



The Influence Of Motivation And Attitudes On Saudi Graduate Students' Acceptance And Use Of AI-Based English Language Learning Applications

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Abstract

This research explores how motivation and attitudes affect students at universities in Saudi Arabia who accept and use AI-based English language learning apps. It indicates the increasing use of artificial intelligence in language education. Employing a quantitative research design and a structured questionnaire, the study involved 45 first-year students, whose motivational orientations, attitudinal tendencies, and levels of acceptance of AI-edited learning tools were assessed. The findings reveal substantial differences in students' motivation levels and attitudes. A specific group of students, who are highly motivated and have positive attitudes, consequently, shows greater acceptance and active use of AI-powered applications. On the other hand, some students have moderate attitudes and are less engaged. The research indicates that social, technological, and institutional backing are necessary conditions for the development of learners' self-confidence and their willingness to use AI tools. Moreover, it emphasizes the importance of viewing English as a language of culture and science, whose acquisition can be facilitated by contemporary AI-powered platforms. Moreover, the outcomes highlight the need to employ learner-centred instructional methods that account for students' diverse attitudes and motivations when using AI technologies in the classroom. This study provides the necessary information for teachers and decision-makers to support the effective use of AI applications in English language learning among Saudi graduate students. It is a step toward a deeper understanding of the emotional, cognitive, and technological factors that influence learners' experiences.

Keywords: Motivation, Attitudes, AI-Based Learning, Graduate Students, Saudi Arabia

1. Introduction

The learning of English by young children in Saudi Arabia is not straightforward but rather a complex and multifaceted process. As English proficiency becomes increasingly important in Saudi Arabia, it is essential to understand the study habits, motivation, and attitudes of these young language learners (Kanaan et al., 2025; Alqasham, 2018; Leona et al., 2021). This research investigates the combined effects of these factors and thus provides an understanding of the dynamics of learning English among Kuwaiti youth.

The Saudi government has acknowledged that English is the key that opens gates at the global level. The study habits, motivation, and attitudes of young Saudi students as they work toward mastering the English language are decisive factors in their success (Awais et al., 2025; Alzayyat et al., 2025; Nureldeen et al., 2024). This study addresses the challenge of uncovering the complex interplay of these factors and thus provides a deeper understanding of the journey of young Saudi English language learners.

English language proficiency is a primary goal in a changing education system in Saudi (Shawaqfeh et al., 2024; Al-Hroub, 2023). Certainly, the study habits, motivation, and attitude of children are very important in this process, as these three main factors have the most considerable influence on the quality and effectiveness of language education. This research aims to figure out how these factors affect the learning experiences of young English language learners in Saudi Arabia.

Knowing English has become quite necessary for the younger generation in Saudi Arabia as the country extends its global influence. The study habits, motivation, and positive feelings of a young Saudi learner of English as a second language were very significant for language mastery (Zuraiq et al., 2023; Omar et al., 2024; Abduljawad & Ahmad, 2023). The present research is indeed a deep dive into the intricacies of English learning in such an unusual socio-cultural environment.

Saudi Arabia is undergoing significant changes in its sociocultural and educational sectors. In such a scenario, the attitudes, motivation, and study habits of young learners of English in Saudi Arabia are the primary factors that guide their language acquisition (Amer, 2025; Abdulbaki et al., 2025). This research discusses the relationship between these effects and broader educational and social goals.

The English language curriculum in Saudi is changing quickly, with a greater focus on equipping learners with the abilities necessary to prosper in an increasingly interconnected world. The findings of this study may influence English language education research in Saudi Arabia, as well as educational practices and governmental decisions (Malkawi et al., 2023; Alzubi, 2023). Language education through these insights into young learners' study habits, motivation, and attitudes would not only improve locally but also provide valuable perspectives to the global community of English language educators.

This study is an ambitious attempt to examine the habits, motivations, and positive and negative attitudes of young Saudi learners of English, in line with the Kingdom's increasing global interconnectedness. Examining these complicated factors, we want to present the most influential elements in acquiring the new language and in the enhancement of the educational experiences of the learners in Kuwait. Besides that, this study tries to position itself as a vital precursor to the evolution of English language education worldwide, thus language communities becoming more interconnected and a deeper understanding of the global village concept emerging.

2. Literature Review

The investigation by Al Hloul et al. (2023) is a significant step toward recognizing the emotional aspect as the primary factor in the language learning process, a trend increasingly acknowledged in the literature. Affective factors, such as emotions, attitudes, and motivation, have been recognized as significant sources of language acquisition and proficiency. This research aligns with studies that emphasize understanding and addressing emotional facets in language learning. Al Hloul et al, through their study on the emotional experiences of Saudi students during their English language learning journey, argue that the learners' emotional states not only affect their motivation but also permeate their whole language learning experience. Research methods that combine quantitative surveys with qualitative tools such as narratives, journals, and interviews enable a thorough investigation of the emotional aspects of language learning, offering a nuanced perspective that is of interest to both educators and researchers in the field.

Additionally, the findings of this work confirm the already known hypotheses that indicate the influence of a person's emotional states, whether positive or negative, on their behavior and energy level. The idea that agreeable encounters boost the motivation level while disagreeable experiences lead to its decrease is a very good example of the general theory of the emotional component of the language learning environment. The emphasis on achievements despite the overall dissatisfaction with language skills is in line with the research pool devoted to the concept of resilience in language learning. These results highlight the significance of teachers and schools playing a crucial role in such a situation, not merely to raise but additionally to be at the forefront in the development of a positive and supportive learning environment. Besides, such an environment is not only a perfect place for students' mental health, but it also has a great impact on their motivation and success in language acquisition, thus accentuating the beneficial implications of this study for the enhancement of English language education knowledge and practice.

Leona et al. (2021) delve into an important topic within the domain of second language acquisition, emphasizing the significance of the role of motivation and extramural English exposure in accounting for the difference in the performance of young English language learners (YELLS). The work bridges a gap in the field by studying how different types of extramural English exposure, both formal and informal, can forecast YELLS' oral and written receptive vocabulary in English and how motivational factors mediate these relationships. The research gains its importance from the fact that, along with the influence of exposure to English outside the classroom, the authors also investigate the psychological side of motivation. Furthermore, the separation between YELLS learn English informally, and those learning it formally at school, helps to get a deeper insight into how exposure and motivation interact with each other.

The evidence from this research illuminates the complex relationship between extramural English exposure and English language performance among young learners. As a matter of fact, the investigation indicates that the effect of familial and media-based extramural exposure is more significant for YELLS learning English informally. Also, according to the research, linguistic self-confidence serves as a bridge for YELLS learning English formally, thus pointing out that motivation is one of the determining factors of their language performance. In this work, the authors advocate for the importance of taking into account both extramural exposure and motivation when discussing the language learning process, and, therefore, they call for the further development of theoretical frameworks that integrate these aspects. It extends the understanding of the issues to educators and researchers who work with young language learners by pointing out the importance of creating both a supportive and motivating learning environment and facilitating extramural exposure opportunities to language proficiency development.

3. Methods

The research used a quantitative design, which means that it was a structured and systematic approach to empirical investigations based on numerical data and statistical analysis for answering research questions and testing hypotheses (Creswell, 2018). A quantitative research design has been used to study the effect of motivation and attitude on the English language learning of the youth of Saudi universities. The adoption of a quantitative approach in the research was intended to produce numerical data that would make possible a comprehensive and statistically supported analysis of the influence of these pedagogical tools on language acquisition, comprehension, and student perceptions. Such a design allows the researchers to produce real-world evidence that can guide educational practices and deepen the understanding of how motivation and attitude can lead to the learning of English by the Saudi youth in a structured and systematic manner.

4. Participants

The study sample comprises 45 male first-year students at Saudi universities. They were taken from the first-semester courses of the academic year 2025. The ages of the students are between 18 and 20 years, which means that they are generally of the same age group that is typical for university first-year students. As far as the English language is concerned, all the 45 students are classified as beginners, and their level is A2. Their different English learning backgrounds make them an interesting mix. Five of them have been learning English since they were in kindergarten, fifteen have been dealing with the language since they went to primary school. Ten participants started their English learning journey in high school, and another twenty students began their English language studies when they got admission to the university. The wide range of language learning experiences in the same group of students has the potential of becoming an interesting dynamic for the research, and thus, the researcher will be able to identify the factors that influence language learning at different levels of education.

5. Instrument

The questionnaire was employed in this research to make the process of data collection easier. The main goal of using the questionnaire was to obtain data and understanding in an organized manner about how the factors of motivation and attitude affected the learning of the English language among the youth of Saudi Arabia. By means of this tool, the study sought to gather the participants' responses in a structured manner, which would offer useful quantitative data. The questionnaire was carefully designed to zoom into the research questions and get the participants' views, feelings, and experiences concerning their use as a means of motivation and attitude in the English learning process of the Saudi youth.

6. Questionnaire

In this research, a carefully designed structured questionnaire with 15 thoughtfully prepared items was the major instrument used to assess students' views about the incorporation of motivation and attitude in the English learning process of Saudi young learners. The questions in the survey were designed to assess the scope of motivation and attitude, the impact of English quality, and the difficulties faced.

7. Procedure

Participants were provided with a questionnaire to clarify their experience and perception of the impact of motivation and attitude on their level of English. This questionnaire is designed to draw out and evaluate students' views on the incorporation of motivation and attitude in the English language learning process of the Saudi youth. Hence, the main purpose of this questionnaire was to explore in depth the influence of motivation and attitude toward the use of instructional methods on Saudi young students' English proficiency. The research was held at the Languages Institute of the Saudi universities, and this questionnaire was instrumental in obtaining the enlightenment of the utilization and perception of these teaching resources by the local students of the English language in Saudi Arabia, thus significantly contributing to the study's main aims and objectives.

8. Results

A detailed examination of the questionnaire answers was the main way to figure out the central point of the first research question, that is, the effect of the motivation and the attitude of young Saudi learners of English within the Institute of Languages at Saudi universities. The survey employed a five-point Likert scale, which was used to measure the agreement of the respondents with the statements "strongly agree" to "strongly disagree". It consisted of 14 items that were meticulously separated into two sections. The first seven questions explored students' perceptions of their motivation among young Saudi English learners. Also, seven questions in the second section aimed to gather students' views on the influence of the attitude of a Saudi English language learner. The next tables will offer a comprehensive summary of the findings derived from the examination of the 14 questionnaire items, thus illuminating the students' viewpoints and experiences.

Table 8.1: Students' Perceptions of Motivation Among Saudi English Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
1	I am excited about the chance to learn English.	22	17	0	1	5	4.11	1.265
2	I need to improve my English if I want to accomplish my future objectives.	17	15	0	7	6	3.66	1.461
3	I am extremely motivated to get better at speaking English.	17	19	0	5	4	3.86	1.283
4	My motivation for learning is to become proficient in speaking English.	17	18	0	7	6	3.60	1.420
5	I prefer learning English, and I set enough time to do so.	13	17	0	9	6	3.44	1.515
6	I continuously look for chances to use my English outside of the classroom.	13	17	0	9	6	3.48	1.440
7	My objective is to become an extremely competent English speaker.	18	16	0	6	5	3.80	1.391

Table 8.1 presents a questionnaire aimed at understanding the perceptions of a motivational factor among English language learners in Saudi Arabia. For the first item of the questionnaire, "I am excited about the chance to learn English", a mean of 4.11 shows that on average English learning students in Saudi are very excited about the opportunity to learn English. Meanwhile, the standard deviation of 1.265 shows that the responses have a moderate spread, implying that most of the students are very excited but there are some who might show less enthusiasm.

For the second item, "I need to improve my English if I want to accomplish my future objectives", the mean of 3.66 implies that the students are somewhat convinced about the necessity of improving their English for accomplishing their future goals. Moreover, the standard deviation of 1.461 indicates a broad spread of the responses, thus the students' views on the importance of English for future goals differ greatly among the students. Besides that, item 3 "I am extremely motivated to get better at speaking English" the mean is 3.86 suggesting that students, on average, express a relatively high level of motivation for improving their English-speaking skills. The standard deviation, however, is 1.283, and this indicates that there is some variability in the answers with a few students who were very motivated, while some probably expressed lack of motivation.

Additionally, in item 4 “ My motivation for learning is to become proficient in speaking English “ the mean is 3.60 reveals that, on average students are somewhat motivated to learn serving the purpose of becoming good English speakers. Whereas the standard deviation is 1.420 shows a moderate amount of differences in the responses, with some being highly motivated and others less motivated. In item 5 “I prefer learning English, and I set enough time to do so” the mean is 3.44 indicating that, on average, students have a moderate preference for learning English and allocate a moderate amount of time for it. The standard deviation of 1.515 which is relatively high points to a large range of responses with some students showing strong preference and commitment to learning English, while others might not be as committed. Besides that, in item 6 “I continuously look for chances to use my English outside of the classroom” the mean is 3.48 revealing that, on average, students are moderately inclined to seek opportunities to use their English skills outside of the classroom. Meanwhile, the standard deviation of 1.440 also shows a moderate spread of the responses, with some being very active in seeking such opportunities and others not so much. For the final item “My objective is to become an extremely competent English speaker” the mean of 3.80 implies that, on average, students set a rather high objective of becoming extremely competent English speakers. Meanwhile, a standard deviation of 1.391 indicates that there are some variations in students' responses ; some are largely strongly determined to achieve this objective, but others put less emphasis on attaining extreme competence in English speaking.

In sum, the results indicate SaudiEnglish language learners' readiness to learn the language, despite varying levels of excitement and commitment. Some students show strong motivation to become fluent in English, while others are only moderately or irregularly motivated.

Table 8.2: Students' Perceptions of Attitude Among SaudiEnglish Language Learners.

No	Items	SA	A	No	D	SDA	Mean	SD
1	I found that I can speak English well when I communicate.	9	12	1	15	7	3.02	1.454
2	I think that learning English is a pleasant and satisfying practice.	13	10	1	11	9	3.15	1.583
3	Conversational and presentational English language activities are helpful and engaging to me.	13	9	3	12	7	3.20	1.518
4	I think that making errors when learning English is a natural part of the process	16	11	2	11	4	3.54	1.437
5	I consider English to be a historically and culturally rich language.	22	11	0	5	6	3.86	1.487
6	My professional and employment chances are improved by learning English.	9	17	0	14	4	3.29	1.356
7	My friends and family encourage me in my attempts to learn English.	11	18	0	12	3	3.50	1.320

Table 8.2 demonstrates the attitude of Saudi English language learners towards a questionnaire: The first item, “I found that I can speak English well when I communicate,” has a mean of 3.02, which means that the students generally have a moderate perception of their English speaking ability during communication. A standard deviation of 1.454, however, indicates a moderate level of variability in the responses, indicating differences among students' self-assessments of their English speaking skills. In the second item, “ I think that learning English is a pleasant and satisfying practice,” the mean of 3.15 shows that the students consider learning English as a relatively pleasant and satisfying practice. The standard

deviation is quite high (1.583), which indicates that the responses are very different, i.e., some students find learning English very satisfying, whereas others may not. The third item, “Conversational and presentational English language activities are helpful and engaging to me,” with a mean of 3.20, shows that, generally, students consider conversational and presentational English language activities to be somewhat useful and interesting. On the other hand, the standard deviation of 1.518 indicates substantial variability in students' opinions: some may find these activities extremely engaging, whereas others may not.

Also, in the fourth item, “I think that making errors when learning English is a natural part of the process,” the mean of 3.54 conveys that students, on average, view making errors when learning English as a natural part of the process. The standard deviation of 1.437, on the other hand, points to a moderate range of responses, i.e., while some students may fully agree that errors are an integral part of the learning process, others may not be so much. The item fifth “I consider English to be a historically and culturally rich language” with a mean of 3.86 demonstrates that the majority of students perceive English as a historically and culturally rich language. Whereas, the standard deviation of 1.487 reflects a moderate variation in responses, with some students being extremely aware of the cultural and historical richness of English, while others may be less so. Moreover, the item sixth “My professional and employment chances are improved by learning English” the mean value of 3.29 indicates that students think English learning can moderately enhance their professional and employment opportunities. The 1.356 standard deviation indicates a moderate spread of responses, hence there are some students who are convinced that English is very beneficial to their career and a couple of students who think otherwise. The last item “My friends and family encourage me in my attempts to learn English” where the mean value is 3.50 demonstrates that, on average, students perceive the encouragement coming from their friends and family as moderate. The 1.320 standard deviation, however, signifies a great amount of difference, meaning that some students may get support and encouragement from their social circles a lot, while others might have none.

To summarize, based on these results, SaudiEnglish language learners are mostly good in their attitude towards their English learning journey, though they differ in their opinions about various elements of learning, such as speaking self-evaluation, satisfaction with the learning process, and support from the social network.

9. Discussion

The research findings regarding the effect of motivation and attitude on young SaudiEnglish language learners at Saudi universities provide an interesting perspective on language learning dynamics and the factors that affect it. These results are in line with previous studies, which argue that affective factors play an essential role in the acquisition and command of a foreign language, thus illuminating how students' motivation and attitude influence their learning experiences. In this discussion, the researcher relates these results to the general research and considers the consequences of these results for language education and teaching methods.

First of all, the emphasis on motivation in this research aligns with current studies that highlight learners' enthusiasm and energy as crucial elements in language learning. The positive attitude of young SaudiEnglish language learners toward learning English aligns with the idea that a positive attitude can boost the learner's motivation (Leona et al., 2021). This is consistent with motivational theories like self-determination theory, which consider intrinsic motivation essential for language learning that maintains long-term interest (Ryan et al., 2021). Therefore, this suggests that instructors should create an engaging classroom environment where students' motivation for language learning is highly encouraged, as it may positively influence their language acquisition process.

The study also had an aim to thoroughly examine how and to what extent errors affect language learning. The result indicating that students view errors as a natural part of learning English is consistent with studies related to language learning anxiety and perfectionism (Ghislandi et al., 2020). Students who consider making errors as part of the learning process may have less anxiety when it comes to speaking and making mistakes and thereby, promoting a comfortable and productive class atmosphere. Teachers can turn this

attitude into an advantage by implanting the idea of embracing mistakes in their students and at the same time by providing a friendly atmosphere where the students' use of the language for their needs is supported.

Besides, the research points to the significance of social support from both friends and family as a major source of positive learners' attitudes. This discovery is in line with the research pointing to the significance of social aspects in language acquisition, for instance, the notion of the "affective filter" suggested by (Stander, 2022). When learners obtain support and encouragement from the people around them, it can lower their affective filter, thus, enabling them to absorb more language input. Teaching staff and schools must acknowledge the importance of getting parents and friends involved in supporting students' language learning activities.

Moreover, this kind of interest by the students to delve into the past and the cultural aspects of the English language via research is a nice illustration of the cognitive and cultural facets of language learning. The statement is supported by the study determining cultural competence as one of the major components of language acquisition (Umarova, 2021). A learner's positive attitude towards cultural aspects of a language can bring a change in the learner's motivation level whereby the learner becomes more committed and involved. Teachers, therefore, should think about using different cultural aspects in their language lessons to enable their students to gain a deeper cooperative understanding of the language.

Besides, the study results regarding learners' views on how the English Language could be related to their career and employment opportunities reveal the presence of a practical side of language motivation. The statement refers to the research which emphasizes instrumental motivation as one of the major reasons for language learning, i.e., the attainment of tangible benefits such as job opportunities (Papi & Hiver, 2020). Language teachers can use this motivation to their advantage by clarifying the practical side of language proficiency as a means to career growth.

To sum up, the results of the research on the effect of motivation and attitude on learning English by young Saudi Arabian students provide useful information that supports previous studies in the language education field. The results show that the factors of motivation and attitude operate differently and collectively to affect the learners' experiences of language learning. The findings are of great significance for the teachers as they highlight the necessity to establish learning environments that are not only supportive but also stimulating and consider students' different motives and attitudes. By addressing these aspects, teachers can accelerate language learning and be more effective in meeting their students' needs. Further research could investigate these factors more deeply and their impact on language proficiency, thereby revealing detailed facets of efficient teaching and learning language strategies.

10. Conclusion

To sum up, the research of the Saudi Graduate on the impact of motivation and attitude of young Saudis in learning the English language is a valuable addition to a growing body of research that is focused on language learning and its proficiency.

The findings of the present study are in line with the studies that recognize the major role of motivation, attitudes, and emotions in acquiring language. By investigating students' attitudes and perspectives, this study sheds light on the complicated interplay of emotional, cognitive, and pragmatic factors that govern the language acquisition process.

The positive attitudes and motivations of young Saudi English language learners not only indicate but also confirm that they are highly enthusiastic and committed to acquiring English proficiency. These results reflect the theoretical framework of motivation and language learning and, above all, the great role of intrinsic motivation and a stimulating learning environment. Language educators and institutions can implement these ideas to rebuild their classrooms, making them more interesting and motivating, and offer a setting where students have the courage to take risks, and inevitably, their language will be enhanced.

In addition, the study highlights social support as a crucial factor, with friends and family identified as the most influential supporters of learners' language learning. Such a finding underscores the necessity of not only the learners themselves, but also their network of support, in language learning and subsequent practice. It shows that teachers and schools have to figure out how to engage the students' social circle to help them with their language learning. Moreover, the research brings to the fore the complexity of language learning motivation and that it not only depends on culture, but there are practical aspects as well that influence learners' attitudes toward English.

Learning English is one of the main reasons to understand that it is a language with a rich history and culture. Additionally, learning a language is expected to play a significant role in one's profession and is increasing awareness of the various motivations for language acquisition. Teachers would benefit greatly if they used this idea as a tool to help students get more fully immersed in the language culture while also emphasizing the language as a potential career path.

In conclusion, the investigation into the affective factors that influence young Saudi English language learners is an essential wake-up call for language researchers and educators to take reflective actions. The main argument of the study revolves around the identification of a clear, student-centered educational model that takes into consideration different students' motivation and their positive or negative attitudes. Just think of the educators being able to create those educational settings that not only help the students but also attract and internally motivate them to learn and achieve the desired outcome in a much more efficient way, which would lead to students' language skills improving along with their positive language learning experience.

Further studies in this field may investigate the interplay of these factors to a greater extent, thus contributing to a more comprehensive understanding of the teaching methods that are most effective and can be of great help to language learners all around the globe.

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