than male students about attaining the highest proficiency in speaking English. Therefore, the females liked speaking English and they wanted to learn to speak English well. It is more important to females than males to attain native proficiency. The females like being able to speak English as native speakers, including the accent. Also, females reported that they feel good about themselves when they sound like native English speakers.

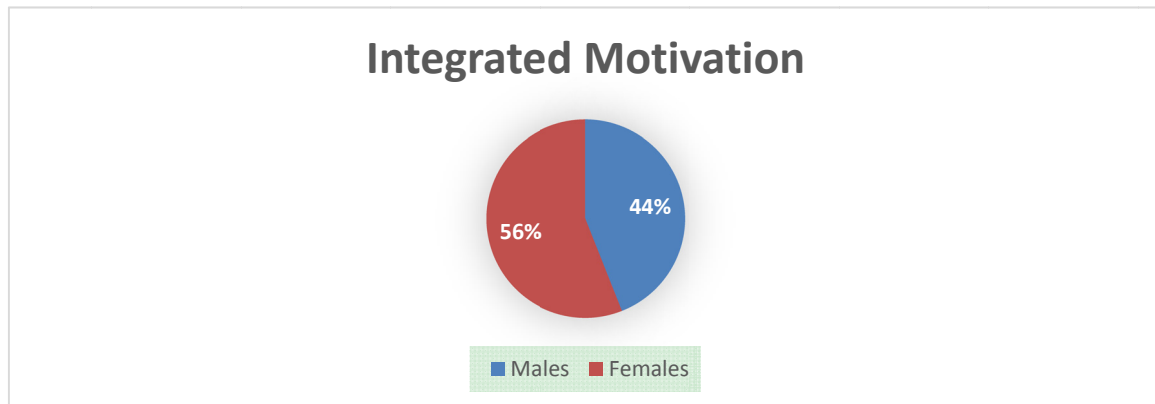


Figure 4. Integrated motivation

Moreover, in the Self-Determination questionnaire, all male students shared that the most significant factor for them was that they needed to learn to speak English well because of its importance for their future careers. They all chose 7 on the scale, which means “Very true”. This result was also reflected in the open-ended question. One of them, who is 23 years old, wrote in the open-ended question, “Job opportunities are better if I can speak English proficiently.” Another student, who is 22 years old, wrote, “Being able to speak English is very important for my future career.” The third student, who is 18 years old, noted, “... to attain a good position in my future career life, I believe that I need to speak English very well.” To express the importance of the English language in jobs and future careers, a fourth student, who is 29, wrote, “The ability to communicate fluently in both written and oral forms of the English language is critical for career advancement.... English is the most widely used language in the corporate world, making it one of the most vital employability skills.” Another student, who is 28, stated, “In today’s corporate world, it is mandatory for every employee to speak English in the workplace.”

Furthermore, in the open-ended question at the end of the Self-Determination questionnaire, the female students answered differently about what motivated them to learn to speak English. Two of them, who were 26 and 29 years old, wrote that speaking English was important for them to pursue an academic life and find good jobs back home in Saudi Arabia. One of them wrote that her plan was, “... to be able to communicate with English language speakers around the world, to continue my academic studies and to improve my future career.” The other student, who is 20 years old, explained that her motivation for learning to speak English properly is to be able to speak another language and to be fluent in it. In other words, she wanted to be bilingual. She also wrote that “I like to be best in all the skills that I am learning in life.” That means that she is going to feel bad about herself if she does not do well in her studies. One of the females, who is 27, wrote, “I just feel good when I communicate properly with native English speakers” Another female student, who is 25, said, “It will feel wonderful when I earn my degree.” Therefore, she is influenced by intrinsic motivation to learn to speak English well.

Almost all male students reported in the open-ended question by reporting they do not have any major difficulties acculturating with Americans as a result of Americans’ easygoing and accommodating nature to foreigners. Results show that males interacted more with the target language community because they were all undergraduates and had more chances for interaction in the target language. One of the male students, 22 years old, wrote, “... what motivates me to attain a high proficiency in speaking English and to know slang words that Americans use frequently is that it is important to me to hang out with friends from the target language and to work on homework with my classmates in classes and outside classes.” In other words, he was more concerned with the development of conversational fluency of the target language rather than using the target language in decontextualized academic situations. Another male student, 23 years old, reported that he spends a lot of time with target language people in classes and outside classes as well. From what male students wrote in their answers to the open-ended question, it is clear that they decreased their social distance by having more experiences and opportunities to get to know members of the target language culture, and therefore the male students have more chances to understand the target language culture and people better.

On the other hand, a female student, 24 years old, was more concerned about talking about her culture to Americans and correcting wrong conceptions about her culture. She was also the only one that wrote that she likes to know about different cultures. She said, “English is the most commonly spoken language in the world. Studying English helps me to talk to others about my Saudi culture... and to learn about other cultures and communities around the world.” So, she studies English because she likes it, rather than because she wants to acculturate with

the target language people in or outside of her classes. It was clear that her motivation was intrinsic, within herself. All in all, males seemed to be more motivated than females to learn the language to decrease their social distance.

### 6.3 Self-Assessment Chart Results

Data from the self-assessment chart (Appendix B) showed that the percentages of levels in the self-assessment chart were very similar for all participants. Males had a score of 53% and females, 47% (Figure 5). The results revealed that all participants were satisfied with their English-speaking proficiency levels outside of the classrooms. They felt challenged in dealing with their daily speaking skills.

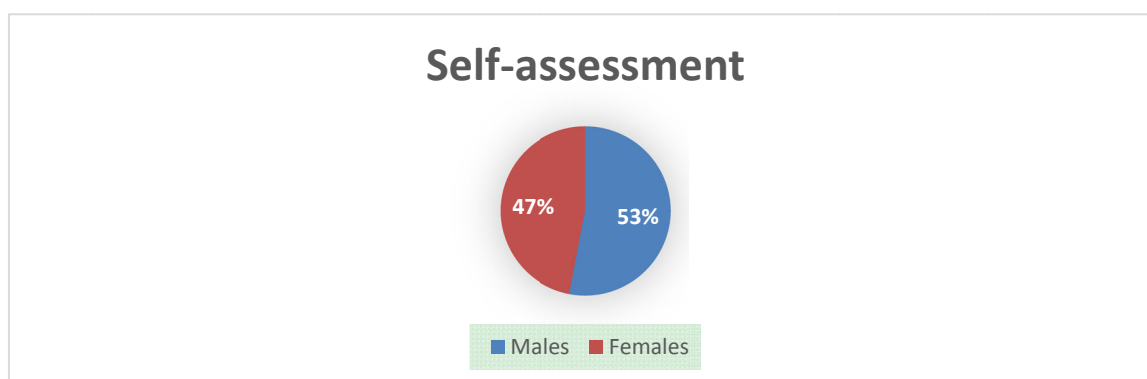


Figure 5. Self-assessment

As data from the self-assessment chart were collected from all thirty participants, the results were used along with the self-determination questionnaire as a second instrument to triangulate the data. The data analyses of this instrument were obtained to reveal the English-speaking proficiency of all students. The results differ regarding students' type of motivation and gender differences. Comparing the self-determination questionnaire with the self-assessment chart, findings revealed that students with high and low levels of intrinsic motivation have higher scores on the self-assessment chart. The female participants who had high scores for intrinsic motivation scored higher in their speaking proficiency levels. Therefore, as students' level of intrinsic motivation increased, students' speaking proficiency became better. However, the male-participants also scored high levels on the self-assessment chart.

## 7. Conclusion

Motivation in language learning cannot be easily separated from gender. This is indicated by many studies that have investigated language learning and language acquisition (e.g., Aldosari, 2014; Al Harthy, 2017; Daif-Allah & Aljumah, 2020; Ranjan & Philominraj, 2020). Various studies have found that males and females generally use different learning strategies and styles in language learning, and each gender typically has different motivations. Generally, results suggest that female students had much higher intrinsic motivation than male students. The present study's results confirm this, females reported significantly higher scores in intrinsic questions as evidenced in the Self-Determination questionnaire.

Through all of the findings, it seems clear that gender differences in motivation for second language learning and teaching are influenced by socialization practices, along with different reasons and goals for learning between males and females. As other research has found, "... gender poses stronger limitations on networks than ethnic identity poses on them" (Polat & Mahaligappa, 2010). One of the current study's participants, who is 26 years old, answered the open-ended question by writing that what motivates her to speak English well is her desire to introduce her culture in an appropriate way to other people and to learn more about American culture. This shows that she is interacting with English speakers and is influenced by socialization.

The results have shown that all students were concerned about having good job opportunities. Both males and females were motivated to learn English to have a brighter future career. Even though the importance of English in future careers was inevitable, two of the female participants did not emphasize this element. Instead, they were interested simply because they liked to learn new things and they wanted to be able to express their thoughts in another culture's language. That shows that motivating patterns may vary depending on gender differences, which is considered to be a socially constituted phenomenon.



Moreover, the findings support previous research regarding females' higher performance in different second language skills in diverse second language learning settings. Also, females showed greater integrative motivations and more positive attitudes toward second language learning than males (Kang, 2000; Kissau, 2006; Mori & Gobel, 2006; Shaban & Ghaith, 2000). In contrast, some research studies did not report any gender differences in motivation. For instance, Wang and Liao's (2011) study found that motivation is a major factor in learning a second language in Taiwan, but gender is not as important. In their study, gender was not a positive predicate.

Further, the majority of the participants seem to be comfortable functioning and interacting in the target language. Most of the participants scored high in the question, which asked if one of the reasons they wanted to learn how to speak English was to be friends with English-speaking people. They all were very concerned about attaining the highest proficiency in speaking English because they liked being able to speak like native speakers and wanted to interact with native English speakers, too. Therefore, students' motivation toward the target language and culture was seen as an important factor or an impediment to language learning. Nonetheless, some students wanted to be accepted as language students within native speaker groups.

### **8. Limitations, Further Research, and Implications**

This study addressed only a limited number of Saudi students as well as a limited number of learner variables, as they are related to success in English speaking proficiency. It set out limited relationships between motivation and gender to second/foreign language learning and proficiency. The results revealed differing degrees and types of motivations for Saudi male and female students for attaining higher English-speaking proficiency. These relationships, however, could have been caused by other affective factors such as age or university majors that were not examined in this study.

Also, this study suggests several theoretical implications regarding motivation and gender for verbal interaction with native English speakers. Data indicated that external, introjected, identificational, and integrative motivation were significantly different predictors of extrinsic motivation towards English speaking for each of the genders. The conclusions of this present study provide a platform for future investigations into the English language learners' motivation in Saudi Arabia and in similar settings to find out differences in students' orientations.

There are considerably many other factors that influence motivation in learning English as a second/foreign language. The inquiry into such factors can be recommended for further research studies. There are some variables such as socioeconomic status, personality traits, age, attitudes, aptitude, exposure to the new language, studying major, learner's first language, learning styles, and other variables that have significant effects on motivation in learning English as a second/foreign language.

The current study's findings, conclusions, and implications provide a foundation for future research. This could include:

- a. Replicating the study in Saudi Arabia or similar settings in Arabic-speaking countries to explore changes in students' orientations.
- b. Investigating how motivation affects English language proficiency.
- c. Conducting a longitudinal study with a larger number of students to investigate how motivation, gender, and other individual variables can affect learning a second/foreign language.
- d. Examining instructors' motivation for teaching English as well as the different styles of instruction they utilize in classrooms to demonstrate the link between motivation, gender, and other factors.
- e. Studying more in-depth mixed method and qualitative studies to determine the true causes of male and female students' demotivation to study English, which includes both social and educational factors.
- f. Suggesting practical techniques for promoting male and female students' motivation to learn English from both students' and teachers' perspectives.

Despite the limited scope of this study, some pedagogical implications can be traced. The study has proved that Saudi students, both males and females, showed positive motivation to learn English as a second/foreign language, highlighted the value of studying English, and explained their goals. The results of this study could be used for instructional purposes as well as curriculum design. In light of the results of the present study, it is also recommended that educators should put students' motivations and goals into consideration when designing courses. Therefore, aspects such as courses design, teaching methods, teachers' roles, and assessment tools should all focus on encouraging learners to achieve their goals in learning English based on their own motivations.

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## Appendix A

### Questionnaire in (English-learning Motivation)

Gender ----- Age -----

Below are some questions that aim to measure your motivation in learning how to speak English. For each question below, on a scale of 1 meaning “NOT TRUE at all” to 7 meaning “Very TRUE”, state how important you believe each sentence is in describing your motivation for learning how to speak English.

<b>A</b>	<b>Why do I do my writing homework?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1	Because I want the teacher to think, I am a good student.							
2	Because I will get in trouble if I do not.							
3	Because I will feel bad about myself if I do not do it.							
4	Because that is what I am supposed to do.							
<b>B</b>	<b>Why do I work on my speaking class work?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
5	So that the teacher will not punish me.							
6	Because I will be ashamed of myself if I do not do it.							
7	Because that is a course requirement.							
8	Because it's important to me to work on my classwork							
<b>C</b>	<b>Why do I need to learn how to speak English?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
9	Because I want to be friends with English-speaking people.							
10	Because I want to learn how to speak English well.							
11	Because it is important to my future career							
12	Because my parents will punish me if I do not.							
<b>D</b>	<b>Why should I be concerned about attaining the highest proficiency in Speaking English?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
13	Because I like being able to speak English like a native speaker							
14	Because I like speaking English							
14	Because it is important to me to attain a native proficiency.							
16	Because I feel great when I speak English like a native speaker.							

### Open-ended question:

What motivates you to learn how to speak English? Why?

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### External regulation: 2, 4, 5, 7, 12

- 2. Because I will get in trouble if I do not.
- 4. Because that is what I am supposed to do.
- 5. So that the teacher will not punish me.
- 7. Because that is a course requirement.
- 12. Because my parents will punish me if do not.

### Introjection: 1, 3, 6

- 1. Because I want the teacher to think I am a good student.
- 3. Because I will feel bad about myself if I do not do it.
- 6. Because I will be ashamed of myself if I do not do it.

### Identification: 8, 9, 11

- 8. Because it is important to me to work on my classwork.
- 11. Because it is important for my future career.
- 9. Because I want to be friends with English-speaking people.

### Integration: 10, 13, 14, 15, 16

- 10. Because I want to learn how to speak English well.
- 13. Because I like being able to speak English like a native speaker
- 14. Because I like speaking English
- 15. Because it is important to me to attain a native proficiency.
- 16. Because I feel great when I speak English like a native speaker.

## Appendix B

### Self-assessments chart

Below are some statements that aim to help you assess/evaluate your own ability/proficiency in speaking English. For each statement below, on a scale from 1 to 5, state how important you believe each sentence in describing your ability/proficiency in speaking English.

<b>I can order pizza delivery by telephone in English</b>	I am not usually able to order pizza	1	2	3	4	5	I am always able to give the correct pizza order and directions to my house the first time I try
<b>I can book a flight by talking on the phone to a flight agency</b>	I am not usually able to book a flight by talking on the phone to a flight agency	1	2	3	4	5	I am always able to book a flight by talking on the phone to a flight agency
<b>I can communicate what I need to say to a banker in English</b>	I am not usually able to say what I want to a banker	1	2	3	4	5	I am always able to communicate with a banker easily

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