Motivational Orientations Toward Learning English Among Undergraduate and Graduate Female EFL Learners in Southern Libya

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Abstract

Motivation is widely recognized as one of the most influential factors in second and foreign language learning. The present study investigated the motivational orientations of undergraduate students (n = 19, 59.4%) and graduates (n = 13, 40.6%) in the English Language Department at Zawilah College of Education in southern Libya. Specifically, this study examined whether the participants were highly motivated to learn English and whether their motivation was predominantly integrative or instrumental. A quantitative research design was employed using a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB), consisting of 20 items distributed equally between integrative and instrumental motivation. Thirty-two female participants completed the questionnaires online. The descriptive findings revealed that the participants demonstrated a high overall level of motivation (M = 89.54). Both integrative (M = 89.39%) and instrumental (M = 89.69%) orientations were strongly represented, with nearly equal mean scores. To address the descriptive ceiling effects observed in the data, inferential statistical procedures were employed. Chi-Square (X^2) tests of independence revealed no statistically significant differences ($p > .05$) between undergraduate students and alumnae across the primary motivational variables. These findings suggest that the participants perceive English not only as a practical tool for academic achievement and career opportunities (100% agreement) but also as a means of cultural understanding (93.8% agreement). This study highlights the importance of incorporating fluid, modern instructional designs that address overlapping motivational domains. Recommendations for future mixed-methods and qualitative studies are also provided.

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Keywords: Motivation, EFL learners, integrative motivation, instrumental motivation, Libyan students, L2 Motivational Self System, Kuder-Richardson 20

الملخص

هدفت الدراسة الحالية إلى استكشاف التوجهات الدافعية نحو تعلم اللغة الإنجليزية لدى طالبات (n = 19) ، (59.4%)وخريجات(n = 13) ، (40.6%)قسم اللغة الإنجليزية بكلية التربية زويلة في جنوب ليبيا، مع التركيز على نوعي الدافعية التكاملية والأداتية. اعتمدت الدراسة المنهج الكمي، واستخدمت استبانة مقتبسة من مقياس الاتجاهات والدافعية لتعلم اللغة (AMTB) الذي طوّرهGardner ، وتكونت من عشرين فقرة موزعة بالتساوي بين الدافعية التكاملية والدافعية الأداتية. شاركت في الدراسة اثنتان وثلاثون طالبة وخريجة من القسم أكملن الاستبانة إلكترونياً. أظهرت النتائج الوصفية الإجمالية أن المشاركات يتمتعن بمستوى مرتفع جداً من الدافعية نحو تعلم اللغة الإنجليزية بنسبة متوسطة بلغت 89.54%، كما بينت وجود مستوى مرتفع ومتقارب لكل من الدافعية التكاملية (89.39%) والدافعية الأداتية (89.69%). ولتجاوز قصور التحليل الوصفي وظاهرة "تأثير السقف"، تم إدخال الإحصاء الاستدلالي عبر اختبار مربع كاي (X^2) للمقارنة بين المجموعات الفرعية (طالبات مقابل خريجات)، وأظهرت النتائج عدم وجود فروق ذات دلالة إحصائية($p > .05$) ، مما يؤكد التماسك والاتساق الفكري الشديد لعينة الدراسة. وتشير هذه النتائج إلى أن المشاركات ينظرن إلى اللغة الإنجليزية بوصفها وسيلة لتحقيق أهداف أكاديمية ومهنية بنسبة موافقة بلغت 100%، إضافة إلى كونها أداة لفهم الثقافات الأخرى والتفاعل مع المجتمعات الناطقة باللغة الإنجليزية بنسبة موافقة بلغت 93.8%. وتوصي الدراسة بأهمية مراعاة التوجهات الدافعية الحديثة والمتداخلة للمتعلمين عند تصميم المواد التعليمية، كما قدمت الدراسة مجموعة من التوصيات لإجراء بحوث مستقبلية نوعية ومختلطة.

الكلمات المفتاحية :الدافعية، متعلمو اللغة الإنجليزية كلغة أجنبية، الدافعية التكاملية، الدافعية الأداتية، نظام الذات الدافعية للغة الثانية، اختبار كودر-ريتشاردسون 20

1. Introduction

English has become one of the most influential international languages in modern society. It is used extensively in education, technology, science, business, media and intercultural communication. Consequently, learning English as a foreign language has become increasingly important for students in many countries, including Libya. In educational contexts where English is taught as a foreign language, learners' success is influenced by several psychological, social and educational factors. Among these factors, motivation has consistently been identified as one of the strongest predictors of language-learning achievement.

Motivation plays a central role in determining the amount of effort learners invest in language learning. Highly motivated students are generally more willing to participate in classroom activities, practice language skills, and continue learning despite difficulties. Conversely, learners with low motivation may experience limited

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engagement and poor academic performance. Given its importance, motivation has attracted considerable attention from researchers in the field of second and foreign language acquisition.

In Libya, English is taught at different educational levels, and many students continue studying English at university departments specializing in English language and literature courses. In recent years, the English Language Department at Zawilah College of Education has witnessed an increase in student enrollment. This growing interest raises important questions regarding the reasons behind students' desire to study English and the motivational factors that influence their learning.

Language learning motivation is commonly classified into two major categories: integrative and instrumental motivation. Integrative motivation refers to learners' desire to understand the culture, traditions, and people associated with a target language. Instrumental motivation, on the other hand, relates to practical goals such as obtaining employment, pursuing higher education, traveling abroad, and achieving academic success. Understanding learners' motivational orientations is essential for teachers, curriculum developers and educational institutions. When teachers are aware of the reasons that encourage students to learn English, they can design more effective teaching materials and classroom activities that address learners' interests and needs. Moreover, identifying students' dominant motivational orientations may help improve language instruction and increase learner engagement.

The current study explores the integrative and instrumental motivation of undergraduate students and alumni in the English Language Department at Zawilah College of Education. It sought to determine whether the participants were highly motivated to learn English and whether their motivation was mainly integrative, instrumental, or equally balanced between the two orientations.

1.1 Statement of the Problem

Although English has become increasingly important in Libya, many teachers still face challenges in effectively motivating their students. In some cases, instructional materials and classroom activities do not adequately reflect learners' interests, goals or expectations. Consequently, students may lose their enthusiasm for language learning or fail to develop strong engagement with the language.

The noticeable increase in the number of students joining the English Language Department at Zawilah College of Education highlights the need to investigate the

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motivational factors influencing these learners. Understanding why students choose to study English and what motivates them to continue learning the language may provide valuable insights for teachers and curriculum designers. Therefore, this study attempts to examine the integrative and instrumental motivation of undergraduate students and alumni in the English Language Department at Zawilah College of Education. It also aimed to explore how students perceive English as a tool for communication, education, and personal development.

1.2 Research Questions

This study addresses the following research questions:

1. Are undergraduate students and alumni of the English Language Department at Zawilah College of Education highly motivated to learn English?

2. Are the participants more integratively or instrumentally motivated toward learning English?

3. Is there a statistically significant difference in motivational orientation between undergraduate students and alumnae?

1.3 Significance of the Study

This study contributes to the growing body of research on motivation in English language learning, particularly in the Libyan EFL context. The findings may assist teachers in selecting appropriate instructional approaches that correspond with students' motivational orientations. In addition, this study may help curriculum designers develop learning materials that better reflect learners' academic and communicative needs.

Understanding students' motivational orientations is also beneficial for improving classroom practice. If learners demonstrate strong instrumental motivation, teachers may focus more on activities related to academic achievement, professional communication, and language skills required for future careers. In contrast, if learners show stronger integrative motivation, classroom activities may include more cultural content, authentic communication, and exposure to real-life language use. Furthermore, this study provides insights into the motivations of female EFL learners in southern Libya, an area that has received relatively limited attention in previous research.

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1.4 Limitations of the Study

This study has several limitations. First, all participants were female students and graduates because the English Language Department at Zawilah College of Education currently includes only female learners. Consequently, the findings cannot be generalized to male participants. Second, the sample size was relatively small because of the limited number of students enrolled in the department. Zawilah College of Education is located in a small village in southern Libya, and the institution was established recently. Despite these limitations, the participants represented nearly all current students and graduates of the department. Additionally, reliance on a dichotomous-response instrument limits response sensitivity, a factor statistically addressed in the analytical methodology.

2. Literature Review

2.1 Motivation in Language Learning

Motivation has long been considered a major factor in second and foreign language learning. Researchers have provided various definitions of motivation, emphasizing its psychological, behavioral, and social aspects. Johnston (1999) describes motivation as a stimulus that encourages individuals to achieve specific goals. Similarly, Ryan and Deci (2000) argued that motivation refers to the process that drives individuals to take action and engage in purposeful behavior. Dörnyei (2001) explained motivation as a factor influencing learners' decisions about whether to engage in a task, how much effort to invest, and how long to continue performing the task.

From this perspective, motivation is related not only to learners' initial interest in language learning but also to their persistence throughout the learning process. Harmer (1991) emphasized that motivated learners usually possess clear goals and strong personal commitment to achieving them. Pintrich and Schunk (1996) viewed motivation as a process that sustains goal-directed behavior over time. In the field of second language acquisition, motivation is commonly associated with learners' attitudes toward the target language and their reasons for learning it. Gardner and Lambert (1972) proposed one of the most influential theories of language learning motivation, distinguishing between integrative and instrumental motivations.

2.2 Integrative Motivation

Integrative motivation refers to learners' desire to interact with members of the target language community and become familiar with its culture, traditions, and values. Brown

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(1994) explained that integratively motivated learners are interested in integrating socially and culturally with speakers of the target language. Learners with integrative motivation often demonstrate positive attitudes toward their target language community. They may enjoy learning about the literature, films, music, traditions, and cultural practices associated with the language.

According to Ellis (1994), integrative motivation is particularly effective because it involves strong emotional and personal engagement with the target language. Saville-Troike (2006) argued that integrative motivation includes several affective dimensions, such as cultural interest, openness to other communities, and willingness to communicate with natives. Such learners are often more willing to use the language in authentic situations and maintain a long-term commitment to learning.

2.3 Instrumental Motivation

Instrumental motivation is associated with practical and functional goals. Instrumentally motivated learners study a language because they believe it will help them achieve educational, professional, or economic objectives. Examples include obtaining employment, succeeding academically, traveling abroad, and accessing information.

Gardner (1985) defined instrumental motivation as learning a language because of its perceived, practical value. Saville-Troike (2006) explained that instrumentally motivated learners often focus on achieving concrete goals rather than developing social relationships with the speakers of the target language. In many EFL contexts, instrumental motivation has been found to play a significant role because English is often associated with higher education, career advancement, and international communication. However, researchers have noted that integrative and instrumental motivations may coexist within the same learner.

2.4 Theoretical Framework

The present study is grounded in Gardner and Lambert's socio-educational model of second language acquisition, which emphasizes the significant role of motivation in language learning success. According to Gardner and Lambert (1972), learners' motivation can be classified into two major orientations: integrative and instrumental. Integrative motivation reflects learners' willingness to identify with the target language community and culture, whereas instrumental motivation relates to practical benefits, such as academic achievement, employment opportunities, and social advancement.

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Gardner (1985) further argued that learners with strong motivation are more likely to demonstrate persistence, actively participate, and have positive attitudes toward language learning. The socio-educational model also highlights the relationship between learners' attitudes, cultural openness, and their language achievements.

However, to avoid overreliance on 20th-century classical frameworks and capture contemporary motivational dynamics, this study integrates Dörnyei's L2 Motivational Self System (L2MSS) and Deci and Ryan's (2000) Self-Determination Theory (SDT). Dörnyei's model expands traditional integration into the *Ideal L2 Self* (the L2-using persona the learner idealizes becoming) and the *Ought-to L2 Self* (extrinsic obligations or structural expectations). This modern reconfiguration explains why classical integrative and instrumental orientations overlap in modern digital ecologies.

Additionally, Self-Determination Theory (SDT) categorizes motivation along a self-determination continuum, progressing from *extrinsic regulation* (studying for basic university degrees) to highly autonomous *intrinsic motivation* (inherent enjoyment of cultural media and cognitive fulfillment). This modern lens allows the study to critically examine whether integrative or instrumental motivation plays a more dominant role, or whether they function as an integrated internal system for Libyan EFL learners.

2.5 Motivation in EFL Contexts

Vijchulata and Lee (1985) conducted a study at the University Putra Malaysia involving approximately one thousand students from different faculties. The findings revealed that the students demonstrated both integrative and instrumental motivation for learning English.

In Japan, Benson (1991) examined university students' attitudes toward English learning and found that personal and integrative reasons were more influential than purely practical objectives were. These results suggest that learners value English not only for academic purposes but also for cultural understanding and personal development.

More recently, Park and Lim (2024) investigated the relationship between self-efficacy and motivation among Korean university students learning English. Their study showed that participants were more instrumentally motivated; however, integrative motivation contributed more significantly to learners' use of language-learning strategies.

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Recent studies continue to emphasize the importance of motivation in English language learning in different EFL contexts. For example, Nguyen and Habók (2022) found that learners with higher motivational intensity demonstrated greater engagement in language-learning activities and stronger academic achievement. Similarly, Al-Hoorie and MacIntyre (2020) highlighted that motivation is a dynamic factor influenced by social interaction, educational environments, and learners' future aspirations.

Furthermore, Papi et al. (2023) argued that technological developments and online learning environments have significantly reshaped learners' motivational orientations, particularly during the COVID-19 pandemic. These studies indicate that motivation continues to play a crucial role in shaping learners' success and persistence in EFL settings. Recent motivational research has increasingly conceptualized language learning motivation as dynamic, context-sensitive, and socially mediated (Al-Hoorie, 2024).

2.6 Motivation in Arab and Libyan EFL Contexts

Several international studies have investigated learners' motivational orientations toward English language learning. Research conducted in Arab countries has produced mixed findings regarding students' motivational orientations. Tahaineh and Daana (2013) and Al-Khasawneh and Al-Omari (2015) reported that Jordanian students were instrumentally motivated to learn English. Similarly, Qashoa (2006) found that secondary school students in the United Arab Emirates demonstrated stronger instrumental than integrative motivation. These findings may be explained by the increasing importance of English in higher education, employment opportunities, and globalization in Arab societies.

In the Libyan context, several studies have explored the motivation of Libyan EFL learners. Zanghar (2012) investigated integrative and instrumental motivation among Libyan undergraduate students studying English at the Faculty of Arts in Bani Walid. The findings revealed that students possessed high levels of both motivational orientations, with integrative motivation slightly exceeding that of instrumental motivation.

Similarly, Sase et al. (2015) reported that Libyan high school students studying in Malaysia demonstrated stronger integrative motivation to learn English. In contrast, Alsharif (2018) examined motivational orientations among Libyan undergraduate ELT students and found that instrumental motivation was more dominant than integrative

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motivation. These varying results suggest that motivational orientations may differ depending on the educational context, social environment, and learners' individual goals.

The present study contributes to this area of research by investigating motivation among undergraduate students and alumni at the Zawilah College of Education in southern Libya.

3. Methodology

3.1 Research Design

The present study employed a quantitative research design to investigate the motivational orientations of undergraduate students and alumni in the English Language Department at Zawilah College of Education. Quantitative methods are appropriate for examining attitudes, perceptions, and motivational patterns because they allow researchers to systematically analyze numerical data.

3.2 Participants

The participants consisted of thirty-two female students and graduates from the English Language Department at Zawilah College of Education. The sample included 19 undergraduate students and 13 alumnae. The participants represented different academic levels within the department. No male participants were included because the department currently enrolls only female students. Despite the relatively small sample size, the participants represented nearly the entire population of students and graduates in the department.

Table 1: *Participants' Demographic Information*

Category	Group	Frequency	Percentage
Academic Status	Undergraduate Students	19	59.4%
	Alumnae	13	40.6%
Gender	Female	32	100%
Total	Participants	32	100%

3.3 Research Instrument

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Data were collected using a questionnaire adapted from Al-Khasawneh and Al-Omari (2015), which was originally based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB). The questionnaire consisted of 20 items divided equally into two categories: 10 items measuring integrative motivation and 10 items measuring instrumental motivation.

Participants responded to each statement using a two-point Likert scale consisting of "Agree" and "Disagree." A simplified response format was selected to facilitate participation and ensure clarity.

The integrative motivation items focused on cultural understanding, communication with foreigners, appreciation of English media, and interest in English speaking communities. The instrumental motivation items examined practical goals such as employment opportunities, academic achievement, traveling abroad, and information access.

Psychometric Reliability Analysis Model

To mathematically counteract the structural limitations of the binary response format (measurement sensitivity and potential acquiescence bias), the Kuder-Richardson 20 (KR-20) psychometric formula was specified for internal consistency verification, replacing Cronbach's alpha, which requires continuous interval metrics.

Where:

- k is the total number of items on the measurement scale ($k = 20$).
- p_i represents the proportion of "Agree" responses for item i.
- q_i represents the proportion of "Disagree" responses for item i ($q_i = 1 - p_i$).
- $\sigma^2 x$ is the total variance of the observed composite-test scores.

Given the extreme homogeneity and high specialization of this EFL cohort, the target internal consistency boundary for structural stability was established at ≥ 0.70, indicating solid psychometric reliability despite descriptive ceiling clustering.

3.4 Data Collection Procedure

The questionnaire was distributed online through WhatsApp groups used by students and alumni. Participants were informed that completing the questionnaire would require

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approximately ten minutes. They were also assured that their responses would remain anonymous and would be used only for academic research.

Participants were instructed to read each statement carefully and indicate whether they agreed or disagreed. The questionnaire did not explicitly identify which items represented integrative or instrumental motivation to avoid influencing participants' responses.

3.5 Data Analysis

The collected data were initially analyzed using descriptive statistics, specifically percentages and mean scores. The percentages of agreement and disagreement for each questionnaire item were calculated.

To determine the participants' overall level of motivation, the following classification was adopted:

- 72%–100% = High motivation
- 36%–71% = Moderate motivation
- 0%–35% = Low motivation

The mean percentages for integrative and instrumental motivation were calculated separately to determine the dominant motivational orientation.

Inferential Statistical Framework

To transition the research into an advanced inferential verification paradigm and compare the subgroups, chi-square (X^2) tests of independence and Two-Proportion Z-tests were implemented to evaluate raw response frequencies between undergraduate participants (n = 19) and alumnae (n = 13).

The effect size for categorical associations was derived using Phi (φ) coefficients for 2 × 2 domains. 95% Confidence Intervals (CI) were computed for the primary proportion parameters to evaluate population stability.

4. Results

This section presents the findings obtained from the analysis of questionnaire responses. The results are organized according to the two major motivational orientations investigated in this study: integrative and instrumental motivation.

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4.1 Integrative Motivation

Table 2: *Integrative Motivation Items and Responses*

No	Statement	Agree	Disagree
1	Learning English is important because it helps me understand the cultures and traditions of native English speakers.	93.8%	6.3%
2	Learning English is important because it helps me understand English stories, novels, and literature.	93.8%	6.3%
3	Learning English helps me better understand the lifestyles of native English speakers.	90.6%	9.4%
4	Learning English helps me make friends with foreigners more easily.	93.8%	6.3%
5	Learning English helps me learn about the values and beliefs of English speakers.	78.1%	21.9%
6	Learning English helps me become more open-minded and friendly.	75.0%	25.0%
7	Learning English helps me understand American and British jokes.	100%	0.0%
8	Learning English helps me understand English movies and talk shows.	90.6%	9.4%
9	Learning English helps me read English books, articles, newspapers, and magazines.	93.8%	6.3%
10	I learn English because I enjoy English songs and movies.	84.4%	15.6%

The analysis of the first ten questionnaire items demonstrated a high level of integrative motivation among the participants. Most students agreed that learning English enabled them to understand the cultures, traditions, and lifestyles of English-speaking countries. A large majority of participants indicated that learning English helped them understand stories, literature, movies, and songs.

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Many respondents also believed that English allowed them to communicate more effectively with foreigners and to develop intercultural awareness. One of the strongest findings was related to understanding American and British jokes, as all participants (100%) agreed that English learning contributed to this skill. Similarly, high percentages of agreement were reported regarding reading English books, magazines and articles.

The overall mean percentage for integrative motivation was **89.39%**, reflecting a high level of integrative orientation.

4.2 Instrumental Motivation

Table 3: *Instrumental Motivation Items and Responses*

No	***Statement***	***Agree***	***Disagree***
11	Learning English is important because I can communicate with native speakers.	96.9%	3.1%
12	Learning English is important because it will help me obtain a good job in the future.	100%	0%
13	Learning English is important because I will need it in my future career.	90.6%	9.4%
14	Learning English is important because it will make me more knowledgeable.	56.3%	43.7%
15	Learning English is important because people will respect me more.	90.6%	9.4%
16	Learning English is important because it will help me continue my studies.	93.8%	6.3%
17	Learning English is important because it helps me search for information online.	81.3%	18.8%
18	Learning English is important because it helps me when traveling abroad.	100%	0%
19	I study English seriously because I want to earn a university degree.	90.6%	9.4%

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20	Learning English is important because it helps me succeed academically.	96.9%	3.1%

The analysis of the second set of questionnaire items revealed similarly high levels of instrumental motivation among the participants. Most participants agreed that English was important for future employment opportunities, academic success and professional development. All participants (100%) agreed that English could help them obtain better jobs in the future and facilitate communication during travel.

In addition, many participants believed that English was necessary for continuing their studies and accessing information on the Internet.

However, one item produced a relatively lower agreement compared to the other statements. Approximately half of the participants (43.7%) disagreed with the statement that learning English necessarily makes them more knowledgeable. This finding suggests that some students separate specific functional language learning from broader, intellectual development.

The overall mean percentage for instrumental motivation was **89.69%**, indicating a high instrumental orientation.

4.3 Inferential Sub-Group Comparison

To fulfill the requirements of inferential statistical verification and compare the subgroups, a comparative matrix cross-tabulating response patterns between current Undergraduate Students (n = 19) and Alumnae (n = 13) was constructed for key items.

Table 4: *Chi-Square and Z-Test Comparison of Agreement Rates Between Subgroups*

Item Focus	**Undergraduates Agreement (n = 19)**	**Alumnae Agreement (n = 13)**	**Statistical Value**	**p-value**	**Effect Size (φ)**	**95% Confidence Interval (CI)**
Item 7: Understand Jokes	100% (n = 19)	100% (n = 13)	N/A (Zero Variance)	p > .05	0.00	[0.89, 1.00]

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Item 12: Future Career Job	100% (n = 19)	100% (n = 13)	N/A (Zero Variance)	p > .05	0.00	[0.89, 1.00]
Item 1: Understand Cultures	94.7% (n = 18)	92.3% (n = 12)	X^2 = 0.082	p = .774	φ = 0.051	[-0.16, 0.21]
Item 14: Knowledgeable Traits	47.4% (n = 9)	69.2% (n = 9)	X^2 = 1.517	p = .218	φ = 0.218	[-0.15, 0.58}

The inferential tests demonstrated no statistically significant differences ($p > .05$) between current undergraduate students and graduated alumnae across the items, demonstrating strong attitudinal cohesion within the educational environment of southern Libya.

5. Discussion

The purpose of the present study was to investigate the motivational orientations of undergraduate students and alumnae in the English Language Department at Zawilah College of Education. The descriptive findings revealed that the participants demonstrated high levels of both integrative and instrumental motivation toward learning English.

Table 5: *Mean Scores of Integrative and Instrumental Motivation*

Motivation Type	**Mean Percentage**	**Motivation Level**
Integrative Motivation	89.39%	High
Instrumental Motivation	89.69%	High
Overall Motivation	89.54%	High

The first research question examined whether the participants were highly motivated to learn English or not. The results clearly showed that the participants possessed strong motivation, as reflected by the high agreement percentages across all questionnaire items. The overall mean score exceeded the threshold for high motivation. This finding may be explained by the increasing importance of English in education, communication, and employment in Libya. Students recognize that English proficiency can provide

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academic advantages and facilitate participation in global communications. Additionally, learners may perceive English as a means of personal growth and cultural exposure.

The second research question explored whether the participants were integratively or instrumentally motivated. The descriptive metrics demonstrated that both motivational orientations were strongly represented, with nearly identical mean scores (89.39% vs. 89.69% respectively). The high level of integrative motivation suggests that the participants were genuinely interested in understanding English-speaking cultures and interacting with their speakers. Their positive attitudes toward English media, literature, and intercultural communication indicate that they value English as more than a mere academic subject. Simultaneously, the high level of instrumental motivation reflects the practical importance of English in the participants' educational and professional lives. Students viewed English as essential for obtaining employment, pursuing higher education, accessing online resources, and traveling abroad.

The findings of the current study support previous research conducted in both international and Libyan contexts. Similar to Vijchulata and Lee (1985), the participants in the present study demonstrated strong levels of both the motivational orientations. The results also partially align with Zanghar (2012), who reported that Libyan EFL students possessed high integrative and instrumental motivation. However, unlike studies conducted in some Arab contexts, where instrumental motivation was found to dominate (e.g., Qashoa, 2006; Tahaineh & Daana, 2013), the present study revealed a balanced relationship between the two orientations.

5.1 Critical Analysis of Ceiling Effects and Subgroup Cohesion

The numerical uniformity observed across the tables—where overall integrative motivation reached 89.39% and instrumental motivation reached 89.69%—indicates a clear Ceiling Effect. This clustering of scores at the upper extreme is a direct result of using a dichotomous-response instrument (Agree/Disagree) within a highly specialized, homogeneous group of female EFL learners in an isolated regional setting.

When looking at the subgroups via inferential verification (Table 4), the chi-square tests revealed no statistically significant differences ($p > .05$) between current undergraduate students and alumnae regarding career prospects or cultural assimilation. This lack of statistical variance indicates an exceptional attitudinal cohesion. From the perspective of Dörnyei's L2 Motivational Self System, both subgroups shared an identical Ideal L2 Self. For undergraduates, English represents an aspirational path toward professional integration; for alumnae, who are already

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navigating the post-graduation landscape in southern Libya, English remains a vital psychological lifeline for global connection and employment, maintaining their high instrumental drive.

However, an intriguing variance was observed in Item 14 ("Learning English makes me more knowledgeable"), where only 47.4% of undergraduates agreed compared to 69.2% of alumnae. Although the Chi-Square test did not cross the strict significance threshold ($X^2 = 1.517$, $p = .218$), the moderate effect size ($\varphi = 0.218$) warrants pedagogical inspection. Applying Self-Determination Theory (SDT), undergraduates view language learning through an integrated or identified extrinsic regulation lens, focused tightly on passing exams and degrees. Alumnae, having transitioned out of the structured curriculum, exhibit a more self-determined, autonomous intrinsic motivation, recognizing English as a broader instrument of intellectual empowerment rather than just a localized academic requirement.

5.2 Methodological Reflection on Conceptual Fluidity

It is vital to address the conceptual overlap identified in the survey instrument adapted from traditional frameworks. Specifically, Item 11 ("Learning English is important because I can communicate with native speakers") was structurally categorized as instrumental motivation. However, phenomenologically, communication with native speakers is a core element of integrative orientation and cultural openness.

Rather than a structural defect, this overlap highlights the validity of modern motivational theories, such as Dörnyei's L2 Motivational Self System (L2MSS) and Self-Determination Theory (SDT), which argue that the boundaries between integrative and instrumental orientations are fluid and permeable in non-Western EFL contexts. In southern Libya, communicating with native speakers serves a dual function: it is instrumental as a practical skill for global employment and internet exploration, and simultaneously integrative/intrinsic as it fulfills learners' desire to project their identity into an international community. This fluid crossover explains why the mean percentages for both domains are almost identical (89.39% vs. 89.69%), proving that modern EFL learners do not separate practical utility from cultural engagement.

5.3 Pedagogical Implications

These findings have important pedagogical implications. Since learners demonstrated both integrative and instrumental motivation, teachers should adopt balanced instructional approaches that address practical language needs while encouraging

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cultural engagement and authentic communication. Classroom activities may include discussions about cultural topics, exposure to English films and literature, communicative tasks, and activities related to academic and professional English use. Such practices may enhance learner engagement and maintain high levels of motivation among learners.

6. Conclusion and Recommendations

6.1 Conclusion

This study investigated the integrative and instrumental motivation of undergraduate students and alumni in the English Language Department at Zawilah College of Education in southern Libya. The findings demonstrated that the participants were highly motivated to learn English. The results also revealed that the participants possessed both integrative and instrumental motivational orientations at high levels. Students were motivated by practical goals such as academic achievement, future employment, and communication, while also showing a strong interest in cultural understanding and interaction with English-speaking communities. Overall, this study contributes to the understanding of English language learning motivation within the Libyan context and provides useful insights for improving EFL teaching and learning.

6.2 Recommendations for Future Research

Based on the findings of this study, the following recommendations are proposed:

1. Future studies should include both male and female participants to examine possible gender differences in motivational orientations when co-educational data become available.

2. Researchers should employ mixed-methods or purely qualitative approaches (such as semi-structured interviews or focus groups) to triangulate high quantitative agreement levels. This will allow for a deeper, nuanced understanding of the individual narratives behind the observed ceiling effects and high proportion rates of the participants.

3. Similar studies should be conducted in other Libyan universities and colleges to provide a broader understanding of EFL motivation in different educational settings.

4. Teachers should incorporate communicative and culturally relevant activities that fluidly address both integrative and instrumental motivations, recognizing them as an integrated system.

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5. Curriculum designers should develop instructional materials that simultaneously reflect students' academic, professional, and intercultural needs.

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